

The State Education Department
The University of the State of New York

Office of Instructional Support and Development
Public School Choice Programs
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Charter School Annual Report
2007-2008

Charter School Information and Cover Page

Name of Charter School New Heights Academy Charter School

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BEDS # 310600860887

District/CSD of Location District 6, Region 10

Charter Entity NYC DOE

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*Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2007-08 Annual Report*

Name of Charter School: _____ New Heights Academy Charter School _____

Grades 3 – 8 State ELA Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				
	L1	L2	L3	L4	L1												
2007-08									2	51	43	0	0	51	45	0	
2006-07									10	55	31	0					
2005-06																	

Grades 3 – 8 State Math Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				
	L1	L2	L3	L4	L1												
2007-08									7	31	53	5	4	25	58	9	
2006-07									6	42	47	1					
2005-06																	

New York State Assessment Results

Regents Exam	Year	All Students					General Education Students					Total Tested
		Total Tested	% Scoring:				Total Tested	% Scoring:				
			≤54	55-64	65-84	≥85		≤54	55-64	65-84	≥85	
Comprehensive English	2007-08	93	16	12	52	13	80	9	12	47	12	13
	2006-07											
	2005-06											
Math A	2007-08	91	4	16	68	3	78	1	13	61	3	13
	2006-07											
	2005-06											
Math B	2007-08											
	2006-07											
	2005-06											
Global History & Geography	2007-08	86	32	11	40	3	74	24	11	36	2	12
	2006-07											
	2005-06											
US History & Gov't.	2007-08											
	2006-07											
	2005-06											
Living Environ.	2007-08	45	8	12	23	2	38	5	11	20	2	7
	2006-07											
	2005-06											
Phys. Setting/ Earth Sci.	2007-08	72	26	21	25	0	67	22	20	25	0	5
	2006-07	59	16	16	26	1	50	11	14	24	1	9
	2005-06											
Phys. Setting/ Chemistry	2007-08											
	2006-07											
	2005-06											
Phys. Setting/ Physics	2007-08											
	2006-07											
	2005-06											

New York State Assessment Results

<i>Regents Exam</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Total Tested</i>		
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				
			<i><54</i>	<i>55-64</i>	<i>65-84</i>	<i>>85</i>		<i><54</i>	<i>55-64</i>		<i>65-84</i>	<i>>85</i>
Comp. French	2007-08											
	2006-07											
	2005-06											
Comp. German	2007-08											
	2006-07											
	2005-06											
Comp. Hebrew	2007-08											
	2006-07											
	2005-06											
Comp. Italian	2007-08											
	2006-07											
	2005-06											
Comp. Latin	2007-08											
	2006-07											
	2005-06											
Comp. Spanish	2007-08											
	2006-07											
	2005-06											

New York State Assessment Results

Regents Competency Test	Year	All Students				General Education Students				Total Tested	≤5		
		Total Tested	% Scoring:			Total Tested	% Scoring:						
			≤54	55-64	65-84	≥85		≤54	55-64	65-84	≥85		≤5
Mathematics	2007-08												
	2006-07												
	2005-06												
Science	2007-08												
	2006-07												
	2005-06												
Reading	2007-08												
	2006-07												
	2005-06												
Writing	2007-08												
	2006-07												
	2005-06												
Global Studies	2007-08												
	2006-07												
	2005-06												
US History & Gov't.	2007-08												
	2006-07												
	2005-06												

New York State Assessment Results

<i>Second Language Proficiency Exams</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Total Tested</i>		
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				
			<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>		<i>65-84</i>	<i>≥85</i>
French	2007-08											
	2006-07											
	2005-06											
German	2007-08											
	2006-07											
	2005-06											
Italian	2007-08											
	2006-07											
	2005-06											
Latin	2007-08											
	2006-07											
	2005-06											
Spanish	2007-08											
	2006-07											
	2005-06											

