

# Application: New Visions AIM Charter High School I

Melissa Marcus - mmarcus@newvisions.org  
2020-2021 Annual Report

## Entry 1 School Info and Cover Page

**Completed** Aug 2 2021

### Instructions

#### **Required of ALL Charter Schools**

Each Annual Report begins with a completed School Information and Cover Page. The information collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

## Entry 1 School Information and Cover Page

**(New schools that were not open for instruction for the 2020-2021 school year are not required to complete or submit an annual report this year).**

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 school's 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, 2021)** or you may not be assigned the correct tasks.

## BASIC INFORMATION

### a. SCHOOL NAME

(Select name from the drop down menu)

NEW VISIONS AIM CHARTER HIGH SCHOOL I 332300861007

**a1. Popular School Name**

AIM I

**b. CHARTER AUTHORIZER (As of June 30th, 2021)**

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

**c. DISTRICT / CSD OF LOCATION**

CSD #17 - BROOKLYN

**d. DATE OF INITIAL CHARTER**

10/2017

**e. DATE FIRST OPENED FOR INSTRUCTION**

8/2017

**h. SCHOOL WEB ADDRESS (URL)**

<http://www.newvisions.org/aim1>

**i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)**

250

**j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)**

212

**k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)**

Check all that apply

Grades Served	9, 10, 11, 12
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**l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

Yes

## 12. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	New Visions for Public Schools
PHYSICAL STREET ADDRESS	205 E. 42nd Street
CITY	New York
STATE	(No response)
ZIP CODE	10017
EMAIL ADDRESS	<a href="mailto:mwass@newvisions.org">mwass@newvisions.org</a>
CONTACT PERSON NAME	Melissa Wass

## FACILITIES INFORMATION

### m. FACILITIES

Will the school maintain or operate multiple sites in 2021-2022?

	No, just one site.
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### 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	1150 East New York Avenue Brooklyn, NY 11212	718-269-7090	NYC CSD 17	9-12	No

**m1a. Please provide the contact information for Site 1.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Kristin Greer			
Operational Leader	Kermit Patterson			
Compliance Contact	Matt Gill			
Complaint Contact	Matt Gill			
DASA Coordinator	Kristin Greer			
Phone Contact for After Hours Emergencies	Kristin Greer			

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

Co-located Space

**m1c. Please list the terms of your current co-location.**

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expands on will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1	No plans to leave current co-location space	No		No		Yes

**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 .**

**Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.**

**Site 1 Certificate of Occupancy (COO)**

**Site 1 Fire Inspection Report**

**CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR**

**n1. Were there any revisions to the school’s charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).**

No

**o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?**

Yes

**ATTESTATIONS**

**p. Individual Primarily Responsible for Submitting the Annual Report.**

Name	Melissa Wass
Position	Senior Program Officer, Charter
Phone/Extension	646-486-6316
Email	<a href="mailto:mwass@newvisions.org">mwass@newvisions.org</a>

**p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES** to agree.**

**Responses Selected:**

Yes

q. 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. Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

**Responses Selected:**

Yes

**Signature, Head of Charter School**

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to read "K. M. Jones".

**Signature, President of the Board of Trustees**

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, consisting of several overlapping loops and lines.

## Date

Jun 25 2021



Thank you.

## Entry 3 Accountability Plan Progress Reports

Completed Nov 29 2021

### Instructions

### SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021**.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

### [2020-21-Accountability-Plan-Progress-Report-AIM I\\_Final\\_Updated](#)

**Filename:** 2020 21 Accountability Plan Progress 7rZs14B.pdf **Size:** 1.6 MB

## Entry 4 - Audited Financial Statements

Incomplete

### Required of ALL Charter Schools

**ALL SUNY-authorized charter schools** must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

**ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools** must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2021**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a .PDF file, ensuring that security features such as password protection are turned off.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## Entry 4a - Audited Financial Report Template (SUNY)

Incomplete

### [Instructions - SUNY-Authorized Charter Schools ONLY](#)

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## Entry 4c - Additional Financial Documents

**Incomplete** Hidden from applicant

**Instructions - Regents, NYCDOE and Buffalo BOE authorized schools** must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school not expend federal funds of more than the \$750,000 Threshold."

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school<sup>[1]</sup>
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

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<sup>[1]</sup> Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school \$100,000.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## Entry 4d - Financial Services Contact Information

**Incomplete** Hidden from applicant

**Instructions:** Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021**.

## Form for "Financial Services Contact Information"

### 1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

## 2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm

## 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

## Entry 5 - Fiscal Year 2021-2022 Budget

**Completed** Aug 2 2021

**Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools** should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021**.

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, 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.

