Entry 1 School Information and Cover Page (New schools that were not open for instruction for the 2018-19 school year are not required to complete or submit an annual report this year).

Created: 07/30/2019 • Last updated: 11/01/2019

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2019)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME (Select name from the drop down menu)	NEW HEIGHTS ACADEMY CHARTER SCHOOL
a1. Popular School Name (Optional)	(No response)
b. CHARTER AUTHORIZER (As of June 30th, 2019) Please select the correct authorizer as of June 30, 2019 or you may not be assigned the correct tasks.	NYCDOE Authorized Charter School
c. DISTRICT / CSD OF LOCATION	NYC CSD 6
d. DATE OF INITIAL CHARTER	04/2005
e. DATE FIRST OPENED FOR INSTRUCTION	06/2006

f. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)

MISSION STATEMENT

NHACS mission is to graduate students who are prepared to succeed in college and life.

g. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)

KEY DESIGN ELEMENTS (Brief heading followed by a description of each Key Design Elements (KDE). KDEs are those general aspects of the school that are innovative or unique to the school's mission and goals, are core to the school's overall design, and are critical to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems.

Variable 1	PRIDE Operating Values: Perseverance ● We strive always to uphold the mission of NHACS. ● We do whatever it takes to help each member of the NHACS family achieve success. ● We finish what we start. Responsibility ● We hold ourselves accountable for our words and actions. ● We watch over all members of our community and their property. ● We own our mistakes and learn from them. Integrity ● We act and speak honestly. ● We personify our values and beliefs. ● We conduct ourselves in a manner which makes our families, the community, and ourselves proud. Discipline ● We recognize that hard work produces positive results. ● We exercise self control and make necessary sacrifices in order to reach our potential. ● We contribute to the orderliness that is necessary for our school to function. Enthusiasm ● We maintain positive attitudes and practice positive thinking. ● We demonstrate interest and excitement in our own and others' achievements. ● We pursue our passions in life.
Variable 2	Learning Culture Based on Efficacy: The unifying goal of the Efficacy guided use of data is to set high yet achievable standards for student academic achievement. The framework targets achievement through effective effort, and it employs Mission, Mindset and Method

	tools to unlock students' potential, with the goal of getting all students to reach or exceed academic proficiency targets.
Variable 3	Professional Learning Community: The PLC fosters collaboration between teachers as well as the individual growth of each teacher. Under the PLC structure grade level teams conduct PLC meetings 2 3 times per week. During these meetings teacher teams analyze student data and strategies for improving student outcomes.
Variable 4	Literacy Everywhere: The entire school community is united in a common pursuit of literacy development. This is continuously reinforced by schoolwide expectations for student reading outside of the classroom and encouraging students to strive for meeting and exceeding reading level targets. Teachers foster students' intrinsic motivation to read write present and think.
Variable 5	(No response)
Variable 6	(No response)
Variable 7	(No response)
Variable 8	(No response)
Variable 9	(No response)
Variable 10	(No response)

Need additional space for variables	No
h. SCHOOL WEB ADDRESS (URL)	www.newheightsacademy.org
i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2018-19 SCHOOL YEAR (exclude Pre-K program enrollment)	765
j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2019 (exclude Pre-K program enrollment)	762

k. GRADES SERVED IN SCHOOL YEAR 2018-19 (does not include Pre-K program students)

Check all that apply

Grades Served	5, 6, 7, 8, 9, 10, 11, 12

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION? No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2019-20?

	No, just one site.

School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K 5, 6 9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	1818 Amsterdam Ave. New York, NY 10031	212 283 5400	NYC CSD 6	5 12	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Christina D. Brown	[redacted]		[redacted]
Operational Leader	Sylvie Estrella			
Compliance Contact	Wendy Ramos			
Complaint Contact	Christina D. Brown			
DASA Coordinator	Judith Stoddard			
Phone Contact for After Hours Emergencies	Sylvie Estrella, Director of Ops			

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

Private Space

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

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

Site 1 Certificate of Occupancy (COO)

https://nysed_cso_reports.fluidreview.com/resp/110199693/yFPTXS6fVy/

Site 1 Fire Inspection Report

https://nysed_cso_reports.fluidreview.com/resp/110199693/nBJtmqxAKU/

CHARTER REVISIONS DURING THE 2018-19 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2018-19 school year? (Please include approved or pending material and non-material charter revisions).

No

ATTESTATION

o. Individual Primarily Responsible for Submitting the Annual Report.

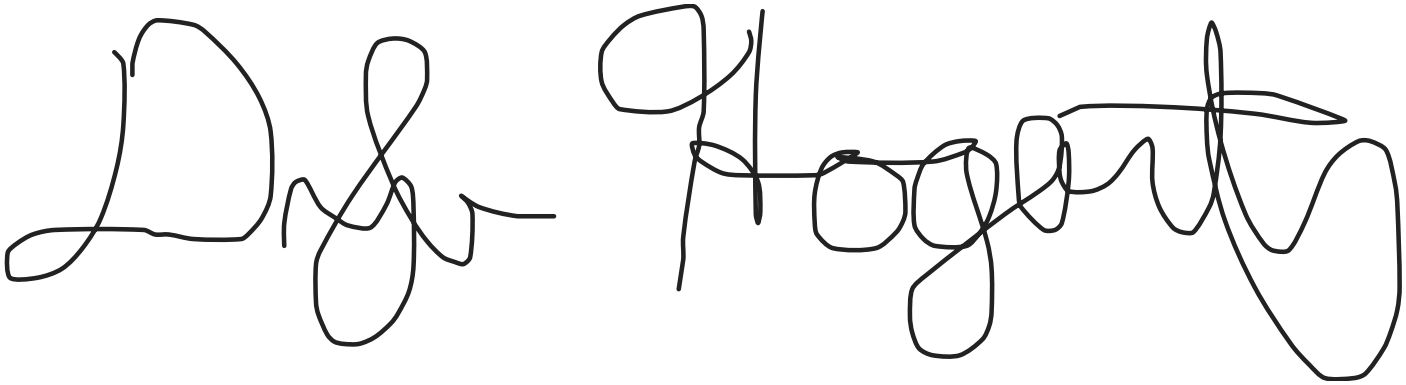
Name	Jen Pasek
Position	Consultant
Phone/Extension	[redacted]
Email	[redacted]

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

Yes

Signature, Head of Charter School

Signature, President of the Board of Trustees



Date (No response)

Thank you.

FIRE DEPARTMENT

9 METROTECH CENTER BROOKLYN, N.Y. 11201-3857

BUREAU OF FIRE PREVENTION

Public Buildings Unit

DATE: 11.07.2018.

	PREMISES
New Heights Academy 1818 Amsterdam Avenue New York NY 10031	New Heights Academy High School 1818 Amsterdam Avenue New York NY 10031

To Whom It May Concern:

The New York City Fire Department ("FDNY"), Bureau of Fire Prevention, Public Buildings Unit conducted an inspection of the above-referenced premises on **05.14.2018.**

XXX The inspection did not reveal any violations that FDNY's Public Buildings Unit is authorized to inspect and enforce.
Note: Re-inspection conducted on 08.06.18 resulted in dismissal of violation order E550123 issued on 05.14.2018

_____ The inspection resulted in issuance of violations of the Fire Code or other laws, rules or regulations that FDNY's Public Buildings Unit is authorized to inspect and enforce.

_____ As of XXXXXX documents were submitted to FDNY as proof of correction, and such correction was deemed acceptable to FDNY

_____ The inspection, and a review of premises records, has disclosed that the premises may not be in compliance with the lawful occupancy established by the New York City Department of Buildings.

This letter shall not be construed to be a permit for, or an approval of the premises. FDNY does not certify that the premises is free from any violation for which it has not inspected, in accordance with its standard inspection protocols. This letter shall not prevent FDNY from inspecting the premises at a later date, requiring the correction of any deficiencies its finds at the premises, and/or issuing violations against the premises for conditions that do not comply with the Fire Code or other laws, rules or regulations.

Examined by: _____

Tomasz Korbas, Supervising Inspector, PBU

NYC Buildings

Certificate of Occupancy

CO Number: [redacted]

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

A.

Borough: Manhattan
Address: 1818 AMSTERDAM AVENUE
Building Identification Number (BIN): 1062155

Block Number: 02082
Lot Number(s): 28
Building Type: Altered

Certificate Type: Final
Effective Date: 07/03/2012

For zoning lot metes & bounds, please see BISWeb.

B.

Construction classification: 3 (Prior to 1968 Code)
Building Occupancy Group classification: COM (Prior to 1968 Code)
Multiple Dwelling Law Classification: None

No. of stories: 3 **Height in feet:** 45 **No. of dwelling units:** 0

C.

Fire Protection Equipment:
Sprinkler system

D.

Type and number of open spaces:
None associated with this filing.

E.

This Certificate is issued with the following legal limitations:
None

Borough Comments: None

Borough Commissioner

Commissioner

DOCUMENT CONTINUES ON NEXT PAGE

NYC Buildings

Certificate of Occupancy

CO Number: [redacted]

Permissible Use and Occupancy

All Building Code occupancy group designations are 1968 designations, except RES, COM, or PUB which are 1938 Building Code occupancy group designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
CEL	422	OG	C		3A	SOUTH,WEST AND NORTH CLASSROOMS
CEL	2	OG	E		3B	OFFICES-ACCESSORY TO SCHOOL
CEL	321	OG	D-2		6F	GAS METER ROOM, WATER METER ROOM, SPRINKLER ROOM, ELECTRIC ROOM, STORAGES
001	40	75	E		6A	STORES
001	460	100	F-1B		3	MULTI-PURPOSE ROOM (CAFETERIA/AUDITORIUM/GYMNASIUM)
001	4	75	E		3B	OFFICES-ACCESSORY TO SCHOOL
002	448	40	C		3A	CLASSROOMS
002	448	40	G		3A	CLASSROOMS
002	9	50	E		3B	OFFICES ACCESSORY TO CLASSROOM
003	417	50	C		3A	CLASSROOMS
003	50	100	C		3A	ART AND DANCE STUDIO
003	7	50	E		3B	OFFICES ACCESSORY TO CLASSROOMS

END OF SECTION

Borough Commissioner

Commissioner

END OF DOCUMENT

Entry 2 NYS School Report Card Link

Last updated: 07/30/2019

NEW HEIGHTS ACADEMY CHARTER SCHOOL

1. CHARTER AUTHORIZER (As of June 30th, 2019) (For technical reasons, please re select authorizer name from the drop down menu).	NYCDOE Authorized Charter School
2. NEW YORK STATE REPORT CARD **Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See https://reportcards.nysed.gov/).** **(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided.)**	https://data.nysed.gov/essa.php?year=2018&instid=800000059088

Entry 3 Progress Toward Goals

Created: 08/01/2019 • Last updated: 10/31/2019

PROGRESS TOWARD CHARTER GOALS

Board of Regents authorized and NYCDOE authorized charter schools only. Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals by November 1st.

1. ACADEMIC STUDENT PERFORMANCE GOALS

If performance data is not available by August 1st, please state this in the last column and update by November 1st.

2018-19 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
				ELA Initiatives ●ELA Action Plan Strategies for 2019 20: The current 3 areas of focus in the ELA action plan are to use data regularly to differentiate instruction, supporting teachers in using the Core Actions to intentionally plan lessons, and increasing student proficiency in writing by the consistent use of the NHACS Writing Process. ●Deepened Focus on Annotations: The English Department has been receiving training in Close Reading for the last 6 years. Our focus

Academic Goal 1	For each year of the school’s renewal charter term, the percentage of the school’s students who score at or above Level 3 on the New York State ELA examination must exceed such percentage for the Community School District (CSD) in which the school is located. (Relevant for schools serving grades 3 8)	NYS ELA Exam Gr.|NHACS |NYC #6 5) 7% | 31% 6) 29% | 39% 7) 25% | 32% 8) 47% | 47% All) 27% | 37%	Not Met	continues to be on Close Reading, but students need a more explicit model of how to annotate in order to demonstrate their thinking. We will continue to write in response to the reading, and this year the English Department will partner with the Social Studies Department to follow a common writing process to include annotation, discussion, planning and self evaluation of their writing. We have aligned the Social Studies and ELA action plans to facilitate this work. We will respond to the writing data through the Data/Feedback/Strategy (DFS) protocol and differentiate our instruction based on the thinking demonstrated through the student writing. ●Norming Writing Assessment: We identified that teachers were inconsistent in scoring student writing in the 2018 19 school year. Going forward, we will be using the state writing rubric schoolwide to ensure normed grading procedures of authentic assessments. Teachers will also be

				provided with professional development to help them develop their understanding of how to use the rubric.
Academic Goal 2	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State ELA examination must exceed such percentage for New York City. (Relevant for schools serving grades 3 8)	NYS ELA Exam Gr.|NHACS |NYC 5) 7% | 40% 6) 29% | 48% 7) 25% | 43% 8) 47% | 51% All) 27% | 45%	Not Met	See above.
	For each year of the			Math Initiatives: ● Math Action Plan Strategies for 2019 20: The current 3 areas of focus in the math action plan are increased focus on standards alignment, the expanded use of collaborative structures and student centered learning, and responding to student data through the regular use of the DFS protocol. ● Promotion of Most Effective Math Teacher to Math Department Chair: As our data shows, math is our most challenging subject. We promoted our most effective middle school math teacher to the position of Math Department Chair, starting in the 2019 20 school year.