New York State Assessment Results

NYS English as a Second Language Achievement Test	Year	All Students				General Education Students				Total Tested		
		Total Tested	% Scoring:				Total Tested	% Scoring:				
			≤54	55-64	65-84	≥85		≤54	55-64		65-84	≥85
Listening & Speaking (Gr. K-1)	2007-08											
	2006-07											
	2005-06											
Reading & Writing (Gr. K-1)	2007-08											
	2006-07											
	2005-06											
Listening & Speaking (Gr. 2-4)	2007-08											
	2006-07											
	2005-06											
Reading & Writing (Gr. 2-4)	2007-08											
	2006-07											
	2005-06											
Listening & Speaking (Gr. 5-6)	2007-08											
	2006-07											
	2005-06											
Reading & Writing (Gr. 5-6)	2007-08											
	2006-07											
	2005-06											
Listening & Speaking (Gr. 7-8)	2007-08											
	2006-07											
	2005-06											
Reading & Writing (Gr. 7-8)	2007-08											
	2006-07											
	2005-06											
Listening & Speaking (Gr. 9-12)	2007-08											
	2006-07											
	2005-06											
Reading & Writing (Gr. 9-12)	2007-08											
	2006-07											
	2005-06											

New York State Alternate Assessment Results

<i>NYS Alternate Assessments</i>	<i>Year</i>	<i>All Students</i>				
		<i>Total Tested</i>	<i>% Scoring:</i>			
			<i>L1</i>	<i>L2</i>	<i>L3</i>	<i>L4</i>
Elementary Social Studies	2007-08		21	15	58	2
	2006-07	96*	46	22	17	3
	2005-06					
Middle Level Social Studies	2007-08					
	2006-07					
	2005-06					
Secondary Level Social Studies	2007-08					
	2006-07					
	2005-06					
Secondary Level Science	2007-08					
	2006-07					
	2005-06					

**96 students were tested, but due to lack of availability of last year's reports on nySTART the scores for the 8 students who left the school are not available.*

High School Completion Rates

<i>High School Completion</i>	<i>Year</i>	<i>All Students</i>		<i>General Education Students</i>		<i>Students</i>
		<i>Number Of Students</i>	<i>Percent Of Graduates</i>	<i>Number Of Students</i>	<i>Percent Of Graduates</i>	
Total Graduates	2007-08					
	2006-07					
	2005-06					
Rec'd. a Regents Diploma	2007-08					
	2006-07					
	2005-06					
Rec'd. a Regents Diploma w/Adv. Designation	2007-08					
	2006-07					
	2005-06					
Rec'd. IEP Diploma	2007-08					
	2006-07					
	2005-06					
To 4-Year College	2007-08					
	2006-07					
	2005-06					
To 2-Year College	2007-08					
	2006-07					
	2005-06					
To Other Post-Secondary	2007-08					
	2006-07					
	2005-06					
Dropped Out	2007-08					
	2006-07					
	2005-06					
Entered Approved HS Equivalency Prep Program	2007-08					
	2006-07					
	2005-06					
Total Non-Completers	2007-08					
	2006-07					
	2005-06					

**Progress Toward Goals
2007-08**

Charter School Name: New Heights Academy Charter School

School

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective
1. 85% of the cohort of students enrolled continuously at NHACS from grades 9 - 12 will graduate within 4 years.	Not yet applicable	<ul style="list-style-type: none"> • NYS Graduation Requirements
2. The cohort of students who are enrolled continuously at NHACS from grades 5 through 8 will score 35% higher than their New York City peers in District 6 on the New York State grade 8 ELA and Mathematics exams.	Not yet applicable	<ul style="list-style-type: none"> • NYC ELA and Mathematics exams for grades 5, 6, and 7 • NYS ELA and Mathematics exams for grade 8
3. Each cohort of NHACS students will annually increase their achievement as measured by average report card grades and New York City and New York State ELA and Mathematics assessments.	The difference in the yearly GPAs for last year's cohorts of 5 th and 9 th graders to this year's cohorts of 6 th and 10 th graders is negligible, with one increasing less than a percentage point and the other decreasing a percentage point. The change in test scores, however, are significant, with ELA scores at levels 3 and 4 (on and above grade level) increasing 26.19% (grade 5) and 12.17% (grade 6), and Math scores at levels 3 and 4 increasing 10.14% (grade 5) and 19.78% (grade 6).	<ul style="list-style-type: none"> • Report card grades • NYC ELA and Mathematics exams for grades 5, 6, and 7 • NYS ELA and Mathematics exams for grade 8 • School Honor Roll
4. NHACS students will maintain a 94% average daily attendance rate.	The average daily attendance for the school for the year was 94.56%.	<ul style="list-style-type: none"> • ATS attendance reports