**Instructions - SUNY authorized charter schools** should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

### **[2021-22-Budget-and-Quarterly-Report-AIMI](#)**

**Filename:** 2021 22 Budget and Quarterly Report AIMI.xlsx **Size:** 511.1 kB

## Entry 6 - Board of Trustees Disclosure of Financial Interest Form

**Completed** Aug 2 2021

### **Required of ALL Charter Schools by August 2**

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the **education** corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation. Note: Docusign accepted.

### **[2021-SUNY-Financial-Disclosure-Form-CHU](#)**

**Filename:** 2021 SUNY Financial Disclosure Form CHU.pdf **Size:** 320.5 kB

### **[2021-SUNY-Financial-Disclosure-Form-RS](#)**

**Filename:** 2021 SUNY Financial Disclosure Form RS.pdf **Size:** 323.2 kB

### **[2021-SUNY-Financial-Disclosure-Form-GL](#)**

**Filename:** 2021 SUNY Financial Disclosure Form GL.pdf **Size:** 377.5 kB

### **[2021-SUNY-Financial-Disclosure-Form-MAS](#)**

**Filename:** 2021 SUNY Financial Disclosure Form MAS.pdf **Size:** 390.4 kB

### **[2021-SUNY-Financial-Disclosure-Form-SH](#)**

**Filename:** 2021 SUNY Financial Disclosure Form SH.pdf **Size:** 258.4 kB

### **[2021-SUNY-Financial-Disclosure-Form-VS](#)**

**Filename:** 2021 SUNY Financial Disclosure Form VS.pdf **Size:** 322.6 kB

## **Entry 7 BOT Membership Table**

**Completed** Aug 2 2021

## **Instructions**

### **Required of All charter schools**

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

## **Entry 7 BOT Table**

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. 2020-2021 Board Member Information (Enter info for each BOT member)**

	Trustee Name	Trustee 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 2020-2021
1	Elizabeth Chu		Trustee/Member	N/A	Yes	1	06/22/2017	12/31/2022	11
2	Sharon Hayes		Trustee/Member	N/A	Yes	1	01/31/2019	12/31/2022	9
3	Garret Lynch		Chair	N/A	Yes	1	04/30/2018	12/31/2021	11
4	Musa Ali Shama		Secretary	N/A	Yes	1	04/30/2018	12/31/2021	10
5	Vikas Shoor		Trustee/Member	N/A	Yes	1	05/05/2020	12/31/2023	8
6	Renee Skolaski		Trustee/Member	N/A	Yes	1	12/17/2020	12/31/2023	5 or less

7									
8									
9									

**1a. Are there more than 9 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, 2021	6
b.Total Number of Members Added During 2020-2021	1
c. Total Number of Members who Departed during 2020-2021	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	6

**3. Number of Board meetings held during 2020-2021**

11

**4. Number of Board meetings scheduled for 2021-2022**

12

Thank you.

## Entry 8 Board Meeting Minutes

**Incomplete** Hidden from applicant

### **Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY**

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 2, 2021.

## Entry 9 Enrollment & Retention

**Completed** Aug 2 2021

### [Instructions for submitting Enrollment and Retention Efforts](#)

**ALL charter schools must complete this section.** Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), 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 2021-2022.

## Entry 9 Enrollment and Retention of Special Populations

### [Instructions for Reporting Enrollment and Retention Strategies](#)

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language 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 2021-2022.

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### **Recruitment/Attraction Efforts Toward Meeting Targets**

	Describe Recruitment Efforts in	Describe Recruitment Plans in
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	2020-2021	2021-2022
Economically Disadvantaged	<p>AIM I executed comprehensive recruitment strategies in 2020-2021 to meet it's enrollment targets for economically disadvantaged students. Our efforts included targeting Community School District (CSD) 17 along with the surrounding districts to conduct outreach to agencies and community-based organizations who serve our target populations.</p> <p>AIM I staff connected with middle and high schools and key community-based organizations in the surrounding areas and feeder areas of the current student population. This included outreach and connections with staff at various sites located in Districts 16, 17 18,19 and 23. Additionally, AIM I also attended parent/teacher conferences and high school fairs hosted at a number of middle schools. During these visits, AIM I connected with middle school staff and in some cases parents, to introduce the AIM High School model.</p> <p>With the support of New Visions, AIM I admissions information and eligibility was shared with over 300 community partners, middle schools and key city agencies. Additional recruitment strategies included: disseminating information at community-based meetings like the Community Partnership Program meetings for</p>	<p>AIM I continues to engage in recruitment to increase student enrollment. The school focuses on 3 areas of recruitment efforts 1). Feeder Schools, 2.) Program Partners, 3). Social Media Marketing Campaigns. The school has conducted data analysis to identify key feeder schools of students who have enrolled at AIM I. In addition, AIM I is focusing on building program partners for recruitment that target at-risk barriers such as foster care agencies, shelters, and probation division offices of Brooklyn. AIM I is also engaging in social media marketing campaigns to reach youth and families in the community as well.</p> <p>AIM I during summer 2021 will reach out to local social service agencies and staff to share resources and post flyers in the</p>

the East New York community, where social service agencies and staff gather to share resources and posting flyers in the community, such as local businesses, community centers and other high traffic areas.