Academic Goal 3	school’s renewal charter term, the percentage of the school’s students who score at or above Level 3 on the New York State Mathematics examination must exceed such percentage for the Community School District (CSD). (Relevant for schools serving grades 3 8)	NYS Math Exam Gr. |NHACS |NYC#6 5) 9% | 39% 6) 37% | 35% 7) 16% | 33% 8) 12% | 35% All) 19% | 36%	Not Met	This position will be dedicated to supporting teachers in implementing our math program with fidelity and consistently from grade to grade. ● Math Science Partnership: As with the ELA and Social Studies alignment described above, the Math and Science departments will be partnering closely to infuse science with grade level math skills. This will allow science teachers to provide students with additional practical experience with math skills. ● Continued Math Professional Development: NHACS will continue to provide professional development through the NYC Math Project. The Math Project helps build teacher capacity for teaching foundational fluency math skills. In 2019 20, the Math Project will be visiting once a month to meet with teachers, review their plans, and provide feedback targeted toward increasing standards alignment and rigor.
Academ	For each year of the school’s renewal charter term, the percentage of the school’s students who score at or above Level 3 on the	NYS Math Exam Gr. |NHACS |NYC#6		

ic Goal 4	New York State Mathematics examination must exceed such percentage for New York City. (Relevant for schools serving grades 3 8)	5) 9% | 46% 6) 37% | 44% 7) 16% | 42% 8) 12% | 36% All) 19% | 42%	Not Met	See above.
				NHACS High School Initiatives >>Professional Development: Our focus areas for professional development in the 2019 20 school year will be to: Train teachers in all elements of gradual release of responsibility (GRR) and Kagan cooperative learning strategies; Train teachers in close reading strategies with an emphasis on the use of lexile levels to choose appropriate texts, and strategies to understand complex text and annotations; Increase teacher training and exposure to advanced placement level work; Continue to deepen teachers' use of our data protocols during data days, department meetings, intersession, and interventions; and Coach teachers on the use of small group instruction. >>Student

Academic Goal 5	For each year of the school's renewal charter term, at least 75% of students in the relevant NYSED four year graduation accountability cohort will earn at least a mark of 75 on an English regents exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one English regents exam during the time they were actively enrolled at the school, and only English regents exams taken during the time they were actively enrolled at the school will be counted.	ELA Regents Exam Data 74% of all students passed English Regents with a score of 75+, whereas 100% passed with a 65+.	Not Met	Engagement: At the high school, student engagement is critical to ensuring that students attend school and meet the requirements necessary for graduation. We will continue to work on engagement through the following strategies in 2019 20: Support deans, social workers, and attendance/family coordinators in the use of the attendance matrix with fidelity; Increase resources and opportunities for family engagement; and Support and monitor teacher development in making the Pathway to Excellence relevant and tangible by increasing exposure to seminars and other activities. >>College Readiness: As part of our long term goal to increase college readiness, and in alignment with our mission, we have set the following goals: Increase the yearly pass rates for AP exams for subjects offered for more than one consecutive year by 25% (or achieve 75% or higher pass rate/subject) Increase the number of students earning an Advanced Regents

				Diploma by 20% yearly (or achieve 75% or higher) Pass an AP Language and Composition class and/or the AP Language and Composition Exam. To achieve these goals, and increase college readiness in 2019 20 and beyond, students have participated in College Now programs that provide students access to college level courses at CUNY institutions. In recent years, students have taken English and Psychology courses. Going forward we plan to increase the number of participants by establishing more direct connections with specific professors and departments at City College, which is within walking distance from our school. Students who take and pass College Now class receive college credits as a high school student.
Academ	For each year of the school's renewal charter term, at least 75% of students in the relevant NYSED four year graduation accountability cohort will earn at least a mark of 75 on a math regents exam	Math Regents Exam Data		

ic Goal 6	(Common Core Algebra I, Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra 2/Trigonometry) by the end of June of their fourth year in the cohort.	61% of all students passed a math Regents with a score of 75+, whereas 89% passed with a 65+.	Not Met	
Academic Goal 7	For each year of the school's renewal charter term, at least 75% of students with disabilities in the relevant NYSED four year graduation accountability cohort will earn at least a mark of 75 on an English regents exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one English regents exam during the time they were actively enrolled at the school, and only English regents exams taken during the time they were actively enrolled at the school will be counted. Students will be considered students with disabilities for the purposes of this goal if they were classified as a student with a disability in ATS on 10/31 of any of the four cohort high	ELA Regents Exam Data 57% of SWD passed English Regents with a score of 75+, whereas 100% passed with a 65+.	Not Met	

	school years.			
Academic Goal 8	For each year of the school's renewal charter term, at least 75% of students with disabilities in the relevant NYSED four year graduation accountability cohort will earn at least a mark of 75 on a math regents exam (Common Core Algebra I, Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra 2/Trigonometry) by the end of June of their fourth year in the cohort.	Math Regents Exam Data 14% of SWD passed a math Regents with a score of 75+, whereas 86% passed with a 65+.	Not Met	
Academic Goal 9	For each year of the school's renewal charter term, at least 75% of English language learners in the relevant NYSED four year graduation accountability cohort will earn at least a mark of 75 on an English regents exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one English regents exam during the time they were actively enrolled at the school, and only English regents exams taken during the time they were	ELA Regents Exam Data 25% of ELL students passed English Regents with a score of 75+, whereas 75% passed with a 65+. Note that there were only 4 ELL students in this cohort.	Not Met	

	actively enrolled at the school will be counted. Students will be considered English language learners for the purposes of this goal if they were classified as an English language learner in ATS on 10/31 of any of the four cohort high school years.			
Academic Goal 10	For each year of the school's renewal charter term, at least 75% of English language learners in the relevant NYSED four year graduation accountability cohort will earn at least a mark of 75 on a math regents exam (Common Core Algebra I, Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra 2/Trigonometry) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one math regents exam during the time they were actively enrolled at the school, and only math regents exams taken during the time they were actively enrolled at the school will be counted. Students will be considered English language learners for the purposes of this	Math Regents Exam Data None of the four ELL students passed a Math Regents with a score of 75+, whereas 50% passed with a 65+.	Not Met	

	goal if they were classified as an English language learner in ATS on 10/31 of any of the four cohort high school years.			

2. Do have more academic goals to add? Yes

2018-19 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 11	For each year of the school's renewal charter term, at least 75% of students qualified for the free or reduced price lunch program in the relevant NYSED four year graduation accountability cohort will earn at least a mark of 75 on an English regents exam (Comprehensive English or Common Core English Language Arts) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one English regents exam during the time they were actively enrolled at the school, and only English regents exams taken during the time they were actively enrolled at the school will be	ELA Regents Exam Data 73% of ED students passed English Regents with a score of 75+, whereas 99% passed with a 65+.	Not Met	

	counted. Students will be considered qualified for the free or reduced price lunch program for the purposes of this goal if they were classified as such in ATS on 10/31 of any of the four cohort high school years.			
Academic Goal 12	For each year of the school's renewal charter term, at least 75% of students qualified for the free or reduced price lunch program in the relevant NYSED four year graduation accountability cohort will earn at least a mark of 75 on a math regents exam (Common Core Algebra I, Common Core Geometry, Common Core Algebra II, Integrated Algebra, Geometry, Algebra 2/Trigonometry) by the end of June of their fourth year in the cohort. A student will be counted toward this goal if they have taken at least one math regents exam during the time they were actively enrolled at the school, and only math regents exams taken during the time they were actively enrolled at the school will be counted. Students will be considered qualified for the free or reduced price lunch	Math Regents Exam Data 65% of ED passed a math Regents with a score of 75+, whereas 89% passed with a 65+.	Not Met	

	program for the purposes of this goal if they were classified as such in ATS on 10/31 of any of the four cohort high school years.			
Academic Goal 13	Based on the proficiency rates on the New York State ELA examination, the school will demonstrate positive academic growth in each year of the charter term. (Relevant for schools serving grades 3 8)	NYS 3 8 ELA Exam 2018 and 2019 ELA Exams The grade 5 8 aggregate percent proficient decreased from 38% in 2018 to 27% in 2019.	Not Met	
Academic Goal 14	Based on the proficiency rates on the New York State Mathematics examination, the school will demonstrate positive academic growth in each year of the charter term. (Relevant for schools serving grades 3 8)	NYS 3 8 Math Exam 2018 and 2019 Math Exams The grade 5 8 aggregate percent proficient decreased from 38% in 2018 to 27% in 2019.	Not Met	
Academic Goal 15	In each year of the charter term, the school will demonstrate increased pass rates on either the Comprehensive or Common Core English Regents exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9 12)	Common Core English Regents Based on the Annual Regents Outcomes in the L2RPT system, 89 percent of students passed the Regents in 2018 and 92 percent did so in 2019.	Met	
	In each year of the			

Academic Goal 16	charter term, the school will demonstrate increased pass rates on either the Integrated Algebra or Common Core Algebra I Regents exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9 12)	Math Regents Exam Data Based on the Annual Regents Outcomes in the L2RPT system, 72 percent of students passed the Regents in 2018 and 72 percent did so in 2019.	Not Met	
Academic Goal 17	In each year of the charter term, the school will demonstrate increased pass rates on either the Geometry or Common Core Geometry Regents exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9 12)	Common Core Geometry Results Based on the Annual Regents Outcomes in the L2RPT system, 18 percent of students passed the Regents in 2018 and 44 percent did so in 2019.	Met	
Academic Goal 18	In each year of the charter term, the school will demonstrate increased pass rates on either the Algebra II/Trigonometry or Common Core Algebra II Regents exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at	Common Core Algebra II Results Based on the Annual Regents Outcomes in the L2RPT system, 25 percent of students passed the Regents in 2018 and 44 percent did so in 2019.	Met	

	least two consecutive years. (Relevant for schools serving grades 9 12)			
Academic Goal 19	In each year of the charter term, the school will demonstrate increased pass rates on either the Global History and Geography or US History and Government Regents exam. Goal will be applicable if six or more students take either exam, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9 12)	Social Studies Regents Results Global History Based on the Annual Regents Outcomes in the L2RPT system, 77 percent of students passed the Regents in 2018 and 81 percent did so in 2019.	Met	
Academic Goal 20	In each year of the charter term, the school will demonstrate increased pass rates on at least one science Regents exam. Goal will be applicable if six or more students take the same science Regents exam in each year of the charter term, and the same exam meets that threshold for at least two consecutive years. (Relevant for schools serving grades 9 12)	Chemistry Based on the Annual Regents Outcomes in the L2RPT system, 35 percent of students passed the Regents in 2018 and 44 percent did so in 2019.	Met	

3. Do have more academic goals to add? Yes

2018-19 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 21	Where the school has an eligible subgroup population (deemed as six or more students) of English language learners, the school will demonstrate positive academic growth on New York State ELA examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3 8)	NYS ELA Exam 16 percent of ELL students scored at proficiency in 2018 and 2 percent did so in 2019.	Not Met	
				Comprehensive Middle School Initiatives: ● More Targeted Support for Teachers: Our middle school teaching staff experienced turnover at the beginning of the 2018 19 school year. All of our 5th grade teachers were new to the school with the exception of our science teacher. To address the varied levels of experience of our teachers, we have designed a new tiered coaching structure to begin in the 2019 20 school year. In this structure, coaching will be differentiated to meet the needs of each teacher. In summer 2019 preservice, the

instructional coaches grouped our teachers and designed coaching cycles for each group. One major focus for coaching in the 2019 20 school year will be checking for consistent implementation of our curriculum and instructional methods. This will include more frequent oversight and feedback on lesson and unit plans and more frequent in classroom observation.

● Additional Teaching Assistants: Recognizing a need to provide increased support for students, we are adding teaching assistants (TAs) to every middle school math class in support of our guided math approach. The support of TAs will ensure that math content experts are working in support of our iReady intervention program. This will decrease the student to adult ratio in the classroom and will allow teachers greater flexibility to use small groups for differentiated instruction.

● Responsive Action Plans in ELA and Math: Following the release of 2019 state scores, the ELA and Math departments developed action

plans for improvement, following the NHACS Data/Feedback/Strategy (DFS) data protocol. These action plans distill the key areas of focus for the 2019 20 school year.