<p>5. 95% of each cohort of NHACS students will meet promotional criteria by the end of the summer school session each year.</p>	<p>We did not achieve this goal this year. At best, the 10th grade would achieve this goal (albeit with skewed results). In the other 3 grades, we would miss the 95% goal by 2.29%-7.51%.</p>	<ul style="list-style-type: none"> • Promotional criteria • Report card grades • NYC ELA and Mathematics exams for grades 5, 6, and 7 • NYS ELA and Mathematics exams for grade 8 • ATS attendance reports
<p>6. NHACS will retain 93% of our enrolled students from year to year</p>	<p>In total, we anticipate approximately 25 students (a conservative estimate) not returning next year, out of a student body of 384. That is a total of 6.51%, which would allow us to meet our goal of retaining 93% of our students.</p>	<ul style="list-style-type: none"> • ATS enrollment reports • NYC School Report Card
<p>7. 90% of our parents will be satisfied with the quality of the education provided by NHACS as measured on an annual survey.</p>	<p>According to the NYC DOE survey, a total of 95% of our parents are very satisfied (49%) or satisfied (46%) with the education their child(ren) received this year. According to the NHACS survey, a total of 91% of our parents are very satisfied (53%) or satisfied (38%) overall with NHACS.</p>	<ul style="list-style-type: none"> • Annual Parent Satisfaction Survey PTA report to the Board of Trustees
<p>8. 90% of NHACS graduates will achieve a passing score on their senior year dissertation detailing his/her growth as a responsible and caring member of our community.</p>	<p>Not yet applicable</p>	<ul style="list-style-type: none"> • Annual community service project Senior dissertation on “My Growth as a Member of this Community” presented to a panel of Board members, teachers, parents, and students

Progress Toward Goal Attainment

1. **Goal:** 85% of the cohort of students enrolled continuously at NHACS from grades 9 - 12 will graduate within 4 years.
 - A. **Measure:** Students will maintain a course of study that earns them at least 5½ units of credit each year to ensure that they graduate within 4 years with a minimum of 22 units of credit.
 - B. **Method:** We track our students using a database detailing credits earned and Regents exams passed.
 - C. **Results:** Students are lagging behind the target of earning 5½ units of credit (11 credits) per year. In the 9th grade cohort, 68.75% of students are anticipated to be on track with 11 credits earned by the conclusion of summer school on July 30, 2008. In the 10th grade cohort, 65.62% of students are anticipated to be on track with 22 credits earned by the conclusion of summer school.
 - D. **Analysis/Evaluation:** We are not on track to meet our goal of 85% students graduating within 4 years. We recognize that at the end of the second year of high school, we should have a higher percentage of students on track as we will almost certainly have students who fall behind in later years, which would push the overall percentage of students on track to graduate within 4 years below 85%.

Summary: The school is not on track to meet this goal as of this year.

Action Plan: The school has hired a College and Career Counselor whose responsibilities will include maintaining a file on each high school student which tracks their achievement of graduation requirements. She will develop individual action plans for those students who are not currently on track to graduate (having earned fewer than 22 credits after 2 years or 11 credits after 1 year). Action plans will include steps to make up credits (online credit recovery programs, independent study programs supervised by NHACS teachers, and outside organizations which offer credit based classes, such as Upward Bound summer programs), as well as plans to ensure that students do not fall further behind (individual and group counseling, additional parent meetings, more frequent progress reports). She will also be responsible for planning events, such as trips to colleges, college and career fairs, internships, and guest speakers, to serve as motivation for our students to achieve the requirements needed to graduate within 4 years.

2. **Goal:** The cohort of students who are enrolled continuously at NHACS from grades 5 through 8 will score 35% higher than their New York City peers in District 6 on the New York State grade 8 ELA and Mathematics exams.
 - A. **Measure:** Each cohort of students will annually increase their average performance on the New York City ELA and Mathematics exams in grades 5, 6, and 7 as measured by exam results.