AIM I also hosted virtual information sessions and open houses to further inform families and the community about the school and the admissions process. All information sessions and open houses included the dissemination of recruitment materials, enrollment applications, a question and answer period, a school tour, and individual consultations with families who are interested.

AIM I virtually attended community and district board meetings, back to school events hosted by different foster care agencies (ACS), and parent/teacher conferences and high school fairs hosted at a number of middle schools to share information about the school. In addition, this past year AIM I hosted weekly Community Open House events (virtual) and continued recruitment efforts with ongoing intake (virtual).

In addition to the recruitment strategies referenced above, AIM I, with the support of New Visions, shared bilingual information with community organizations that work with immigrant communities. This information promoted the school

community, such as local businesses, community centers and other high traffic areas. Staff members will be canvassing at local high traffic areas in the community to also recruit new students and families.

Lastly, AIM I is now hosting in person registration and open house events starting in June 2021. All information sessions and open houses include the dissemination of recruitment materials, enrollment applications, a question and answer period, a school tour, and individual consultations with families who are interested.

<p>English Language Learners</p>	<p>model and population we serve. To facilitate the admissions process for families, the application was available in English and Spanish both online and in paper format. Families had the choice to drop off, fax or mail their application and given the option to apply over the phone with access to bilingual staff.</p> <p>New Visions has an extensive network of community partners that we leveraged in our outreach efforts that supports families throughout Brooklyn and New York City, including organizations that provide social services to high-need families such as those in the foster care and shelter systems. These included local community-based organizations, elected officials, faith-based groups, higher education institutions and other community institutions such as libraries, public housing complexes, and local businesses. We connected with them via mailings, presentations at community meetings, phone calls and emails to promote AIM I's application and information about our recruitment process.</p>	<p>AIM I will continue to use effective recruitment strategies from previous years. In addition We will ensure that bilingual AIM I staff engage with students and families during the enrollment and intake process.</p>
<p>Students with Disabilities</p>	<p>In addition to the recruitment strategies referenced above, AIM I made efforts to recruit and enroll students with disabilities as evidenced by the number of students currently enrolled. We were intentional in making sure the schools, CBOs and other organizations we connected with</p>	<p>In 2021-22, AIM I plans to execute the same recruitment</p>

	<p>knew we support students with disabilities. We also obtained referrals from the New York City Department of Education’s District 79 and its Referral Centers for High School Alternatives, centers with a mission to reconnect disconnected youth with schools.</p>	<p>efforts and strategies used last year, and will adjust as needed.</p>
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**Retention Efforts Toward Meeting Targets**

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
	<p>AIM I is committed to attracting and retaining at-risk students including economically disadvantaged students. We make every effort to ensure the success and retention of our most vulnerable students by employing multiple strategies and designing specific programmatic elements to provide academic and social supports. AIM I establishes a warm, welcoming, and highly motivating learning environment for all students. Through intentional planning, AIM I aims to create a strong culture where learning thrives and the whole child is supported through trauma-informed approaches and social emotional learning (SEL). The school employs a primary person model, where each student has a counselor and success coach, that supported them on their path of success. Each student also has opportunities to connect with the school through the schools’ key</p>	<p>AIM I is committed to enrolling and also retaining our students which also include students who are economically disadvantaged. We engage in multiple strategies to make sure our students are not only successful but they also receive the supportive services they need in order to overcome their barriers. This includes academic, social, and emotional support along with building strong trauma informed school culture. AIM I is a trauma-informed school with key pillars of ensuring student psychological and emotional safety, building strong student/staff relationships, and teaching social emotional skills through our SEL advisory program. This trauma informed</p>

## Economically Disadvantaged

model, the Engagement Pathways program. This multiple pathway opportunity gives students' choice in selecting the types of postsecondary paths that they would like to experience during and after the school day. In addition, we utilize the AIM House Model consisting of Base Camp, Peak, and Summit where credit needs and academic needs are balanced when planning for graduation.