● Improved Implementation of iReady: In addition to teaching assistants, we have also moved to a one to one (Chromebook) technology environment to implement Google Classroom and strengthen our progress with the iReady intervention program. Further, we also invested in improving Wi Fi throughout our facility to ensure that students and faculty have fast access to all intervention software.

● Increased Length of Saturday Academy and Wednesday Academy: In the past, our Saturday Academy and Wednesday Academy for struggling students started in January. Now, recognizing that our most struggling students need additional support, we are increasing the length of these academies. Both academies will now start in October.

● Continued

	Where the school has an eligible subgroup population (deemed as six or more students) of students with disabilities, the school will demonstrate positive	NYS ELA Exam		Afterschool and Saturday programs partnership: The Community Association of Progressive Dominicans (ACDP) supports 115 students from grades 6 8 each year on skill building experiences and reinforcing daily educational practice. The program is in its second year at NHACS and has supported an increase in student and family engagement. ACDP has also worked with our students to cultivate leadership skills through service learning and other civic engagement opportunities. The students participate in the program Monday through Friday from 4:30 pm 6:00 pm, one Saturday per month from 9:00 am 3:00 pm, and over school breaks. They receive homework help and tutoring, opportunities to explore interests and creativity through clubs, a focus on Science, Technology, Engineering, Art, and Mathematics (STEAM), and exposure to project based learning inclusive of trips. ● Increased Teacher Exposure to the ELA and Math State Exams: In past years,

Academic Goal 22	academic growth on New York State ELA examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3 8)	25 percent of SWD students scored at proficiency in 2018 and 11 percent did so in 2018.	Not Met	NHACS teachers have participated in scoring the state exams. This practice helped teachers understand what students would be asked to do during their state testing. In 2018 19, it was not possible to send teachers for scoring due to our staffing arrangement. Going forward, we will provide teachers with the opportunity to take sample state exams. We anticipate that this will help teachers better prepare their students for the demands of the 2020 state exams. ● Building Students' Intrinsic Academic Motivation: We are also focused on student motivation as a means to improve academic outcomes. We will be working to build students' intrinsic motivation through the use of student directed improvement systems (SDIS). In SDIS, students track their own academic progress and set goals for improvement. In 2019 20, students will participate in weekly and quarterly SDIS data meetings. NHACS aligns SDIS conversations with the NHACS Pathways to Excellence, which describes the habits

				of mind and action needed for success in school and life (see page 29 of the 2019 20 Student Handbook). ● Continued Professional Development: Inquiry by Design targeting building teacher capacity to strengthen reading, writing, and vocabulary skills, and the Framework for Intentional and Targeted Teaching Institute to help teachers deepen their understanding of instructional routines and procedures that lead to increased student success. 5th Grade Initiatives ● Stability in 5th Grade Teaching Team: In 2018 19, every teacher on the 5th grade team was new to NHACS with the exception of the science teacher. All of these teachers are still on staff, although the science teacher has moved to a new position in the NHACS High School. In 2018 19, 2 of the new 5th grade teachers were hired after the New Teacher Academy (NTA; see more on page 28) concluded. They were unable to take part in this training and this impacted their ability to fully implement the NHACS program

				and approach to classroom management. We have learned from this challenge. In 2019 20, we are offering an abridged version of the NTA for teachers who start the year after it is offered in August. To address teacher retention in key positions, we are working to ensure that teachers feel fully supported in their roles at NHACS. In 2019 20 we are increasing the coaching cycle and offering differentiated support by tiering teachers (see more on page 30). NHACS has multiple layers of support available to 5th grade teachers including from the Assistant Principal, Principal, Instructional Coach, and Humanities Teacher. We recognize that we must do a better job of coordinating support in the 2019 20 school year to ensure that our support team is being effectively deployed where it is most needed. Further, we are sending 3 of our 5th grade teachers to professional development sessions on restorative justice and classroom management strategies to help

				them develop a strong learning culture in their classrooms. ● Refine 5th Grade Practices: In the 2018 19 school year, due to staff transitions, curricular resources for the units of study were incomplete. This resulted in a lack of alignment and appropriate pacing for the year. We have completely rectified this challenge and all units of study are intact for the 2019 20 school year. In addition, we have added a Teaching Assistant to the 5th grade math classroom for the 2019 20 school year to full implementation of our approach to math instruction.
Academic Goal 23	Where the school has an eligible subgroup population (deemed as six or more students) of students eligible for the free or reduced price lunch program, the school will demonstrate positive academic growth on New York State ELA examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3 8)	NYS ELA Exam 38 percent of ED students scored at proficiency in 2018 and 26 percent did so in 2019.	Not Met	

Academic Goal 24	Where the school has an eligible subgroup population (deemed as six or more students) of English language learners, the school will demonstrate positive academic growth on New York State Math examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3 8)	NYS Math Exam 7 percent of ELL students scored at proficiency in 2018 and 4 percent did so in 2019.	Not Met	
Academic Goal 25	Where the school has an eligible subgroup population (deemed as six or more students) of students with disabilities, the school will demonstrate positive academic growth on New York State Math examination proficiency rates for that applicable population in each year of the charter term. (Relevant for schools serving grades 3 8)	NYS Math Exam 13 percent of SWD students scored at proficiency in 2018 and 16 percent did so in 2019.	Met	
Academic Goal 26	Where the school has an eligible subgroup population (deemed as six or more students) of students eligible for the free or reduced price lunch program, the school will demonstrate positive academic growth on New York State Math examination proficiency rates for that applicable	NYS Math Exam 28 percent of ED students scored at proficiency in 2018 and 19 percent did so in 2019.	Not Met	

	population in each year of the charter term. (Relevant for schools serving grades 3 8)			
Academic Goal 27	For each year of the next charter term, the school’s 4 year graduation rate as of August each year as reported by NYSED will be at or above the citywide averages.	Graduation Rates: 88% of the NHACS 2015 4 Yr Cohort graduated. Citywide graduation rates have not been made public yet.		
Academic Goal 28	For each year of the next charter term, the school’s 4 year graduation rate as of August each year for English language learners as reported by NYSED will be at or above the citywide averages.	Graduation Rates: 56% of the NHACS 2015 4 Yr Cohort of ELL students graduated.		
Academic Goal 29	For each year of the next charter term, the school’s 4 year graduation rate as of August each year for students with disabilities as reported by NYSED will be at or above the citywide averages.	Graduation Rates: 100% of the NHACS SWD 2015 4 Yr Cohort graduated.	Met	
Academic Goal 30	For each year of the next charter term, the school’s 4 year graduation rate as of August each year for students eligible for free or reduced price lunch as reported by NYSED will be at or above the citywide averages. (Applicable if the city begins reporting on this)	Graduation Rates: 89% of the NHACS ED 2015 4 Yr Cohort graduated.		
	For each year of the			

Academic Goal 31	next charter term, the school will show progress towards having 75% of students enrolled in their 1st year at the school accumulate 10 or more credits towards graduation as reported in the NYC DOE School Quality Report.			
Academic Goal 32	For each year of the next charter term, the school will show progress towards having 75% of students enrolled in their 2nd year at the school accumulate 10 or more credits towards graduation as reported in the NYC DOE School Quality Report.			
Academic Goal 33	For each year of the next charter term, the school will show progress towards having 75% of students enrolled in their 3rd year at the school accumulate 10 or more credits towards graduation as reported in the NYC DOE School Quality Report.			
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academ				

ic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				

4. ORGANIZATIONAL GOALS

2018-19 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 1	Each year, the school self reported average daily student attendance rate shall meet or exceed the average daily attendance for the Community School District (CSD) of location for elementary and middle schools and the citywide average for high schools.	ATS		Data not publicly available. The NHACS attendance rates are as follows: MS: 96% HS: 95.05%
Org Goal 2	Each year, the percentage of students enrolled in ATS on 10/31 of a given school year that are enrolled in ATS on 10/31 the following school year will exceed the rate of the Community School District (CSD) of location for elementary and middle schools and the citywide average	SIRS BEDS Data		Based on year to year BEDS files, 94.31% of eligible students returned to NHACS for the 2018 19 school year. CSD Data not publicly available.

	for high schools.			
Org Goal 3	Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents, for English language learners.	Enrollment Numbers	Not Met	Based on the NYCDOE Demographic Snapshot, NHACS ELL = 14.2% versus the NYSED ERT calculated enrollment target of 31%. However, CSD 6 has 27% ELL in 2018 19 in the Snapshot.
Org Goal 4	Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents, for students with disabilities.	Enrollment Numbers	Not Met	NHACS SWD = 14.5% versus the NYSED calculated enrollment target of 15.1%.
Org Goal 5	Each year, the school will meet or exceed any applicable student enrollment targets, as prescribed by the Board of Regents, for students eligible for free and reduced price lunch.	Enrollment Numbers	Met	NHACS ED = 94.3% versus the NYSED ERT calculated enrollment target of 90.2%.
Org Goal 6	Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents, for English language learners.	Retention Numbers	Met	NHACS ELL retained 96.13% versus the NYSED calculated retention target of 89.9%.
Org Goal 7	Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents, for students with	Retention Numbers	Met	NHACS SWD retained 94.39% versus the NYSED calculated retention target of 89.7%.

	disabilities.			
Org Goal 8	Each year, the school will meet or exceed any applicable student retention targets, as prescribed by the Board of Regents, for students eligible for free and reduced price lunch.	Retention Numbers	Met	NHACS ED retained 94.09% versus the NYSED calculated retention target of 89.9%.
Org Goal 9	In each year of the charter term, parents will express satisfaction with the school's program, based on the NYC DOE School Survey. The school will have a percentage of parents that meets or exceeds citywide averages in Top 2 box responses (i.e., agree/strongly agree, likely/very likely). The school will only have met this goal if at least 50% of parents participate in the survey or if the school meets the reporting threshold for NYC DOE School Survey, whichever is higher.	NYCDOE School Survey	Met	83% of parent/guardian responded, and the satisfaction rate met or exceeded the citywide averages in every category.
Org Goal 10	In each year of the charter term, staff will express satisfaction with the school's program, based on the NYC DOE School Survey. The school will have a percentage of parents that meets or exceeds citywide averages in Top 2 box responses (i.e., agree/strongly agree, likely/very likely). The	NYCDOE School Survey	Met	88% of teachers responded. Satisfaction exceeded the citywide rates on all but two strands (Quality of student discussion: 1 point below citywide

	school will only have met this goal if at least 50% of staff participate in the survey or if the school meets the reporting threshold for NYC DOE School Survey, whichever is higher.			average; and Social emotional: 1 point below citywide average).
Org Goal 11	In each year of the charter term, students will express satisfaction with the school's program, based on the NYC DOE School Survey. The school will have a percentage of students that meets or exceeds citywide averages in Top 2 box responses (i.e., agree/strongly agree, likely/very likely). The school will only have met this goal if at least 50% of students participate in the survey or if the school meets the reporting threshold for NYC DOE School Survey, whichever is higher. (Relevant for schools serving grades 6 12 only)	NYCDOE School Survey	Not Met	90% of students responded, but other results are not publicly available as of August 1. Student satisfaction was 1 point below the citywide average for Academic Press, 2 points below the citywide average for Classroom behavior, 4 points below for Peer support for academic work, and 2 points below the citywide average for Student teacher trust.
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				

Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add? No

6. FINANCIAL GOALS

2018-19 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Each year, the school will maintain a stable cash flow as evidenced by having 60 days of unrestricted cash on hand reported in their yearly independent fiscal audit.	Pending Audit Report to be submitted Nov. 1	Met	
Financial Goal 2	Each year, the school will operate on a balanced budget. A budget will be considered “balanced” if revenues equal or exceed expenditures.	Financial Records	Met	
Financial Goal 3	Each year, the school with meet or exceed 85% of their authorized enrollment on 10/31 as recorded in ATS. (This goal applies only to schools that are no longer “growing” grades within the current charter term.)	ATS Enrollment Records	Met	Enrollment as of 10/31: 763 out of approved 765
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add? No

Thank you.

Entry 4 Expenditures per Child

Last updated: 08/01/2019

NEW HEIGHTS ACADEMY CHARTER SCHOOLSection Heading

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 2018-19 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: The information on the Schedule of Functional Expenses on pages 41–43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: Audit Guide available within the portal or on the NYSED website at: http://www.p12.nysed.gov/psc/regentsoversightplan/otherdocuments/auditguide2018.pdf.

Line 1: Total Expenditures	14210430
Line 2: Year End FTE student enrollment	762
Line 3: Divide Line 1 by Line 2	18649

2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2018 19 Schedule of Functional Expenses)

2. Any contracted administrative/management fee paid to other organizations or corporations

3. Take the total from above and divide it by the year end FTE enrollment. 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 officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. 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. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:
The information on the Schedule of Functional Expenses on pages 41–43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: http://www.p12.nysed.gov/psc/AuditGuide.html.
Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	1193205
Line 2: Management and General Cost (Column)	714559
Line 3: Sum of Line 1 and Line 2	1907764
Line 5: Divide Line 3 by the Year End FTE student enrollment	2504

Thank you.