B. Method: All 5th and 6th grade students enrolled at NHACS this year sat for the ELA and Math exams regardless of their IEP or ELL status (although accommodations were made for those students). Having this baseline of data, we will measure their progress from year to year, comparing the results of those students who are continuously enrolled in the school from grade 5-8.

C. Results: The chart below details the performance of NHACS students in grades 5 and 6 as compared to their peers in District 6:

	NHACS Grade 5 ELA	District 6 Grade 5 ELA	Comparison		NHACS Grade 5 Math	District 6 Grade 5 Math	Comparison
Level 1	2.1%	4.7%	-2.6%		7.3%	8.8%	-1.5%
Level 2	53.1%	37.7%	15.4%		32.3%	23.3%	9.0%
Level 3	44.8%	55.8%	-11.0%		55.2%	54.3%	0.9%
Level 4	0.0%	1.8%	-1.8%		5.2%	13.6%	-8.4%
	NHACS Grade 6* ELA	District 6 Grade 6 ELA	Comparison		NHACS Grade 6* Math	District 6 Grade 6 Math	Comparison
Level 1	0.0%	5.9%	-5.9%		2.1%	10.7%	-8.6%
Level 2	50.0%	57.4%	-7.4%		26.4%	26.1%	0.3%
Level 3	50.0%	36.3%	13.7%		62.5%	52.1%	10.4%
Level 4	0.0%	0.4%	-0.4%		6.3%	11.1%	-4.9%

**only those 6th graders who were enrolled at NHACS as 5th graders in 2006-07*

D. Analysis/Evaluation: Our 5th graders currently lag behind their District 6 counterparts, with a higher percentage of our students scoring at a level 2 and lower percentage scoring at levels 3 or 4 in both ELA and Math. However, our 5th graders made great strides this year in comparison to their 4th grade performance with these notable changes:

- decreasing the percent of students scoring at level 1 from 25.58% to 2.08% in ELA and from 13.95% to 7.29% in Math
- increasing the percent of students scoring at levels 3 and 4 from 18.60% to 44.79% in ELA and from 49.99% to 60.40% in Math.

The cohort of students continuously enrolled at NHACS for grades 5 and 6 are currently outperforming their peers in District 6, with 50% scoring at a level 3 or 4 in ELA, as

compared to 36.3% for the district, and with 68.8% scoring at a level 3 or 4 in Math, as compared to 63.2% for the district.

Summary: The school is making progress in this goal with the 6th grade currently outperforming their peers in District 6. While the 5th grade is slightly lagging behind, they made great strides this year in comparison to their performance in grade 4, and we expect that trend to continue.

Action Plan: To address these deficiencies, NHACS will continue to offer a rigorous academic curriculum aligned with NYS Standards to all students. Additionally, students who scored below a level 3 or 4 on either exam will be required to attend additional tutoring sessions during our Saturday Academy program. Finally, the Board will consider rewording this goal to make the measure absolute, instead of comparative (for example, 75% of students in grade 8 will score at a level 3 or 4 in ELA and Math).

3. **Goal:** Each cohort of NHACS students will annually increase their achievement as measured by average report card grades and New York City and New York State ELA and Mathematics assessments.

A. **Measure:** Each cohort of students in grades 5, 6, 7, and 8 will annually increase their achievement as measured by average report card grades and NYC and NYS ELA and Mathematics exams; a majority of high school students will earn a place on the school honor roll.

B. **Method:** We track our students using a database detailing report card grades and NYS assessment scores.

C. **Results:** The chart below details the final yearly GPAs for each grade:

Current Cohort	2006-07	2007-08	Difference
Grade 5	xxx	75.93%	---
Grade 6	76.2%	76.95%	+0.75%
Grade 9	xxx	73.40%	---
Grade 10	72.1%	71.25%	-0.85%

The charts below detail the ELA and Math scores for the middle school, comparing last year to this year:

Grade 5 ELA				Grade 5 Math			
Level	2007	2008	% Change	Level	2007	2008	% Change
1	25.58%	2.08%	-23.50%	1	13.95%	7.29%	-6.66%
2	55.81%	53.12%	-2.69%	2	36.04%	32.29%	-3.75%
3	18.60%	44.79%	26.19%	3	41.86%	55.20%	13.34%
4	0.00%	0.00%	0.00%	4	8.13%	5.20%	-2.93%