The school uses the Response to Intervention (RtI) framework to monitor student progress in all grades, not only incoming students. Using this framework, the school used multiple data points to identify areas of need in four domains: number of Regents passed and credit accumulation, social emotional support (measured by average daily attendance), and literacy and numeracy needs. For example, student attendance was closely monitored as it is a well-established predictor of student outcomes. New Visions' data tools provided up-to-date daily attendance data for individual students which allowed the school to monitor and intervene quickly with individualized support plans.

AIM I also connects economically disadvantaged students and their families with services (e.g. mental health, employment, social services, etc.) within and outside the school that can serve as valuable resources to meet

lens will be critical as AIM I students and staff will be returning to the school building in the fall and navigating our post pandemic world.

To foster strong relationships, AIM I has a primary person model where every single student has an accountability coach who speaks with their student on a regular basis to ensure they are successful. In addition, AIM I has a youth development department that includes 5 student advisors, one counselor, 2 social workers, and 7 social work interns to provide crisis, social emotional, and academic support to students.

AIM I also has a redcitter platform to build positive school culture where students can earn points for engagement, attendance, and completion of work. Students can redeem points at the school store to obtain gift cards and school swag as rewards. In addition, students can earn points as a house and there are "house competition" to earn points and obtain prizes. Also as AIM I returns back to school in the fall we intend to also have incentivized field trips and events to promote community and building relationships.

	their needs.	
English Language Learners	<p>The school worked to identify ELL students at the time of enrollment so that a support plan was put in place immediately. Families also completed a Home Language Identification Survey (HLIS) at this time to determine if a student should be administered the New York State Identification Test for English Language Learners (NYSITELL). The results from the NYSITELL determined the student’s eligibility for English as a Second Language/English as a New Language (ESL/ENL) services.</p> <p>This year, AIM I designated an ENL/Bilingual Coordinator to support ELL students. New Visions provided regular professional development opportunities for this new ENL/Bilingual Coordinator as well as the entire AIM I instructional staff. New Visions also provided resources to guide the development of the school’s special education and ELL programs including how to identify any general education students who might not be responding to the strategies and programs outlined. Additionally, ELL students were progress monitored using the RtI framework and assessed through the administration of NYSESLAT. We also used a push-in model for ELL services and offered extensive one-on-one tutoring to all ELL students.</p>	<p>AIM I plans to not only utilize the same strategies used in SY 2020-2021 to retain English Language Learners in the coming year but will also do the following in SY 2021-2022:</p> <ol style="list-style-type: none"> <li>1. If the results of the HLIS during intake determine the need to administer the NYSITELL, the ENL Specialist will administer the assessment to determine the students ESL/ENL services.</li> <li>2. In September 2021, the ESL/ENL Assessment team will administer the NYSITELL to determine ELL students eligibility for ESL/ENL services. ELL students who took the 20-21 NYSESLAT are excluded from this assessment.</li> <li>3. The ENL/ESL Specialist is the ELL students caseload manager.</li> </ol>

	<p>In addition, AIM I will provide a separate progress report to parents of ELL students in conjunction with the end of term academic report cards.</p>	
<p>Students with Disabilities</p>	<p>The school worked to identify special needs students at the time of enrollment so that a support plan is put in place immediately. If a student was identified as having an IEP, the school staff met with the family to review the student's IEP and to make sure the family understood the supports being offered to their child.</p> <p>Furthermore, students with disabilities were provided direct support services through integrated co-taught classrooms (ICT), special education teacher support service (SETSS) classes, reading interventions, mandated counseling and any related services, as outlined on the IEP. With regards to ICT, AIM has ensured that there is a special education teacher for each content area, which guarantees students with disabilities have in-class supports for academic success.</p> <p>Students are identified as at-risk via Performance Series assessment through the AIM intake process. These struggling readers are placed in Read 180 &amp; System 44 through a literacy intervention course. The intake process also includes an Intake Survey, Intake Interview, Socio-Emotional Assessment, Success Plan, and progress updates.</p>	<p>AIM I plans to not only utilize the same strategies used in SY 2020-2021 but will also do the following in SY 2021-2022:</p> <ol style="list-style-type: none"> <li>1. Implement a Caseload managing system.</li> <li>2. Create a support plan for each student with a disability. The support plan is reviewed every term and strategies and interventions will be modified as needed.</li> <li>3. Create/modify and utilize an</li> </ol>

	<p>Assessments are used to support students who are deficient in various subject areas and in terms of SEL needs.</p> <p>All teachers are provided assistance with strategies to support growth in the areas of co-planning, co-teaching, and differentiation. The SPED department meets to review IEP's and progress of plans with the student, guardian, ADSPED, general education teacher, SPED teacher, and counselor/advisor. Finally, students with disabilities have a transition plan that supports them with post-secondary planning and enrollment.</p> <p>In addition, AIM I will provide parents with an end of term progress report in conjunction with the academic report card.</p>	<p>AIM I RtI Framework for progress monitoring not yet &amp; off track students.</p>
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**Entry 10 - Teacher and Administrator Attrition**