New Heights Academy Charter School

Financial Statements and
Uniform Guidance Schedules
Together With Independent Auditors' Reports

June 30, 2019 and 2018

New Heights Academy Charter School

Financial Statements and
Uniform Guidance Schedules
Together With Independent Auditors' Reports

June 30, 2019 and 2018

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PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Independent Auditors' Report

Board of Trustees
New Heights Academy Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of New Heights Academy Charter School (the "School"), which comprise the statements of financial position as of June 30, 2019 and 2018, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

PKF O'Connor Davies, LLP is a member firm of the PKF International Limited network of legally independent firms and does not accept any responsibility or liability for the actions or inactions on the part of any other individual member firm or firms

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2019 and 2018, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Change in Accounting Principle

As discussed in Note 2 to the financial statements, during the year ended June 30, 2019, New Heights Academy Charter School adopted new accounting guidance resulting in a change in the manner in which it presents net assets and reports certain aspects of its financial statements. Our opinion is not modified with respect to this matter.

Report on Supplementary Information

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards on page 14 as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements*, *Cost Principles*, *and Audit Requirements for Federal Awards* ("Uniform Guidance"), is presented for the purpose of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated September 19, 2019, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

PKF O'Connor Davies, LLP

Harrison, New York
September 19, 2019

New Heights Academy Charter School

Statements of Financial Position

	June 30, 2019	June 30, 2018
ASSETS		
Current Assets		
Cash and cash equivalents	$ 3,739,015	$ 2,410,754
Grants and contracts receivable	414,826	733,742
Deferred rent assets	-	274,478
Prepaid expenses and other receivables	77,027	106,138
Total Current Assets	4,230,868	3,525,112
Property and equipment, net	2,401,604	2,268,229
Restricted cash	75,740	75,708
Security deposits	693,732	693,732
	$ 7,401,944	$ 6,562,781
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued expenses	$ 419,835	$ 134,796
Accrued payroll and payroll taxes	794,276	622,406
Total Current Liabilities	1,214,111	757,202
Deferred rent	61,421	-
Total Liabilities	1,275,532	757,202
Net assets, without donor restrictions	6,126,412	5,805,579
	$ 7,401,944	$ 6,562,781

See notes to financial statements

New Heights Academy Charter School

Statements of Activities

	Year Ended June 30,	
	2019	2018
REVENUE AND SUPPORT		
State and local per pupil operating revenue	$ 13,371,298	$ 12,460,465
Federal grants	913,495	740,976
Federal IDEA and E-Rate	133,847	115,103
State and city grants	66,013	66,059
Contributions and grants	22,180	20,311
Interest and other income	16,083	12,193
Total Revenue and Support	14,522,916	13,415,107
EXPENSES		
Program Services		
Regular education	9,955,146	9,772,415
Special education	2,657,105	2,755,175
Supplemental education	234,340	212,767
Total Program Services	12,846,591	12,740,357
Supporting Services		
Management and general	1,306,636	1,100,908
Fundraising	48,856	46,221
Total Expenses	14,202,083	13,887,486
Change in Net Assets	320,833	(472,379)
NET ASSETS		
Beginning of year	5,805,579	6,277,958
End of year	$ 6,126,412	$ 5,805,579

See notes to financial statements

New Heights Academy Charter School

Statement of Functional Expenses
Year Ended June 30, 2019

	Program Services				Supporting Services		
	Regular Education	Special Education	Supplemental Education	Total	Management and General	Fundraising	Total
Salaries	$ 5,180,759	$ 1,573,958	$ 170,188	$ 6,924,905	$ 581,688	$ 14,915	$ 7,521,508
Employee benefits and payroll taxes	1,157,039	351,519	38,009	1,546,567	130,327	2,915	1,679,809
Auditing/Accounting fees	-	-	-	-	28,500	-	28,500
Professional fees	87,091	-	-	87,091	9,677	-	96,768
Legal fees	-	-	-	-	24,579	-	24,579
Consultants - temps	66,886	11,570	-	78,456	-	-	78,456
Staff development	99,118	33,369	-	132,487	11,414	-	143,901
Teacher recruitment	28,171	9,484	-	37,655	3,244	-	40,899
Student recruiting and marketing	43,806	7,578	-	51,384	-	-	51,384
Student management	17,236	2,982	-	20,218	-	-	20,218
Student/Staff events	144,324	48,588	-	192,912	16,620	-	209,532
Food service	265,912	47,253	7,250	320,415	-	-	320,415
Field trips	14,725	2,547	-	17,272	-	-	17,272
Supplies and materials	136,880	41,585	4,497	182,962	15,763	-	198,725
Textbooks	26,703	4,619	-	31,322	-	-	31,322
Rent and utilities	1,870,374	323,544	-	2,193,918	361,351	25,811	2,581,080
Maintenance and repairs	159,375	27,569	-	186,944	30,791	2,199	219,934
Janitorial	152,475	46,323	5,009	203,807	17,559	-	221,366
Security	76,016	23,094	2,497	101,607	8,754	-	110,361
Lease - equipment	19,456	5,911	639	26,006	2,241	-	28,247
Insurance	46,363	8,020	-	54,383	8,957	640	63,980
Dues and fees	50,601	15,373	1,662	67,636	5,827	-	73,463
Postage/Printing/Copying	12,785	3,884	420	17,089	1,472	-	18,561
Telephone and internet	77,188	23,451	2,536	103,175	8,889	-	112,064
Depreciation and amortization	172,141	29,778	-	201,919	33,257	2,376	237,552
Miscellaneous	49,722	15,106	1,633	66,461	5,726	-	72,187
Total Expenses	$ 9,955,146	$ 2,657,105	$ 234,340	$ 12,846,591	$ 1,306,636	$ 48,856	$ 14,202,083

See notes to financial statements

New Heights Academy Charter School

Statement of Functional Expenses
Year Ended June 30, 2018

	Program Services				Supporting Services		
	Regular Education	Special Education	Supplemental Education	Total	Management and General	Fundraising	Total
Salaries	$ 5,215,522	$ 1,656,943	$ 147,885	$ 7,020,350	$ 450,968	$ 11,563	$ 7,482,881
Employee benefits and payroll taxes	1,141,392	362,614	32,364	1,536,370	98,692	2,530	1,637,592
Auditing/Accounting fees	-	-	-	-	29,000	-	29,000
Professional fees	50,457	-	-	50,457	5,606	-	56,063
Legal fees	-	-	-	-	27,229	-	27,229
Consultants - temps	69,870	12,994	-	82,864	-	-	82,864
Staff development	142,842	49,430	-	192,272	12,351	317	204,940
Teacher recruitment	25,702	8,894	-	34,596	2,222	57	36,875
Student recruiting and marketing	26,436	4,916	-	31,352	-	-	31,352
Student management	47,192	8,776	-	55,968	-	-	55,968
Student/Staff events	87,922	30,425	-	118,347	7,602	195	126,144
Food service	254,852	48,534	6,117	309,503	-	-	309,503
Field trips	12,847	2,389	-	15,236	-	-	15,236
Supplies and materials	135,566	43,068	3,844	182,478	11,722	301	194,501
Textbooks	24,740	4,601	-	29,341	-	-	29,341
Rent and utilities	1,853,567	344,720	-	2,198,287	362,071	25,862	2,586,220
Maintenance and repairs	80,462	14,964	-	95,426	15,717	1,123	112,266
Janitorial	140,407	44,607	3,981	188,995	12,141	311	201,447
Security	72,415	23,006	2,053	97,474	6,261	161	103,896
Lease - equipment	38,931	12,368	1,104	52,403	3,366	87	55,856
Insurance	45,855	8,528	-	54,383	8,957	640	63,980
Dues and fees	32,338	10,273	917	43,528	2,796	72	46,396
Postage/Printing/Copying	9,035	2,870	256	12,161	781	20	12,962
Telephone and internet	82,299	26,146	2,334	110,779	7,116	182	118,077
Depreciation and amortization	179,471	33,377	-	212,848	35,057	2,504	250,409
Miscellaneous	2,295	732	11,912	14,939	1,253	296	16,488
Total Expenses	$ 9,772,415	$ 2,755,175	$ 212,767	$ 12,740,357	$ 1,100,908	$ 46,221	$ 13,887,486

See notes to financial statements

New Heights Academy Charter School

Statements of Cash Flows

	Year Ended June 30,	
	2019	2018
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	$ 320,833	$ (472,379)
Adjustments to reconcile change in net assets to net cash from operating activities:		
Deferred rent asset	274,478	381,421
Deferred rent liability	61,421	-
Depreciation and amortization	237,552	250,409
Changes in operating assets and liabilities		
Grants and contracts receivable	318,916	(27,963)
Prepaid expenses and other receivables	29,111	(84,784)
Security deposits	-	1,000
Accounts payable and accrued expenses	285,039	(160,601)
Accrued payroll and payroll taxes	171,870	(568)
Net Cash from Operating Activities	1,699,220	(113,465)
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of property and equipment	(370,927)	(80,342)
Restricted cash	(32)	(76)
Net Cash from Investing Activities	(370,959)	(80,418)
Net Change in Cash and Cash Equivalents	1,328,261	(193,883)
CASH AND CASH EQUIVALENTS		
Beginning of year	2,410,754	2,604,637
End of year	$ 3,739,015	$ 2,410,754

See notes to financial statements

1. Organization and Tax Status

New Heights Academy Charter School (the "School") is a New York State, not-for-profit educational corporation that was incorporated on April 15, 2005 to operate a charter school pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on April 15, 2005 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. The Board of Regents approved and issued several renewals to the School's charter expiring June 30, 2020. The School's mission is to provide a college preparatory education for students in Washington Heights and Inwood neighborhoods of upper Manhattan. The School's academically rigorous curriculum will ensure that all students set and meet postsecondary education and career goals. Simultaneously, the School's nurturing environment of small class sizes and a focus on character education will ensure that students develop a strong self-identity conducive to leading responsible lives as citizens in our global society. The School provided education to approximately 761 students in grades five through twelve during the 2018-2019 academic year.

The School retains an outside vendor to provide meals for students in which the School receives reimbursement from the New York State Education Department. The Office of Pupil Transportation provides free transportation to the majority of the students.

Except for taxes that may be due for unrelated business income, the School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and from state and local income taxes under comparable laws.

2. Summary of Significant Accounting Policies

Basis of Presentation and Use of Estimates

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP"), which requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Change in Accounting Principle

On July 1, 2018, the School adopted new guidance regarding the Presentation of Financial Statements for Not-for Profit Entities. This guidance requires the School to collapse the three-category (unrestricted, temporarily restricted, and permanently restricted) classification of net assets into two categories: with donor restrictions and without donor restrictions. In addition, the new guidance requires the School to make certain expanded disclosures relating to the liquidity of financial assets, and expenses both by their natural and functional classification in one location in the financial statements. As a result of implementing this standard, prior year amounts for unrestricted net assets were reclassified to net assets without donor restrictions.

2. Summary of Significant Accounting Policies *(continued)*

Net Assets Presentation

Resources for various purposes are classified for accounting and reporting purposes into net asset categories established according to nature and purpose as follows:

Net assets without donor restrictions - consist of resources available for the general support of the School's operations. Net assets without donor restrictions may be used at the discretion of the School's management and/or the Board of Trustees.

Net assets with donor restrictions – represents amounts restricted by donors for specific activities of the School or to be used at a future date. The School records contributions as net assets with donor restrictions if they are received with donor stipulations that limit their use either through purpose or time restrictions. When a donor restriction expires, that is, when a time restriction ends or a purpose restriction is fulfilled, net assets with donor restrictions are classified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions. The School had no net assets with donor restrictions at June 30, 2019 and 2018.

Cash and Cash Equivalents

Cash and cash equivalents include cash balances held in bank accounts and highly liquid debt instruments with maturities of three months or less at the time of purchase.

Restricted Cash

Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution, should it occur.

Property and Equipment

The School follows the practice of capitalizing all expenditures for property and equipment with costs in excess of $1,000. Leasehold improvements are amortized over the shorter of the term of the lease, inclusive of all renewal periods, which are reasonably assured, or the estimated useful life of the asset. Purchased property and equipment are recorded at cost at the date of acquisition. Minor costs of maintenance and repairs are expensed as incurred. All property and equipment purchased with government funding is capitalized, unless the government agency retains legal title to such assets, in which case such assets are expensed as incurred.