Grade 6 ELA				Grade 6 Math			
Level	2007	2008	% Change	Level	2007	2008	% Change
1	5.60%	0.00%	-5.60%	1	6.30%	4.16%	-2.14%
2	59.70%	53.12%	-6.58%	2	43.80%	26.04%	-17.76%
3	34.70%	46.87%	12.17%	3	49.00%	60.41%	11.41%
4	0.00%	0.00%	0.00%	4	1.00%	9.37%	8.37%

D. **Analysis/Evaluation:** The difference in the yearly GPAs for last year's cohorts of 5th and 9th graders to this year's cohorts of 6th and 10th graders is negligible, with one increasing less than a percentage point and the other decreasing a percentage point. The change in test scores, however, are significant, with ELA scores at levels 3 and 4 (on and above grade level) increasing 26.19% (grade 5) and 12.17% (grade 6), and Math scores at levels 3 and 4 increasing 10.14% (grade 5) and 19.78% (grade 6).

Summary: We have met this goal with respect to standardized test scores. We need to continue to plan and implement methods to increase students' motivation to improve their class grades (as listed on report cards).

Action Plan: Struggling students will be required to attend Saturday Academy. We will continue to offer incentives for all students to earn a place on the honor roll (for example, all students whose yearly GPA placed them on the honor roll earned a trip to Great Adventure in June) and to pass all of their classes each quarter (for example, certificates and dress code passes). We also will continue to send home progress reports each month that we don't issue a report card. We will continue to encourage parents (and our high school students) to take advantage of our online grade book to stay abreast of the students' academic progress and to attend our quarterly parent teacher conferences.

4. **Goal:** NHACS students will maintain a 94% average daily attendance rate.

A. **Measure:** Students will maintain an annual school-wide average attendance rate of 94%.

B. **Method:** We use ATS to report our daily attendance.

C. **Results:** The average daily attendance for the school for the year was 94.56%. The chart below details the attendance for each grade:

Grade	Yearly Attendance
5	95.67%
6	96.13%
9	93.38%
10	93.07%

D. **Analysis/Evaluation:** We have met this goal.

Summary: We achieved this goal this year.

Action Plan: We will continue to use the measures we used this year (calling home for late or absent students, having the Social Worker follow up with students who are excessively absent, and honoring students with perfect attendance each month) to maintain our average daily attendance rate over 94%. We will also research incentive plans to motivate the high school students to improve their attendance.

5. **Goal:** 95% of each cohort of NHACS students will meet promotional criteria by the end of the summer school session each year.

A. **Measure:** Students will maintain passing grades in their classes, 90% attendance, achieve at least a level 2 on the NYC and NYS ELA and Mathematics exams (grades 5-8), and achieve passing grades on all Regents exams (grades 9-12).

B. **Method:** Each student is evaluated on the multiple criteria indicated above to determine whether or not promotion is warranted.

C. **Results:**

	Met Criteria	Attending Summer School	Total Meeting Criteria*	Did Not Meet Criteria*
Grade 5	60.41%	27.08%	87.49%	12.50%
Grade 6	70.83%	20.83%	91.66%	8.33%
Grade 9	61.46%	31.25%	92.71%	7.29%
Grade 10	48.96%	46.88%	95.84%	4.17%

** = depends on outcome of summer school*

D. **Analysis/Evaluation:** We did not meet this goal this year. Even if all students currently attending summer school pass their required classes, 3 of the 4 grades will not achieve a 95% total pass rate. Additionally, the numbers for the high school grades are skewed because many of those students, even if they successfully pass their summer school classes, will be behind in credits. While there are fewer students held over this year, we still struggle to inform our parents about the difference between our promotional criteria and the criteria of NYC DOE schools. Many parents and students still believe simply earning a 2 or higher on the ELA and Math exams will be enough to earn a promotion. And, in the high school, we struggle to help our students grasp the severity of being behind in credits, which many do not take seriously because they are still able to take a majority of their classes in the next grade (for example, if a student fails grade 9 math, he/she would still move up to 10th grade in the other subjects the following year).