Completed Aug 2 2021

**Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation**

## **A. TEACH System - Employee Clearance**

Charter schools must ensure that all prospective employees<sup>[1]</sup> receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, or related/contracted service providers.** 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.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

<sup>[1]</sup> Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

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## **B. Emergency Conditional Clearances**

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

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### **Attestation**

#### **Responses Selected:**

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

## **Entry 11 Percent of Uncertified Teachers**

**Incomplete** Hidden from applicant

### **Instructions**

#### **Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

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.

## **Entry 11 Uncertified Teachers**

**School Name:**

# Instructions for Reporting Percent of Uncertified Teachers

## Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. 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 line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

### **CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as of June 30, 2021)	
Total Category A: 5 or 30% whichever is less	0

**CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
<b>Total Category B: not to exceed 5</b>	<b>0</b>

**CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

**CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS**

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

**CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS**

	FTE Count
Total Category E	

## CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

## Entry 12 Organization Chart

**Incomplete** Hidden from applicant

### Instructions

#### **Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

Upload the 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

## Entry 13 School Calendar

**Completed** Aug 2 2021

### Instructions for submitting School Calendar

#### **Required of ALL Charter Schools**

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2<sup>nd</sup> submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools *"... unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

### **Official NVCHS 2021-2022 TRIMESTER Calendar**

**Filename:** Official NVCHS 2021 2022 TRIMESTER irtn4WP.pdf **Size:** 903.9 kB

# Entry 14 Links to Critical Documents on School Website

Completed Aug 2 2021

## Instructions

### **Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

## Form for Entry 14 Links to Critical Documents on School Website

School Name: **New Visions AIM Charter High School I**

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**Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy**

**By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:**

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	<a href="https://drive.google.com/file/d/1tM-Q-IVLZ1yrhRCCdJP5ldiCPN3_uU9n/view?usp=sharing">https://drive.google.com/file/d/1tM-Q-IVLZ1yrhRCCdJP5ldiCPN3_uU9n/view?usp=sharing</a>
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	<a href="https://www.newvisions.org/pages/aim-charter-schools-board-of-trustees-calendar">https://www.newvisions.org/pages/aim-charter-schools-board-of-trustees-calendar</a>
2a. Webcast of Board Meetings (per Governor's Executive Order)	<a href="https://www.newvisions.org/pages/aim-charter-schools-board-of-trustees-calendar">https://www.newvisions.org/pages/aim-charter-schools-board-of-trustees-calendar</a>
3. Link to NYS School Report Card	<a href="https://data.nysed.gov/essa.php?instid=800000070533&amp;year=2020&amp;createreport=1&amp;OverallStatus=1&amp;section_1003=1&amp;HSStatus=1&amp;HSgradrate=1&amp;expend=1&amp;staffqual=4&amp;gradrate=1&amp;feddata=1">https://data.nysed.gov/essa.php?instid=800000070533&amp;year=2020&amp;createreport=1&amp;OverallStatus=1&amp;section_1003=1&amp;HSStatus=1&amp;HSgradrate=1&amp;expend=1&amp;staffqual=4&amp;gradrate=1&amp;feddata=1</a>
4. Lottery Notice announcing date of lottery	<a href="https://www.newvisions.org/aim1/pages/how-to-apply3">https://www.newvisions.org/aim1/pages/how-to-apply3</a>
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	<a href="https://docs.google.com/document/d/1eKXIQLVQwGFFm2qMmWuye3IH1i2RhtBZ6ursEYqfIQQ/edit?ts=5f908049">https://docs.google.com/document/d/1eKXIQLVQwGFFm2qMmWuye3IH1i2RhtBZ6ursEYqfIQQ/edit?ts=5f908049</a>
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	<a href="https://docs.google.com/document/d/1r9sjlW5dmGcb4aGUXPu66itVjzNYa7oV8J26s8gmqiY/edit?usp=sharing">https://docs.google.com/document/d/1r9sjlW5dmGcb4aGUXPu66itVjzNYa7oV8J26s8gmqiY/edit?usp=sharing</a>
7. Authorizer-Approved FOIL Policy	<a href="https://docs.google.com/document/d/1r9sjlW5dmGcb4aGUXPu66itVjzNYa7oV8J26s8gmqiY/edit?usp=sharing">https://docs.google.com/document/d/1r9sjlW5dmGcb4aGUXPu66itVjzNYa7oV8J26s8gmqiY/edit?usp=sharing</a>
8. Subject matter list of FOIL records	<a href="https://docs.google.com/document/d/1r9sjlW5dmGcb4aGUXPu66itVjzNYa7oV8J26s8gmqiY/edit?usp=sharing">https://docs.google.com/document/d/1r9sjlW5dmGcb4aGUXPu66itVjzNYa7oV8J26s8gmqiY/edit?usp=sharing</a>

Thank you.