Depreciation and amortization is recognized on the straight-line method over the estimated useful lives of such assets as follows:

Computers and equipment	3 to 5 years
Furniture and fixtures	7 years
Software	3 years
Website development	3 years

2. Summary of Significant Accounting Policies *(continued)*

Property and Equipment (continued)

Property and equipment are reviewed for impairment if the use of the asset significantly changes or another indicator of possible impairment is identified. If the carrying amount for the asset is not recoverable, the asset is written down to its fair value. There were no asset impairments for the years ended June 30, 2019 and 2018.

Refundable Advances

The School records certain government operating revenue as refundable advances until related services are performed, at which time they are recognized as revenue.

Revenue and Support

Revenue from the state and local governments resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billable to the government agency.

Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as net assets with donor restrictions if they are received with donor stipulations. Restricted contributions and grants that are made to support the School's current year activities are recorded as net assets without donor restrictions. Contributions of assets other than cash are recorded at their estimated fair value at the date of donation.

Functional Expense Allocation

The majority of expenses can generally be directly identified with the program or supporting service to which they relate and are charged accordingly. Other expenses by function have been allocated among program and supporting services classifications on the basis of periodic time and expense studies and other basis as determined by management of the School to be appropriate.

Recruiting and Marketing

Recruitment and marketing costs are expensed as incurred. Recruitment and marketing costs for the years ended June 30, 2019 and 2018 amounted to $92,283 and $68,227.

Accounting for Uncertainty in Income Taxes

The School recognizes the effect of income tax positions only if those positions are more likely than not to be sustained. Management has determined that the School had no uncertain tax positions that would require financial statement recognition or disclosure. The School is no longer subject to examinations by the applicable taxing jurisdictions for years prior to June 30, 2016.

2. Summary of Significant Accounting Policies *(continued)*

Reclassifications

Certain amounts in the 2018 financial statements have been reclassified to conform to the 2019 presentation.

Subsequent Events Evaluation by Management

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is September 19, 2019.

3. Grants and Contracts Receivable

Grants and contracts receivable consist of federal, state, and city entitlements and grants. The School expects to collect these receivables within one year.

4. Property and Equipment

Property and equipment consists of the following at June 30:

	2019	2018
Computers and equipment	$ 1,873,230	$ 1,711,169
Furniture and fixtures	567,461	430,032
Software	184,517	184,517
Website development	17,000	17,000
Leasehold improvements	3,034,466	2,963,029
	5,676,674	5,305,747
Accumulated depreciation and amortization	(3,275,070)	(3,037,518)
	$ 2,401,604	$ 2,268,229

5. Liquidity and Availability of Financial Assets

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use within one year of the statement of financial position date, are comprised of the following at June 30, 2019:

Financial assets at year end:	
Cash and cash equivalents	$ 3,739,015
Grants and contracts receivable	414,826
	$ 4,153,841

5. Liquidity and Availability of Financial Assets *(continued)*

As part of the School's liquidity management plan, the status of grants and contracts receivable is monitored regularly and any excess cash is invested in highly liquid securities.

6. Employee Benefit Plan

The School maintains a pension plan qualified under Internal Revenue Code 401(k), for the benefit of its eligible employees. Under the plan, the School matched employee contributions up to 5% of annual compensation. Employee match for the years ended June 30, 2019 and 2018 amounted to $209,745 and $223,721

7. Concentration of Credit Risk

Financial instruments that potentially subject the School to concentrations of credit and market risk consist principally of cash and cash equivalents on deposit with financial institutions, which from time to time may exceed the Federal Deposit Insurance Corporation ("FDIC") limit. The School does not believe that a significant risk of loss due to the failure of a financial institution presently exists. At June 30, 2019 and 2018, approximately $3,060,000 and $1,730,000 of cash was maintained with two institutions in excess of FDIC limits.

8. Concentration of Revenue and Support

The School receives a substantial portion of its revenue and support from the New York City Department of Education. For the years ended June 30, 2019 and 2018, the School received approximately 92% and 93% of total revenue and support from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

9. Commitments

Operating Lease - Civic Builders, Inc.

During the year ended June 30, 2010, the School finalized a non-cancellable sublease agreement with Civic Builders, Inc. ("Civic") on the expansion of their facility expiring on May 30, 2039. As a result of this agreement, Civic took over the School's prior lease obligation and secured options for an additional two floors. The agreement enabled the School to expand its infrastructure to service approximately 750 students. In addition, the agreement requires the School to fund Civic a reserve amount of $500,000, payable at $100,000 per year starting in September 2010, which is included in security deposits in the accompanying statements of financial position. On March 28, 2017, this agreement was amended to refinance the related loan and as result the School prepaid $1,082,641 to Civic.

9. Commitments *(continued)*

Operating Lease - Civic Builders, Inc. (continued)

The future minimum lease payments under this operating lease are as follows for the years ending June 30:

2020	$ 1,827,468
2021	1,871,931
2022	1,917,729
2023	1,964,898
2024	2,013,476
Thereafter	33,746,563
	$ 43,342,065

Operating Lease - 1818-1838 Amsterdam Avenue, LLC

On April 1, 2012, the School entered into a non-cancellable lease agreement with 1818-1838 Amsterdam Avenue, LLC ("Amsterdam") on the expansion of their facility expiring on May 31, 2039. In addition, the agreement requires the School to fund Amsterdam a reserve amount of $17,200, which is included in security deposits in the accompanying statements of financial position.

The future minimum lease payments under this operating lease are as follows for the years ending June 30:

2020	$ 127,875
2021	131,709
2022	135,662
2023	139,732
2024	143,924
Thereafter	2,738,038
	$ 3,416,940

The School recognizes rent expense on a straight-line basis over the term of the lease. Rent expense in excess of payments is recorded as deferred rent in the accompanying statements of financial position. Rent expense under all operating leases amounted to $2,244,354 for the years ended June 30, 2019 and 2018.

10. Contingency

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursement. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

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New Heights Academy Charter School

Uniform Guidance
Schedules and Reports

June 30, 2019

New Heights Academy Charter School

Schedule of Expenditures of Federal Awards
Year Ended June 30, 2019

Federal Grantor/Pass-through Grantor/ Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Provided to Subrecipients	Total Federal Expenditures
U.S. Department of Agriculture				
Pass-through New York State Education Department:				
Child Nutrition Cluster				
School Breakfast Program	10.553	1000004497	$ -	$ 23,558
National School Lunch Program	10.555	1000004497	-	236,605
Special Milk Program for Children	10.556	1000004497	-	57,675
Total U.S. Department of Agriculture			-	317,838
U.S. Department of Education				
Pass-through New York State Education Department:				
Title I Grants to Local Educational Agencies	84.010	0021-19-4359	-	373,930
Improving Teacher Quality State Grants	84.367	0147194359	-	169,986
Student Support and Academic Enrichment Program	84.424	0293194359	-	25,614
English Language Acquisition State Grants	84.365	0204194359	-	26,127
Total U.S. Department of Education			-	595,657
Total Expenditures of Federal Awards			$ -	$ 913,495

See independent auditors' report and notes to the schedule of expenditures of federal awards

New Heights Academy Charter School

Notes to Schedule of Expenditures of Federal Awards
Year Ended June 30, 2019

1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of New Heights Academy Charter School (the "School"), under programs of the federal government for the year ended June 30, 2019. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements*, *Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets or cash flows of the School.

2. Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

3. Indirect Cost Rate

The School has elected not to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance

Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With *Government Auditing Standards*

Independent Auditors' Report

Board of Trustees
New Heights Academy Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of New Heights Academy Charter School (the "School"), which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated September 19, 2019.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

PKF O'Connor Davies, LLP

Harrison, New York
September 19, 2019

PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance Required by the Uniform Guidance

Independent Auditors' Report

Board of Trustees
New Heights Academy Charter School

Report on Compliance for Each Major Federal Program

We have audited New Heights Academy Charter School's (the "School") compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2019. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements*, *Cost Principles*, *and Audit Requirements for Federal Awards* ("Uniform Guidance"). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2019.

Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

PKF O'Connor Davies, LLP

Harrison, New York
September 19, 2019

New Heights Academy Charter School

Schedule of Findings and Questioned Costs
Year Ended June 30, 2019

Section I - Summary of Auditors' Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with U.S. GAAP:	Unmodified
Internal control over financial reporting:	
Material weakness(es) identified?	_____ yes __X__ no
Significant deficiency(ies) identified?	_____ yes __X__ none reported
Noncompliance material to the financial statements noted?	_____ yes __X__ no

Federal Awards

Internal control over major federal programs:	
Material weakness(es) identified?	_____ yes __X__ no
Significant deficiency(ies) identified?	_____ yes __X__ none reported
Type of auditors' report issued on compliance for major federal programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?	_____ yes __X__ no

Identification of major federal programs:

CFDA Number(s)	Name of Federal Program or Cluster
84.010	Title I Grants to Local Educational Agencies

Dollar threshold used to distinguish between Type A and Type B programs:	$750,000
Auditee qualified as low-risk auditee?	____yes __X__ no

Section II – Financial Statement Findings

During our audit, we noted no material findings for the year ended June 30, 2019.

Section III – Federal Award Findings and Questioned Costs

During our audit, we noted no material instance of noncompliance and none of the costs reported in the federal financially assisted programs are questioned or recommended to be disallowed.

Section IV – Prior Year Findings

Not applicable. The School was not subject to Single Audit for the year ended June 30, 2018.

Entry 5c Additional Financial Docs

Created: 10/31/2019 • Last updated: 11/01/2019

The additional items listed below should be uploaded if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of $750,000; the corrective action plan will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Section Heading

1. Management Letter

https://nysed_cso_reports.fluidreview.com/resp/119021888/8mMIunnVv3/

Explanation for not uploading the Management Letter.	(No response)

2. Form 990

(No response)

Explanation for not uploading the Form 990.	Form 990 will be completed by 11 15 2019.

3. Federal Single Audit

Note: A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Uniform Guidelines for the federal filing requirements.

https://nysed_cso_reports.fluidreview.com/resp/119021888/FPnCKHW60o/

Explanation for not uploading the Federal Single Audit.	(No response)

4. CSP Agreed Upon Procedure Report

(No response)

Explanation for not uploading the procedure report.	Not Applicable

5. Evidence of Required Escrow Account

Note: **For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is $100,000.**

https://nysed_cso_reports.fluidreview.com/resp/119021888/pN6H0Nalce/

Explanation for not uploading the Escrow evidence. (No response)

6. Corrective Action Plan

A **Corrective Action Plan** for Audit Findings and Management Letter Recommendations, which must include:

a. The person responsible
b. The date action was taken, or will be taken
c. Description of the action taken
d. Evidence of implementation (if available)

(No response)

Explanation for not uploading the Corrective Action Plan. Not Applicable

PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Board of Trustees
New Heights Academy Charter School

Auditors' Communication on Internal Control

In planning and performing our audit of the financial statements of New Heights Academy Charter School (the "School") as of and for the year ended June 30, 2019, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses and, therefore, there can be no assurance that all such deficiencies have been identified.

We did not identify any deficiencies in internal control that we consider to be material weaknesses, as defined above.

This communication is intended solely for the information and use of management, the audit committee, the Board of Trustees, the New York City Department of Education, the State Education Department of the State University of New York, and others within the School, and is not intended to be and should not be used by anyone other than these specified parties.

PKF O'Connor Davies, LLP

Harrison, New York
September 19, 2019

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New Heights Academy Charter School

Schedule of Expenditures of Federal Awards
Year Ended June 30, 2019

Federal Grantor/Pass-through Grantor/ Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Provided to Subrecipients	Total Federal Expenditures
U.S. Department of Agriculture				
Pass-through New York State Education Department:				
Child Nutrition Cluster				
School Breakfast Program	10.553	1000004497	$ -	$ 23,558
National School Lunch Program	10.555	1000004497	-	236,605
Special Milk Program for Children	10.556	1000004497	-	57,675
Total U.S. Department of Agriculture			-	317,838
U.S. Department of Education				
Pass-through New York State Education Department:				
Title I Grants to Local Educational Agencies	84.010	0021-19-4359	-	373,930
Improving Teacher Quality State Grants	84.367	0147194359	-	169,986
Student Support and Academic Enrichment Program	84.424	0293194359	-	25,614
English Language Acquisition State Grants	84.365	0204194359	-	26,127
Total U.S. Department of Education			-	595,657
Total Expenditures of Federal Awards			$ -	$ 913,495

See independent auditors' report and notes to the schedule of expenditures of federal awards

New Heights Academy Charter School

Notes to Schedule of Expenditures of Federal Awards
Year Ended June 30, 2019

1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of New Heights Academy Charter School (the "School"), under programs of the federal government for the year ended June 30, 2019. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements*, *Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets or cash flows of the School.

2. Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

3. Indirect Cost Rate

The School has elected not to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance

Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With *Government Auditing Standards*

Independent Auditors' Report

Board of Trustees
New Heights Academy Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of New Heights Academy Charter School (the "School"), which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated September 19, 2019.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

PKF O'Connor Davies, LLP is a member firm of the PKF International Limited network of legally independent firms and does not accept any responsibility or liability for the actions or inactions on the part of any other individual member firm or firms

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

PKF O'Connor Davies, LLP

Harrison, New York
September 19, 2019

PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance Required by the Uniform Guidance

Independent Auditors' Report

Board of Trustees
New Heights Academy Charter School

Report on Compliance for Each Major Federal Program

We have audited New Heights Academy Charter School's (the "School") compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2019. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements*, *Cost Principles*, *and Audit Requirements for Federal Awards* ("Uniform Guidance"). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2019.

Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

PKF O'Connor Davies, LLP

Harrison, New York
September 19, 2019

New Heights Academy Charter School

Schedule of Findings and Questioned Costs
Year Ended June 30, 2019

Section I - Summary of Auditors' Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with U.S. GAAP:	Unmodified
Internal control over financial reporting:	
Material weakness(es) identified?	_____ yes __X__ no
Significant deficiency(ies) identified?	_____ yes __X__ none reported
Noncompliance material to the financial statements noted?	_____ yes __X__ no

Federal Awards

Internal control over major federal programs:	
Material weakness(es) identified?	_____ yes __X__ no
Significant deficiency(ies) identified?	_____ yes __X__ none reported
Type of auditors' report issued on compliance for major federal programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?	_____ yes __X__ no

Identification of major federal programs:

CFDA Number(s)	Name of Federal Program or Cluster
84.010	Title I Grants to Local Educational Agencies

Dollar threshold used to distinguish between Type A and Type B programs:	$750,000
Auditee qualified as low-risk auditee?	____yes __X__ no

Section II – Financial Statement Findings

During our audit, we noted no material findings for the year ended June 30, 2019.

Section III – Federal Award Findings and Questioned Costs

During our audit, we noted no material instance of noncompliance and none of the costs reported in the federal financially assisted programs are questioned or recommended to be disallowed.

Section IV – Prior Year Findings

Not applicable. The School was not subject to Single Audit for the year ended June 30, 2018.

NEW HEIGHTS ACADEMY CHARTER SCHOOL
1818 AMSTERDAM AVE
NEW YORK NY 10031

Page: 1 of 2
Statement Period: Sep 01 2019-Sep 30 2019
Cust Ref #:
Primary Account #: [redacted]

TD now accepts Real Time Payments]
We're pleased to announce that TD will soon accept Real Time Payments (RTPs), which means you can receive certain electronic payments sent through RTP almost immediately. This is good news for consumers, businesses, and government agencies who use RTPs. As a TD Customer, you are automatically enrolled. Please be advised that you may not send or receive RTPs on behalf of a person who is not a resident of, or otherwise residing in, the United States. Please visit tdbank.com/RTP to learn more.

NP Interest Now
NEW HEIGHTS ACADEMY CHARTER SCHOOL Account # 791-6184943

ACCOUNT SUMMARY

Statement Balance as of 09/01		75,796.44
Plus	0 Deposits and Other Credits	0.00
Plus	Interest Paid	6.23
Less	0 Checks and Other Debits	0.00
Statement Balance as of 09/30		75,802.67

ACCOUNT ACTIVITY

Transactions by Date

DATE	DESCRIPTION	DEBIT	CREDIT	BALANCE
09/30	INTEREST PAID		6.23	75,802.67

INTEREST SUMMARY

Beginning Interest Rate	0.10%
Number of days in this Statement Period	30
Interest Earned this Statement Period	6.23
Annual Percentage Yield Earned	0.10%
Interest Paid Year to date	56.68

Begin by adjusting your account register as follows:

- Subtract any services charges shown on this statement.
- Subtract any automatic payments, transfers or other electronic withdrawals not previously recorded.
- Add any interest earned if you have an interest-bearing account.
- Add any automatic deposit or overdraft line of credit.
- Review all withdrawals shown on this statement and check them off in your account register.
- Follow instructions 2-5 to verify your ending account balance.

1. Your ending balance shown on this statement is:
2. List below the amount of deposits or credit transfers which do not appear on this statement. Total the deposits and enter on Line 2.
3. Subtotal by adding lines 1 and 2.
4. List below the total amount of withdrawals that do not appear on this statement. Total the withdrawals and enter on Line 4.
5. Subtract Line 4 from 3. This adjusted balance should equal your account balance.

1 Ending Balance		75,802.67
2 Total Deposits	+	
3 Sub Total		
4 Total Withdrawals	-	
5 Adjusted Balance		

2

DEPOSITS NOT ON STATEMENT	DOLLARS	CENTS
Total Deposits		2

4

WITHDRAWALS NOT ON STATEMENT	DOLLARS	CENTS

WITHDRAWALS NOT ON STATEMENT	DOLLARS	CENTS
Total Withdrawals		4

FOR CONSUMER ACCOUNTS ONLY IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC FUNDS TRANSFERS:

If you need information about an electronic fund transfer or if you believe there is an error on your bank statement or receipt relating to an electronic fund transfer, telephone the bank immediately at the phone number listed on the front of your statement or write to:

TD Bank, N.A., Deposit Operations Dept, P.O. Box 1377, Lewiston, Maine 04243-1377

We must hear from you no later than sixty (60) calendar days after we sent you the first statement upon which the error or problem first appeared. When contacting the Bank please explain as clearly as you can why you believe there is an error or why more information is needed. Please include:

- Your name and account number.
- A description of the error or transaction you are unsure about.
- The dollar amount and date of the suspected error.

When making a verbal inquiry the Bank may ask that you send us your complain in writing within ten (10) business days after the first telephone call.

We will investigate your complain and will correct any error promptly. If we take more than ten (10) business days to do this, we will credit your account for the amount you think is in error, so that you have the use of the money during the time it takes to complete our investigation.

INTERES'INOTICE

Total interest credited by the Bank to you this year will be reported by the Bank to the Internal Revenue Service and State tax authorities. The amount to be reported will be reported separately to you by the Bank.

FOR CONSUMER LOAN ACCOUNTS ONLY BILLING RIGHTS SUMMARY

In case of Errors or Questions About Your Bill:

If you think your bill is wrong or if you need more information about a transaction on your bill, write us at P.O. Box 1377, Lewiston, Maine 04243-1377 as soon as possible. We must hear from you no later than sixty (60) days after we sent you the FIRST bill on which the error or problem appeared. You can telephone us, but doing so will not preserve your rights. In your letter give us the following information:

- Your name and account number.
- The dollar amount of the suspected error.
- Describe the error and explain if you can, why you believe there is an error. If you need more information, describe the item you are unsure about.

You do not have to pay any amount in question while we are investigating, but you are still obligated to pay the parts of your bill that are not in question. While we investigate your question, we cannot report you as delinquent or take any action to collect the amount you question.

FINANCE CHARGES: Although the Bank uses the Daily Balance method to calculate the finance charge on your Moneyline/Overdraft Protection account (the term "ODP" or "ODP" refers to Overdraft Protection), the Bank discloses the Average Daily Balance on the period statement as an easier method for you to calculate the finance charge. The finance charge begins to accrue on the date advances and other debits are posted to your account and will continue until the balance has been paid in full. To compute the finance charge, multiply the Average Daily Balance times the Days in Period times the Daily Periodic Rate (as listed in the Account Summary section on the front of the statement). The Average Daily Balance is calculated by adding the balance for each day of the billing cycle, then dividing the total balance by the number of Days in the Billing Cycle. The daily balance is the balance for the day after advances have been added and payments or credits have been subtracted plus or minus any other adjustments that might have occurred that day. There is no grace period during which no finance charge accrues. Finance charge adjustments are included in your total finance charge.

Entry 5d Financial Services Contact Information

Last updated: 10/31/2019

Regents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information requested and upload the independent auditor's report and internal controls reports as one combined file.

NEW HEIGHTS ACADEMY CHARTER SCHOOLSection Heading

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Li'Esha Garcia	[redacted]	

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Gus Saliba	[redacted]		3

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years with Firm

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

2019-20 Budget & Cash Flow Template

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1	Complete ALL SIX columns in BLUE
2	Enter information into the GRAY cells
3	Cells containing **RED** triangles in the upper right corner in columns B through G contain guidance on that particular item
4	School district per-pupil tuition information is located on the State Aid website at https://stateaid.nysed.gov/charter/. Rows may be inserted in the worksheet to accomodate additional districts if necessary.
5	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

New Heights Academy Charter School

PROJECTED BUDGET FOR 2018-2019

July 1, 2019 to June 30, 2020

Please Note The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	9,953,758	3,151,702	-	-	1,738,533	14,843,993
Total Expenses	10,480,975	2,942,800	-	-	1,281,643	14,705,418
Net Income	(527,217)	208,902	-	-	456,890	138,575
Actual Student Enrollment	762	110				-
Total Paid Student Enrollment	765	-				765

		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	**CY** Per Pupil Rate						
District of Location	*$16,145.00*	8,980,818	1,599,324	-	-	1,722,349	12,302,490
School District 2 (Enter Name)		-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-
		8,980,818	1,599,324			1,722,349	12,302,490
Special Education Revenue		-	1,281,460	-	-	-	1,281,460
Grants							
Stimulus		121,768	21,488	-	-	-	143,256
Other		-	-	-	-	-	-
Other State Revenue		-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		9,102,585	2,902,272			1,722,349	13,727,206
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	99,087	-	-	-	99,087
Title I		317,841	56,090	-	-	-	373,930
Title Funding - Other		73,903	13,042	-	-	-	86,945
School Food Service (Free Lunch)		255,000	45,000	-	-	-	300,000
Grants							
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-
Other		-	-	-	-	-	-
Other Federal Revenue		-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		646,744	213,218				859,962
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising		21,170	3,770	-	-	4,060	29,000
Erate Reimbursement		62,757	11,075	-	-	-	73,832
Interest Income, Earnings on Investments,		8,760	1,560	-	-	1,680	12,000
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-
Food Service (Income from meals)		7,650	1,350	-	-	-	9,000
Text Book		49,634	8,759	-	-	-	58,393
Other Local Revenue		54,458	9,698	-	-	10,444	74,600
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		204,429	36,212			16,184	256,825
TOTAL REVENUE		9,953,758	3,151,702			1,738,533	14,843,993
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management	1.00	138,700	24,700	-	-	26,600	190,000
Instructional Management	4.00	389,475	69,359	-	-	74,694	533,527
Deans, Directors & Coordinators	7.00	634,216	112,943		-	121,630	868,789
CFO / Director of Finance	1.00	87,600	15,600	-	-	16,800	120,000

New Heights Academy Charter School

PROJECTED BUDGET FOR 2018-2019

July 1, 2019 to June 30, 2020

Please Note The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	9,953,758	3,151,702	-	-	1,738,533	14,843,993
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Net Income	(527,217)	208,902	-	-	456,890	138,575
Actual Student Enrollment	762	110				-
Total Paid Student Enrollment	765	-				765

		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Operation / Business Manager	1.00	87,600	15,600	-	-	16,800	120,000
Administrative Staff	12.00	454,248	80,894	-	-	87,116	622,258
TOTAL ADMINISTRATIVE STAFF	26	1,791,839	319,095			343,640	2,454,574
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	46.00	2,270,704	400,712	-	-	-	2,671,416
Teachers - SPED	13.00	-	1,075,989	-	-	-	1,075,989
Substitute Teachers	1.00	37,485	6,615	-	-	-	44,100
Teaching Assistants	4.00	134,819	23,792	-	-	-	158,611
Specialty Teachers	11.00	687,969	121,406	-	-	-	809,375
Aides	1.00	11,475	2,025	-	-	-	13,500
Therapists & Counselors	-	-	-	-	-	-	-
Other	2.00	152,883	26,979	-	-	-	179,862
TOTAL INSTRUCTIONAL	78	3,295,334	1,657,519				4,952,853
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	1.00	49,823	8,873	-	-	9,555	68,250
Security	3.00	101,736	18,117	-	-	19,511	139,365
Other	8.00	185,759	32,781	-	-	-	218,540
TOTAL NON-INSTRUCTIONAL	12	337,318	59,771			29,066	426,155
SUBTOTAL PERSONNEL SERVICE COSTS	116	5,424,491	2,036,384			372,706	7,833,582
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		437,466	77,905	-	-	83,898	599,269
Fringe / Employee Benefits		784,514	139,708	-	-	150,455	1,074,676
Retirement / Pension		167,900	29,900	-	-	32,200	230,000
TOTAL PAYROLL TAXES AND BENEFITS		1,389,880	247,513			266,552	1,903,945
TOTAL PERSONNEL SERVICE COSTS		6,814,371	2,283,897			639,259	9,737,527
CONTRACTED SERVICES							
Accounting / Audit			-	-	-	35,000	35,000
Legal			-	-	-	20,000	20,000
Management Company Fee			-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		276,988	48,012	-	-	-	325,000
Payroll Services		25,640	4,444	-	-	4,916	35,000
Special Ed Services		-	11,350	-	-	-	11,350
Titlement Services (i e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		84,611	14,666	-	-	16,223	115,500
TOTAL CONTRACTED SERVICES		387,239	78,472			76,139	541,850
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	5,000	5,000
Classroom / Teaching Supplies & Materials		78,835	13,665	-	-	-	92,500