Summary: We did not achieve this goal this year. At best, the 10th grade would achieve this goal (albeit with skewed results). In the other 3 grades, we would miss the 95% goal by 2.29%-7.51%.

Action Plan: We plan to address our deficiencies in this goal by conducting more outreach to families about our promotional policy and following up with the families of students who have failing grades on their progress reports or report cards. This year, we invited those parents to attend a special meeting in January to discuss ways that they could help improve their students' academic performance; next year we will make an effort to increase attendance at those meetings. We will offer a parent workshop (as part of our monthly series) specifically geared to middle and high school promotional criteria. We also plan to continue offering Saturday Academy and teachers' office hours after school each week, giving students additional opportunities to address their academic weaknesses.

6. **Goal:** NHACS will retain 93% of our enrolled students from year to year.

A. **Measure:** Each cohort of students will retain 93% of its enrolled students from year to year.

B. **Method:** We will use ATS discharge records to determine the percentage of students who fail to reenroll at NHACS in September after attending school here the previous year.

C. **Results:** During the course of the school year, we lost 3 students (2 moved, 1 transferred to another high school for the athletic program offered). In preparation for September 2008, we know of approximately 7 students who will be leaving our school (5 are moving and 2 are transferring to other public high schools). Additionally, any student who is a hold over for grade 5 will transfer to another public school as we will not have a grade 5 next year. In total, we anticipate approximately 25 students (a conservative estimate) not returning next year, out of a student body of 384. That is a total of 6.51%, which would allow us to meet our goal of retaining 93% of our students.

D. **Analysis/Evaluation:** In total, we anticipate approximately 25 students (a conservative estimate) not returning next year, out of a student body of 384. That is a total of 6.51%, which would allow us to meet our goal of retaining 93% of our students.

Summary: We achieved this goal this year.

Action Plan: By providing an academically rigorous curriculum and nurturing environment that is open to high levels of parent involvement, we anticipate that our families will look forward to returning to us each year.

7. **Goal:** 90% of our parents will be satisfied with the quality of the education provided by NHACS as measured on an annual survey.

A. **Measure:** Parent satisfaction will be measured through an annual survey.

B. **Method:** This year, we administered 2 parent surveys: the NYC DOE official parent survey and a shorter NHACS parent survey.

- C. **Results:** According to the NYC DOE survey, a total of 95% of our parents are very satisfied (49%) or satisfied (46%) with the education their child(ren) received this year. According to the NHACS survey, a total of 91% of our parents are very satisfied (53%) or satisfied (38%) overall with NHACS.
- D. **Analysis/Evaluation:** According to the NYC DOE survey results, 44% of our parents responded. We had a slightly higher response rate (51%) to the NHACS survey. While we would like the response rates to be higher, we believe that having approximately half of our parents voice their opinions is a good sample representative of the overall feelings of our entire parent body.

Summary: We achieved this goal this year.

Action Plan: We will continue using the methods of parent involvement that worked this year (parent orientation in August, Open House in September, parent teacher conferences in November, February, and April, monthly PTA meetings, and monthly Parent Workshops), as well as increase our outreach to parents of students who are struggling academically. We will also continue to have an open door policy, allowing parents to contact us whenever they have a concern.

- 8. **Goal:** 90% of NHACS graduates will achieve a passing score on their senior year dissertation detailing his/her growth as a responsible and caring member of our community.
 - A. **Measure:** Each student will complete 40 hours of community service annually. Each graduating senior will complete a dissertation detailing his/her growth as a responsible and caring member of the NHACS and Upper Manhattan communities.
 - B. **Method:** Through their advisory groups, students participate in community service activities during the school day. Starting in their junior year, students will begin working on their dissertation, which will be judged by a panel of Board members, teachers, parents, and students.
 - C. **Results:** This year, students did not participate in school sponsored community service activities as we continued to seek a balance of providing character education and other worthy activities during our daily Advisory period. The senior year dissertation requirement is not yet applicable to any students.
 - D. **Analysis/Evaluation:** As we continue to grow, we will refine our advisory program so as to provide our students with a solid curriculum of character development. A consistent component of that program will be the community service requirement. We anticipate that as the students gain in maturity, they will seek opportunities outside of our school to contribute their service to the community.