## Entry 15 Staff Roster

**Incomplete** Hidden from applicant

### INSTRUCTIONS

#### **Required of Regents-Authorized Charter Schools ONLY**

Please click on [the MS Excel Staff Roster Template](#) and provide the following information for ANY and ALL instructional and non-instructional employees.

- Full name for any and all employees
- TEACH IDs for any and all employees
- Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)
- Date of hire and employment start dates
- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation as to why a teacher teaching outside of their certification area.



**New Visions  
AIM Charter High School I**

**2020-21 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 17, 2021

By Kristin Greer, Principal and  
Melissa Wass, Senior Program Officer, Charter  
1150 East New York Avenue  
Brooklyn, NY 11212

718-269-7090

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

The following individuals prepared this 2020-21 Accountability Progress Report on behalf of the Board of Trustees for New Visions AIM Charter High School I:

- Kristin Greer, Principal
- Melissa Wass, New Visions Senior Program Officer
- Mei Guan, New Visions Lead Data Analyst

Trustee's Name	Board Position
Elizabeth Chu	Member
Sharon Hayes	Member
Garrett Lynch	Chair
Vikas Shoor	Treasurer
Daniel Voloch	Member

**Kristin Greer has served as Principal of New Visions AIM Charter High School I since 2015.**

## SCHOOL OVERVIEW

New Visions AIM Charter High School I, formerly ROADS Charter School I, was relaunched in August 2017 by a restructured Board of Trustees in partnership with charter management organization, New Visions.

### MISSION

New Visions AIM Charter High School I provides youth who face the greatest obstacles to successful high school completion with the supports, experiences and opportunities they need to graduate high school prepared for a successful transition into a post-secondary academic or work preparatory program.

### STUDENT POPULATION

Located in East New York Brooklyn, AIM I serves over-aged and under-credited youth defined as students who are at least one grade behind based on age and credit attainment. Students are at least 15 years of age when they enroll, have completed 7 grade, and have been retained at least once. The school gives admissions priority to students who have been involved with the criminal justice, foster care system, and/or child welfare systems, and those who are homeless or runaway youth. As of BEDS Day 2020, 181 students were enrolled in AIM I.

### KEY DESIGN ELEMENTS

AIM I offers an intentionally engineered, tightly organized, and highly personalized set of academic experiences complemented by robust and integrated social and emotional supports. The core elements of the school model are designed to enable high levels of student engagement, timely progress towards meeting New York State graduation requirements, and successful planning and transition into postsecondary academic or work preparatory programs. More specifically, AIM I's key design elements include:

1. Evidence-based and technology enabled administrative systems
2. Defined postsecondary pathways comprised of:
  - Direct partnerships with postsecondary programs
  - Postsecondary planning
  - Academic and career pathway postsecondary preparation
  - Student outcomes tracking
  - Alumni support
3. Intensive and personalized academic supports, including:
  - Personalize education program assignment based on comprehensive diagnostic assessments
  - Evidence-based instructional design and delivery
  - Extended-day academic supports
4. Flexible and personalized academic programming:
  - Targeted blended mastery learning
  - Asynchronous digital learning opportunities
5. Student advisors who:
  - Serve as the single point of contact with families
  - Facilitate productive behavior management
  - Support students in achieving regular attendance

## 6. Provide intensive and integrated social and emotional supports

### AIM I CURRICULUM

AIM I's academic curriculum includes the [New Visions' Curriculum](#), designed by a team of instructional coaches at NVCHS, and Read 180. The New Visions curriculum is designed to serve students in grades 9-12, and includes modifications for struggling learners, students with disabilities, and English language learners. Read 180, a personalized, blended learning reading intervention program is used to accelerate students' reading skills.

AIM I's core academic content is aligned to New York State Next Generation Learning Standards and includes content and skills required for the New York State Regents Examinations in [mathematics](#), [English Language Arts](#), [social studies](#), and [science](#). AIM I utilizes a school-developed arts program, [Engagement Pathways Curriculum](#). This arts program includes content, learning activities and experiences, and performance assessments in film, music, dance, and theater.