New Heights Academy Charter School

PROJECTED BUDGET FOR 2018-2019

July 1, 2019 to June 30, 2020

Please Note The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	**9,953,758**	**3,151,702**	**-**	**-**	**1,738,533**	**14,843,993**
Total Expenses	**10,480,975**	**2,942,800**	**-**	**-**	**1,281,643**	**14,705,418**
Net Income	**(527,217)**	**208,902**	**-**	**-**	**456,890**	**138,575**
Actual Student Enrollment	**762**	**110**				**-**
Total Paid Student Enrollment	**765**	**-**				**765**

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Special Ed Supplies & Materials	-	12,000	-	-	-	12,000
Textbooks / Workbooks	25,568	4,432	-	-	-	30,000
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture	18,314	3,174	-	-	3,511	24,999
Telephone	76,919	13,333	-	-	14,748	105,000
Technology	8,523	1,477	-	-	-	10,000
Student Testing & Assessment	4,261	739	-	-	-	5,000
Field Trips	21,307	3,693	-	-	-	25,000
Transportation (student)	-	-	-	-	-	-
Student Services - other	188,096	32,604	-	-	-	220,700
Office Expense	42,855	7,428	-	-	8,217	58,500
Staff Development	104,756	18,158	-	-	20,086	143,000
Staff Recruitment	20,145	3,492	-	-	3,863	27,500
Student Recruitment / Marketing	25,611	4,439	-	-	-	30,050
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-
Other	198,891	34,475	-	-	38,135	271,501
TOTAL SCHOOL OPERATIONS	**814,081**	**153,109**			**93,560**	**1,060,750**
FACILITY OPERATION & MAINTENANCE						
Insurance	56,244	9,749	-	-	10,784	76,777
Janitorial	173,617	30,094	-	-	33,289	237,000
Building and Land Rent / Lease	1,644,130	284,987	-	-	315,239	2,244,356
Repairs & Maintenance	141,384	24,507	-	-	27,109	193,000
Equipment / Furniture	24,175	4,190	-	-	4,635	33,000
Security	43,954	7,619	-	-	8,428	60,001
Utilities	146,512	25,396	-	-	28,092	200,000
TOTAL FACILITY OPERATION & MAINTENANCE	**2,230,016**	**386,542**			**427,576**	**3,044,134**
DEPRECIATION & AMORTIZATION	235,268	40,780	-	-	45,109	321,157
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-
TOTAL EXPENSES	**10,480,975**	**2,942,800**			**1,281,643**	**14,705,418**
NET INCOME	**(527,217)**	**208,902**	**-**	**-**	**456,890**	**138,575**

ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
District of Location	762	110	872
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-
TOTAL ENROLLMENT	**762**	**110**	**872**
REVENUE PER PUPIL	13,063	28,652	-

New Heights Academy Charter School

PROJECTED BUDGET FOR 2018-2019

July 1, 2019 to June 30, 2020

Please Note The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

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Total Revenue	9,953,758	3,151,702	-	-	1,738,533	14,843,993
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Actual Student Enrollment	762	110				-
Total Paid Student Enrollment	765	-				765

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
EXPENSES PER PUPIL	13,755	26,753	-			

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Projected 762 Gen Ed FTE
$188 Per Student

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Includes Summer School, After School,Saturday Academy, and Special Projects Pay
College & Career Counselors
Kitchen Supervisor & Lunch Monitors

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

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

Trustee Name:

Dylan Hogarty

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

New Heights Academy Charter School

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

2. Is the trustee an employee of any school operated by the Education Corporation?

____**Yes** X **No**

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

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

____**Yes** X **No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
Please write "None" if applicable. Do not leave this space blank.			
None			

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

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

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6/7/2019

Signature Date

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

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

Trustee Name:

Quincy McLain

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

New Heights Academy Charter School

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

2. Is the trustee an employee of any school operated by the Education Corporation?

____**Yes** X **No**

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

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

____**Yes** X **No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
Please write "None" if applicable. Do not leave this space blank.			
None			

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

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

DocuSigned by:
Quincy McLain
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Signature 6/19/2019 Date

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

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

Trustee Name:

Angel Vasquez

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

New Heights Academy Charter School

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

2. Is the trustee an employee of any school operated by the Education Corporation?

____**Yes** X **No**

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

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

____**Yes** X **No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
Please write "None" if applicable. Do not leave this space blank.			
None	None	None	None

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

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

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Angel Vasquez
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6/17/2019

Signature Date

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

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

Trustee Name:

Anne K Hogarty

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

New Heights Academy Charter School

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

2. Is the trustee an employee of any school operated by the Education Corporation?

____**Yes** X **No**

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

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

____**Yes** X **No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
Please write "None" if applicable. Do not leave this space blank.			
None			

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

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

DocuSigned by:
Anne Kofol Hogarty
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6/17/2019

Signature Date

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

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

Trustee Name:

Cheryl Rosa

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

New Heights Academy Charter School

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

2. Is the trustee an employee of any school operated by the Education Corporation?

____**Yes** X **No**

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

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

____**Yes** X **No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
Please write "None" if applicable. Do not leave this space blank.			
None			

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

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

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6/19/2019

Signature Date

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

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

Trustee Name:

Gigi Parris

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

New Heights Academy Charter School

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

2. Is the trustee an employee of any school operated by the Education Corporation?

____**Yes** X **No**

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

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

____**Yes** X **No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
Please write "None" if applicable. Do not leave this space blank.			
NONE	NONE	NONE	NONE

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

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

DocuSigned by:
Gigi Parrus
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6/20/2019

Signature Date

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

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

Trustee Name:

Jamie Gartland

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

New Heights Academy Charter School

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

2. Is the trustee an employee of any school operated by the Education Corporation?

X **Yes** ____ **No**

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

Teacher, Special education instruction, $94,953.60, 08/01/2008

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

____ **Yes** X **No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
Please write "None" if applicable. Do not leave this space blank.			
NA			

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

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

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Jamie Gartland
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6/19/2019

Signature Date

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

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

Trustee Name:

Julie M. Torres

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

New Heights Academy Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Vice President, Education Accountability Committee Chair

2. Is the trustee an employee of any school operated by the Education Corporation?

____**Yes** X **No**

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

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

____**Yes** X **No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
Please write "None" if applicable. Do not leave this space blank.			
None	none	none	none

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

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

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6/18/2019

Signature Date

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

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Entry 8 BOT Table

Last updated: 07/30/2019

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

1. Current Board Member Information (Enter info for each BOT member)

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2018 19
1	Dylan Hogarty [redacted]	Chair	Audit Executive Finance	Yes	3	06/20/2018	06/20/2021	9
2	Julie Torres [redacted]	Vice Chair	Education Accountability Executive	Yes	2	06/20/2018	05/17/2021	6
3	Quincy McLain [redacted]	Treasurer	Audit Executive Finance	Yes	3	06/19/2019	06/19/2022	5 or less
4	Jamie Gartland [redacted]	Secretary	Education Accountability	No	1	05/03/2017	05/03/2020	7
5	Gigi Parris [redacted]	Trustee/Member	Executive Fund Raising	Yes	2	06/20/2018	06/20/2021	7
6	Anne Kofol Hogarty [redacted]	Trustee/Member	Education Accountability	Yes	3	06/20/2018	06/20/2021	7

	[redacted]							
7	Daniel Ortiz [redacted]	Trustee/Member	Fund Raising	Yes	2	06/20/2018	06/20/2021	5 or less
8	Cheryl Rosa [redacted]	Trustee/Member	Fund Raising	Yes	1	05/03/2017	05/03/2020	8
9	Angel Vasquez [redacted]	Trustee/Member	Education Accountability	Yes	1	12/14/2017	12/14/2020	8

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

1b. Current Board Member Information

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2018 19
10	Megan Vargas [redacted]	Trustee/Member	Fund Raising	Yes	1	12/14/2017	12/14/2020	5 or less
11								
12								
13								
14								
15								

1c. Are there more that 15 members of the Board of Trustees? No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2019	10
b.Total Number of Members Added During 2018 19	0
c. Total Number of Members who Departed during 2018 19	1
d.Total Number of members in 2018 19, as set by in Bylaws, Resolution or Minutes	5

3. Number of Board meetings held during 2018-19 11

4. Number of Board meetings scheduled for 2019-20 12

Thank you.

Entry 9 - Board Meeting Minutes

Last updated: 07/30/2019

Instructions for submitting minutes of the BOT monthly meetings

Regents, NYCDOE, and Buffalo BOE authorized schools must either provide a link to a complete set of minutes that are posted on the charter school website, or upload a complete set of board meeting minutes from July 2018 June 2019, which should match the number of meetings held during the 2018 19 school year.

NEW HEIGHTS ACADEMY CHARTER SCHOOL

Are all monthly BOT meeting minutes posted, which should match the number of meetings held during 2018-19 school year, on the charter school's website?	Yes
A. Provide if posted on the charter school's website a URL link to the Monthly Board Meeting Minutes, which should match the number of meetings held during the 2018-19 school year.	https://www.newheightsacademy.org/apps/pages/index.jsp?dir=0001Board%20Meeting%20Minutes/0005BOT%20Minutes%20SY1819&termREC_ID=&leftDir=4&type=d&pREC_ID=594967&uREC_ID=312022

Entry 10 Enrollment and Retention of Special Populations

Last updated: 07/30/2019

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2018 19 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2019 20.

NEW HEIGHTS ACADEMY CHARTER SCHOOLSection Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2018 19	Describe Recruitment Plans in 2019 20
Economically Disadvantaged	Our student population classified as ED continues to exceed 90%. Our recruitment and outreach efforts target Manhattan's CSD #6 and surrounding neighborhoods as well as the south Bronx. We do multiple canvases in the neighborhood and a focused mailing to these zip codes: 10023, 10025, 10026, 10027, 10029, 10030, 10031, 10032, 10033, 10035, 10037, 10037, 10040, 10452, 100453, 10456, 10458, 10467, and 10451. In addition our Family Coordinator places media ads to announce our open house, lottery information, and provide links to the NHACS website.	We will continue current efforts while seeking new ways to reach the community. This year we have invested in placing ads on MTA bus shelters in the neighborhood.
English Language Learners/Multilingual Learners	Our community demographic is largely Latino. In response we have intentionally reached out to organizations that cater to Spanish speakers and English Language Learners, such as Esperanza Center, ACDP, Alianza Domincana, Sinergia, the Association of Progressive Domincans as well as our local CSE.	We will continue current efforts and we are working with the board of trustees to add a new ELL preference to our lottery for the 2019 20 school year.
Students with Disabilities	NHACS reaches out to the CSE offices in Manhattan and the South Bronx. The Family Coordinator has also sent out information packets that include applications, and general information about NHACS. Packets were sent to: The Children’s Aide Society, YAI, Seen Beyond Disabilities, Harlem Dowling Westside Center, Center for Children Initiative sand Resources for Children with Special Needs.	Our enrollment was within 5 points of our district in 2018 19. We will continue current efforts while seeking new ways to reach the families that have students with disabilities.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2018 19	Describe Retention Plans in 2019 20
Economically Disadvantaged	NHACS holds a re enrollment process with all families to ensure that we are retaining most of our students and meeting the needs of our subgroups.	NHACS consistently meets our retention targets. Our retention rate for ED students this year was 94%. To extend this trend, we will continue implement strong communication with families and emphasize support for all learners.
English Language Learners/Multilingual Learners	NHACS has a full time ESL teacher that holds small group interventions throughout the school year and pushes into classroom to provide additional supports for those students. Two out of three of our Social Workers are bilingual and provide mandated as well as non mandated services as needed. All school communications are disseminated to families in Spanish. In addition, staff in the main office is fluent in Spanish. Finally, if necessary a translator is provided for family meetings.	NHACS consistently meets our retention targets. Our retention rate for ELLs this year was 96%. We prioritize offering communication in Spanish (the primary first or second language spoken by families at NHACS). All communication that come from NHACS is translated into Spanish to meet our community needs. In addition, our Family Coordinator provides family outreach and resources in various areas such as adult learning opportunities during parent meetings, and "café y conversaciones" to engage families. All meetings are translated as need.
Students with Disabilities	NHACS has a Director of Student Support (DSS) that are committed the success of students with disabilities. During our recruitment, we always express that we are inclusive and share with families all the services provided. The DSS and Learning Strategist meet with families regularly to discuss student progress toward goals.	NHACS consistently meets our retention targets. Our retention rate for SWD this year was 94%. We will continue our current efforts to ensure that this trend continues.