Summary: We cannot measure attainment of this goal until year 4 of operation.

Action Plan: We will continue to strengthen the community service component of our advisory program to ensure that students are growing as responsible and caring members of our community.

**Charter School Student Attrition Rates
2007-08**

Student Attrition Rates			
	2007-2008	2006-2007	2005-2006
Number of students leaving for lack of transportation	0	unknown	
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	2	unknown	
Number of students leaving for more restrictive special education setting	0	unknown	
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	1	unknown	
Number leaving for other reasons (undetermined)	0	unknown	
Total number of students leaving.	3	9	
Highest Number Enrolled <i>(July 1 – June 30)</i>	385	192	
Total Percent Attrition	0.78%	4.68%	

**Charter School Teacher Attrition Rates
2007-08**

	2007-2008	2006-2007	2005-2006
Number of Classroom Teachers	1	0	
Number of Special Area Teachers	0	1	
Total Number of Teachers	22	12	
Total Number of Teachers Leaving	1	1	
Total Percent Attrition	4.54%	8.33%	

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
OFFICE OF ELEMENTARY, MIDDLE, SECONDARY AND CONTINUING EDUCATION
PUBLIC SCHOOL CHOICE PROGRAMS
 ROOM 462, EDUCATION BUILDING ANNEX
 ALBANY, NEW YORK 12234

Charter School Code: 310600

**CHARTER SCHOOL ANNUAL
 REPORT OF FISCAL PERFORMANCE
 FOR THE SCHOOL YEAR ENDED 6/30/08**

Charter School Name: NEW HEIGHTS ACADEMY CHARTER SCHOOL

Contact Person: GENE FISCH

Phone: 212-283-5400

<u>REVENUES</u>		<u>EXPENDITURES</u>		
		<u>SALARIES</u>		
A. STATE SOURCES	\$ 123,659.04	F. GENERAL ADMINISTRATION	\$ 117,076.93	\$
B. FEDERAL SOURCES	\$ 458,369.00	G. INSTRUCTIONAL SUPERVISION	\$ 279,785.00	\$
C. PUBLIC SCHOOL DISTRICTS		H. ALL OTHER INSTRUCTION	\$ 1,129,511.11	\$
1. BASIC OPERATING REVENUES	\$ 4,233,383.15	I. PUPIL SERVICES	\$ 410,719.00	\$
2. STATE AID-PUPILS WITH DISABILITIES	\$ 518,582.00	J. PUPILS WITH DISABILITIES	\$ 97,732.15	\$
3. FED. AID-PUPILS WITH DISABILITIES	\$ 25,737.00	K. TRANSPORTATION		
4. OTHER REV FROM PUB SCH DISTRICTS		L. COMMUNITY SERVICE		
D. ALL OTHER REVENUES	\$ 177,393.00	M. OPERATION & MAINTENANCE	\$ 106,000.00	\$
E. TOTAL REVENUES FROM ALL SOURCES	\$ 5,537,123.19	N. EMPLOYEE BENEFITS		
S. ENROLLMENT	384.05	O. DEBT SERVICE		
T. EXPENDITURES PER PUPIL	\$ 13,470.34	P. SCHOOL LUNCH		
		Q. CAPITAL EXPENSE		
		R. GRAND TOTAL EXPENDITURES		

COMPLETED FORM MUST BE RETURNED NO LATER THAN AUGUST 1, 2008.

Signature:

Date:

 Chief School Officer

Please Notes – The Board of Trustees Disclosure Forms and the fully executed Statement of Assurance signed by the Board President will be sent under separate cover as soon as all of the documents are submitted.

GENERAL		# or %
Year-End Enrollment		384
2007-08 Attendance Rate		94.6%
Parent Satisfaction		91.0%
Staff Satisfaction		
DEMOGRAPHIC		%
% Free and Reduced Lunch		90.9%
% Special Education		12.8%
% ELL		19.8%

Please enter the following data respective to your school's year-end demographics. Although the data is available in ATS, our office trusts that you know your school on a more current status than reflected online. Please check your current data with ATS and update where incongruous.