The school's nonacademic curriculum is focused on social and emotional learning (SEL) opportunities which occur in student advisories, classroom instruction, student leadership activities, and out-of-school programming. The school's SEL curriculum, [School Connect](#), offers an 80-lesson multimedia program designed to improve high school students' social, emotional, and academic skills, and is designed to strengthen relationships among students and between students and teachers. School Connect content includes modifications for struggling learners, students with disabilities, and English language learners.

In all courses, teachers identify five performance targets to be covered for each course per trimester. Students are expected to demonstrate progress towards mastery of these targeted content and skills each [two-week teaching cycle](#).

### AIM I INSTRUCTIONAL PRACTICES

All AIM I classroom teachers organize and deliver their lessons using the same format. Each [lesson](#) consists of a SEL check-in, lesson introduction, mini-lesson, checks for understanding, master practice in small groups, and mastery assessment (which could be performance- or project-based). Teachers are expected to provide groupings for students and the data utilized to create these groupings, as well as a plan for the refinement of a lesson and the groupings in each lesson plan. Groupings are based on AIM I's Mastery Scale (fast track, on track, not yet, off-track) with teachers providing targeted instructional strategies for each group as well as differentiated instructional materials and a common rubric.

AIM I employs a co-teaching model for instruction. Co-teachers utilize a range of modifications and instructional methods to meet each individual student's learning needs. Both teachers are tasked with helping students master performance targets and may apply similar or varying approaches to this goal including individualized student support. Co-teachers work together to collect and analyze data to ensure they are both informed about all students.

AIM I teachers employ a "[three-reads](#)" protocol to improve students' literacy across subject-area disciplines. The three-reads protocol requires teachers to prompt students using inquiry-based questions prior to each reading. Students respond verbally or in written format helping the teacher better understand their level of comprehension. Teachers use a [3-2-1 feedback protocol](#) for struggling learners to provide students with specific and actionable next steps towards mastery of performance targets.

Teachers conference with students who have not mastered a performance target to help them refine their knowledge and understanding. Students with an IEP receive an integrated co-teaching (ICT) model. Content and skills are differentiated based on students' needs, and teachers use small grouping practices to support learning.

### AIM I STUDENT ASSESSMENTS

#### *Formative and Summative Core Content Assessments*

During its first charter term, AIM I administered a [robust set of student assessments](#). ELA and math assessments included [Scantron Performance Series](#) (literacy summary found [here](#)), and [Renaissance STAR Math](#) (math data summary found [here](#)). Core content summative assessments (Mastery Assessments) for ELA, math, science, social studies, and electives were administered four times annually during the first charter term. A sample of school year 2020-21 Mastery Assessment summary data is available [here](#). Students' grades are reflective of their mastery of key concepts.

#### *End-of-Course or Graduation Assessments*

AIM I administers all Regents exams required for graduation. The school also offers multiple pathways (i.e. Humanities, STEM, and CDOS) for students to achieve graduation. The [CDOS](#) pathway includes a state approved CDOS exam. See [here](#) for AIM I's CDOS tracker.

#### *English Language Screening*

AIM I administers the [NYSESLAT](#) annually to English language learners to assess English language proficiency.

#### *Nonacademic Assessments*

AIM I administers the [DESSA](#) to measure students' social and emotional growth. While staff rate students' social and emotional growth, students also self-rate their progress. See [here](#) for school year 2020-21 DESSA summary data.

### AIM I STUDENT SUPPORTS

AIM I deploys several student support programs and services. These include:

- **[Primary Person model](#)**: Coaches and advisors are accountable for supporting students in their academics and postsecondary portfolio development through weekly check-ins, regular outreach to students and caregivers, and regular meetings to coordinate supports with other school faculty and staff.
- **[Partnership with Urban Assembly \(UA\)](#)**: UA provides SEL-focused professional development using their [Resilient Scholars Handbook](#) and use of the School Connect Curriculum.
- **[Student intake and needs assessment](#)**: The intake and needs assessment is used to identify students' academic and nonacademic needs.
- **[Social work interns](#)**: AIM I partners with four higher education programs (i.e. Hunter, NYU, Smith and Rutgers) to provide graduate students in their social work program an opportunity to fulfill their internship experience hours at AIM I. AIM I supports interns with coaching and the social work interns provide AIM I students with social and emotional supports as well as wrap-around services for students and their families.

- **Advisory:** All students are programmed for advisory. Advisory content is generated in part by the aforementioned School Connect Curriculum and [Xello](#), a digital platform that supports students in developing life and career skills.
- **CARES Program partnership:** This partnership provides Summit House students skills to improve mental and physical wellness.
- **SUNY Sexual Health Teen Program:** Peak House students are invited to participate in this program and sexual health screening.
- **SEL peer groups:** Various SEL peer groups that assemble biweekly. Current groups include the LGBTQ Alliance, Men's Group, Women's Group, and [Health Relationship Group](#).