Entry 11 Classroom Teacher and Administrator Attrition

Created: 07/30/2019 • Last updated: 08/01/2019

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2018-2019 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2018-2019 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2018; the FTE for any departed staff from July 1, 2018 through June 30, 2019; the FTE for added staff from July 1, 2018 through June 30, 2019; and the FTE of staff added in newly created positions from July 1, 2018 through June 30, 2019 using the tables provided.

1. Classroom Teacher Attrition Table

	FTE Classroom Teachers on 6/30/18	FTE Classroom Teachers Departed 7/1/18 6/30/19	FTE Classroom Teachers Filling Vacant Positions 7/1/18 6/30/19	FTE Classroom Teachers Added in New Positions 7/1/18 6/30/19	FTE of Classroom Teachers on 6/3019
	53	10	3	0	51

2. Administrator Position Attrition Table

	FTE Administrative Positions on 6/30/18	FTE Administrators Departed 7/1/18 6/30/19	FTE Administrators Filling Vacant Positions 7/1/18 6/30/19	FTE Administrators Added in New Positions 7/1/18 6/30/19	FTE Administrative Positions on 6/30/19
	8	2	2	0	8

3. Tell your school's story

Charter schools may provide additional information in this section of the Annual Report about their respective teacher and administrator attrition rates as some teacher or administrator departures do not reflect advancement or movement within the charter school networks. Schools may provide additional detail to reflect a teacher's advancement up the ladder to a leadership position within the network or an administrator's movement to lead a new network charter school.

(No response)

4. Charter schools must ensure that all prospective employees receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to employment. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

Have all employees have been cleared through the NYSED TEACH system?

Yes

5. For perspective or current employees whose clearance has been denied, have you terminated their employment and removed them from the TEACH system?

	Not Applicable

Thank you

Entry 12 Uncertified Teachers

Created: 07/30/2019 • Last updated: 08/01/2019

Instructions for Reporting Percent of Uncertified Teachers

The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Enter the relevant full time equivalent (FTE) count of teachers in each column. For example, a school with 20 full time teachers and 5 half time teachers would have an FTE count of 22.5. If more than one column applies to a particular teacher, please select one column for the FTE count. Please do not include paraprofessionals, such as teacher assistants.

FTE count of uncertified teachers on 6/30/18, and each uncertified teacher should be counted only once.

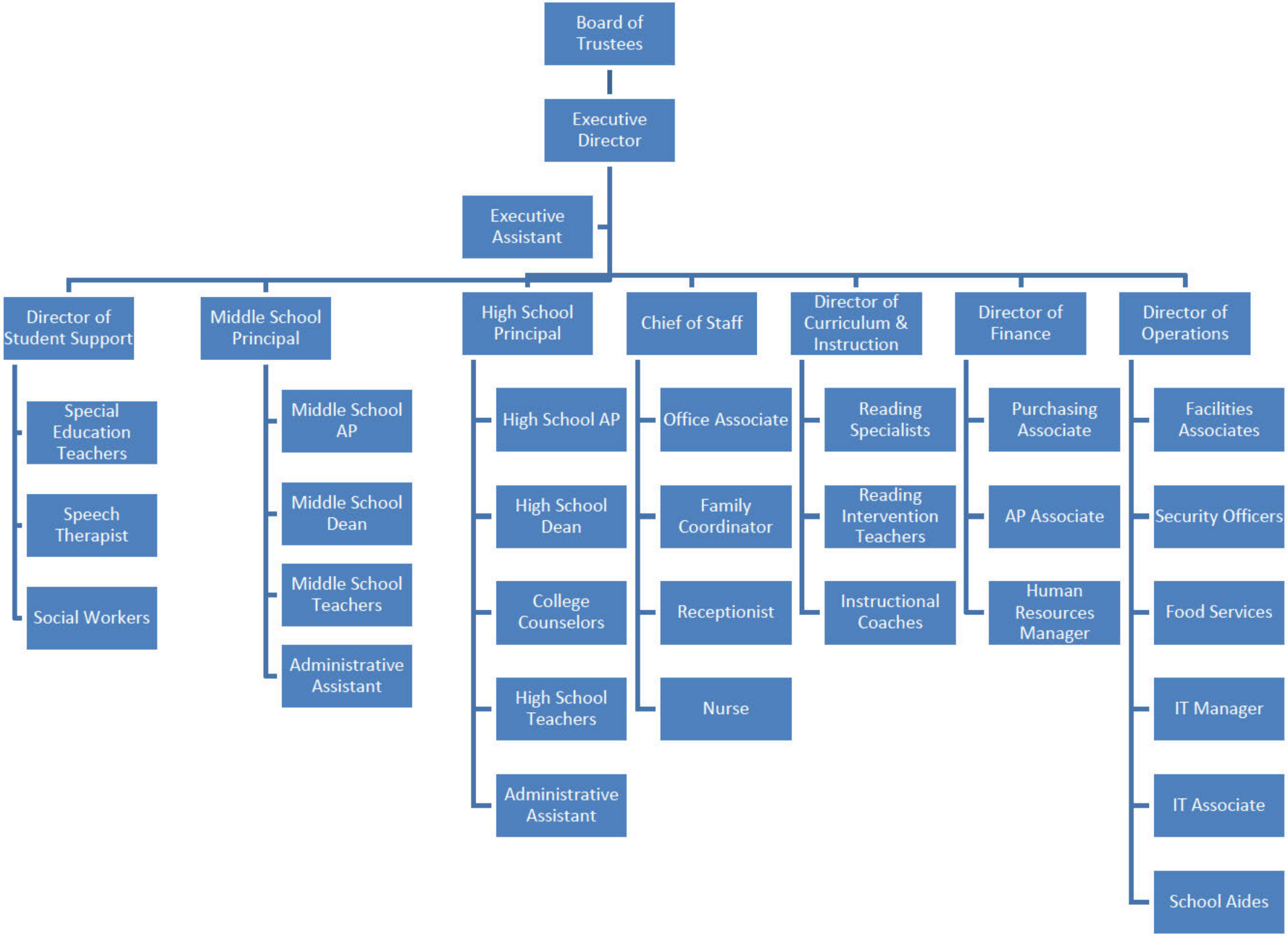
	FTE Count
1. Total FTE count of uncertified teachers (6 30 19)	23
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6 30 19)	13
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6 30 19)	8
4. FTE count of uncertified teachers with two years of Teach for America experience (6 30 19)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6 30 19)	5
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6 30 19)	8

FTE Count of All Uncertified Teachers as of 6/30/19 23

FTE Count of All Certified Teachers as of 6/30/19 28

Thank you.

NHACS Organization Chart 2019-2020



New Heights Academy
CHARTER SCHOOL

School Calendar 2019–2020

New Heights Academy Charter School
1818 Amsterdam Ave NY, NY 10031
212-283-5400 Tel 718-935-5100 Fax

Updated July 2019

SEPT 3	FIRST DAY OF SCHOOL FOR ALL STUDENTS
SEPT 6	Block Party 12:30pm - 3pm – **Half Day 12pm Dismissal**
SEPT 25	Bailando (5pm - 7pm)
SEPT 30 - OCT 1	ROSH HASHANAH **(SCHOOL OPEN)**
OCT 2	Coffee And Conversations - 4:30 pm
OCT 3	Coffee And Conversations - 9:30 am
OCT 9	YOM KIPPUR **(SCHOOL CLOSED)**
OCT 14	COLUMBUS DAY **(SCHOOL OPEN)**
OCT 14	Progress Reports Mailed
OCT 16	PSAT For 9TH – 11th Grade Back To School Night (5pm - 7pm)
OCT 28 - NOV 1	Interim Assessments
OCT 30	Haunted Heights (5pm - 7pm)
OCT 31	Halloween – **Rapid Dismissal 3:30pm**
NOV 5	ELECTION DAY – **NO STUDENTS**
NOV 7	Coffee And Conversations 4:30 pm
NOV 8	Coffee And Conversations 9:30 am
NOV 11	VETERANS DAY – **SCHOOL CLOSED**
NOV 12	Q1 Ends
NOV 19	Parent Teacher Conference 4pm To 8pm **3pm Dismissal**
NOV 20	Parent Teacher Conference 1pm To 5pm **12pm Dismissal**
NOV 21	Report Cards Mailed
NOV 27 – 29	THANKSGIVING BREAK - **SCHOOL CLOSED**
DEC 2	Staff And Students Return
DEC 5	Coffee And Conversations 4:30pm
DEC 6	Coffee And Conversations 9:30am
DEC 13	HS Homecoming
DEC 16	Progress Reports Mailed
DEC 23 –JAN 3	WINTER RECESS – **SCHOOL CLOSED**
JAN 6	Students Return
JAN 9	Coffee And Conversations 4:30 pm
JAN 10	Coffee And Conversations 9:30 am
JAN 17- 24	Interim Assessments
JAN 20	MARTIN LUTHER KING JR – **SCHOOL CLOSED**
JAN 27	**DATA DAY – NO STUDENTS**
JAN 31	Q2 Ends
FEB 6	Literacy Night (5pm - 7pm)
FEB 7	Coffee And Conversations 9:30 Am
FEB 11	Parent Teacher Conference 4pm To 8pm – 3pm Dismissal
FEB 12	Parent Teacher Conference 1pm To 5pm – 12pm Dismissal
FEB 13	Report Cards Mailed
FEB 17- FEB 25	WINTER RECESS – **SCHOOL CLOSED**
FEB 26	Students Return
MAR 5	Coffee And Conversations 4:30pm
MAR 6	Coffee And Conversations 9:30am
MAR 13	Progress Reports Mailed
MAR 19	8th Grade Parent Meeting (5pm - 7pm)
MAR 25	MS NYSTP ELA Exam – **4:09 Dismissal For MS – Half Day For HS**

MAR 26	MS NYSTP ELA Exam
MAR 27	HS Game Night (5pm - 7pm)
MAR 30 – APR 3	HS Interim Assessment
APR 2	Coffee And Conversations 4:30 pm
APR 3	Coffee And Conversations 9:30am
APR 7	New Student Lottery - 10am
APR 10 – APR 17	SPRING BREAK – **SCHOOL CLOSED**
APR 20	Students Return
APR 21-22	MS NYSTP Math Exam
APR 24	Q3 Ends
APR 27	PD DAY – NO STUDENTS
APR 28	NYSESLAT Speaking
MAY 7	Coffee And Conversations 4:30 pm (Sip & Paint)
MAY 12	Parent Teacher Conference 4pm - 8pm – **3pm Dismissal**
MAY 13	Parent Teacher Conference 1pm - 5pm – **12pm Dismissal**
MAY 14	Report Cards Mailed
MAY 20	NHACS Musical – (6pm - 8pm)
MAY 21	National Honor Society (5pm - 7pm) NYSTP Science Performance (8th grade only)
MAY 22	DATA DAY - **NO STUDENTS**
MAY 25	MEMORIAL DAY – **SCHOOL CLOSED**
MAY 27	HS Rising Eagle Ceremony (5pm - 7pm)
MAY 28	HS Talent Show (6pm - 8pm)
MAY 29	Progress Reports Mailed
JUN 1	NYSTP Science –Written Exam (8th grade only)
JUN 3	Moving Up Day (Students Visit Next Grade) New Heights Honors (6pm - 8pm)
JUN 9	MS Formal - HS Prom
JUN 2	Regents: U.S. History & Government 8:45am
JUN 10-12	HS Senior Trip
JUN 10	HS Honor Roll Trip
JUN 15	MS Finals – **HS LAST DAY** – HS Honor Roll Trip
JUN 16	MS Finals
JUN 17	**Half Day 12pm Dismissal** MS Finals / Regents: English Language Arts 8:45am - Living Environment 12:45pm
JUN 18	Regents: U.S. History & Government 8:45am - Algebra I 12:45pm
JUN 19	Q4 ENDS - MS Field Day Regents: Global History & Geography II 8:45am - Earth Science 12:45pm
JUN 20	Regents: Transition Exam in Global History & Geography
JUN 22	MS Honor Roll Trip
JUN 22-24 JUN 23	**MS Half Day 12pm Dismissal** Regents: Algebra II 8:45am
JUN 24	**Half Day 12pm Dismissal** Regents: Geometry 8:45am - Physics 12:45pm
JUN 25	**MS GRADUATION 12pm** **HS GRADUATION 5pm** **Regents: Chemistry 8:45am** **LAST DAY OF SCHOOL**

Dismissal Schedule	Time
Monday, Tuesday, Thursday	MS: 4:09pm HS: 4:17pm
Wednesday	12:45pm
Friday	3:00 pm

Day Counts	
Instructional	180
Teacher Development	2
Data Days	2