### AIM I POSTSECONDARY PLANNING AND READINESS

The school offers postsecondary and employment skills programming and has worked to design and implement systems for tracking students' postsecondary planning, applications, and decision-making processes. These initiatives and structures include:

- Student [graduation planning](#) with coaches and advisors.
- A Postsecondary team that meets regularly with a standing agenda that includes: learning arc from New Visions' [Postsecondary Advising Model \(PAM\)](#), best practice sharing on implementation of Xello, Postsecondary Portfolio and CDOS, data entry in New Visions' data portal, and postsecondary data review.
- The implementation of Xello, the aforementioned online software for career interest surveys, career research, and postsecondary planning.
- A system for tracking CDOS hour completion and CDOS learning objectives. AIM I implemented a Postsecondary Portfolio in which milestones are tracked in the New Visions data portal and the evidence of learning is supported through Xello and learning assignments saved in each students' Google Drive folder. Courses that align to CDOS learning standards, such as Advisory have all been CDOS coded and students are being awarded CDOS hours through course time in addition to postsecondary and career development activities that students participate in during school and after school hours.
- The [National Cares Mentoring Program](#) for Summit House students to gain emotional, social and postsecondary skills.
- The [AIM to Lead Internship Program](#) provides students with opportunities for internships and to develop workforce skills.

### MODALITIES OF INSTRUCTION MODIFIED FOR COVID-19

During the 2020-2021 school year, AIM I leveraged a fully remote instructional model. This model included one day of synchronized live instruction via Zoom for each core subject area and asynchronous independent tasks provided via Google Classroom. From the end of April - June, AIM I invited 20% of their students to return for in-person instruction to support students with NX completion. During this hybrid model, students were still engaging with their classes via our virtual platforms such as Zoom and Google Classroom.

Additionally, as mentioned above, AIM I instituted a more clearly defined instructional practice, including a standardized lesson format. This two-week instructional framework involved an initial delivery of the performance target in the first week, and in week two, the focus was on refining the performance target.

Performance target refinement included extension for on-track students, extra support for those who had not yet mastered the target, and enrichment for those who were off-track. Having a clear structure helped to improve instructional effectiveness and pedagogical capacity of teachers. In turn, this helped to clarify student performance expectations during remote learning. AIM I will continue this instructional practice.

AIM I provided training, coaching and support to all teachers around the use of Google Suite to structure a virtual classroom, instructional materials, and provide students asynchronous access to lessons (differentiated based on student needs), models, resources, and tasks to supplement and support student engagement in synchronous lessons and allow students to work through the material in a more self-paced manner. Throughout the year, AIM I teachers received professional development focused on integrating SEL strategies, interactive individual and group work, differentiation, virtual learning, and regular checks for understanding into their online lesson materials. When AIM I returns to in-person learning, teachers will continue to use Google Suite for the virtual classroom, in order to align the resources for their courses so that students can access those resources whether they are on or off-campus and at any time of day, given that students benefited greatly from the responsiveness and personalization the use of online materials provides.

### OTHER NOTABLE PROGRAMMATIC ADJUSTMENTS DUE TO COVID-19

- Co-taught classes were provided throughout the remote/hybrid learning period for students mandated to receive their mandated services and supports. Zoom breakout rooms and Google Classrooms were utilized to provide differentiated instruction and resources.
- Students had several academic intervention periods added to their schedule for additional targeted small group supports.
- All ELLs with mandated standalone services received them and more than half of our ELL students received co-teaching services through ELA or social studies classes.
- Related services: counseling was provided in house, speech services were provided by an outside provider and both services were provided remotely all year.

### SUPPORTS TO SUSTAIN STUDENTS' AND FAMILIES' WELL-BEING

AIM I's social emotional support plan for school year 2020-21 is linked [here](#) and it outlines the various supports provided to students and families.

## ENROLLMENT SUMMARY

In the table below, we provide AIM I’s BEDS Day enrollment for each school year of this charter term.

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2017-18	70	40	26	29	165
2018-19	72	56	30	28	186
2019-20	67	28	43	34	172
2020-21	61	40	31	49	181

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The Accountability Cohort consists specifically of students who are in their sixth year of high school after entering the 9 grade. For example, the 2015 Accountability Cohort consists of students who entered the 9 grade anywhere in the 2015-16 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year or graduated from the school prior to their sixth year, and either remained in the school for the rest of the year or left for an acceptable reason.

The following table indicates the number of students in the Accountability Cohorts who are in their sixth year of high school anywhere and were enrolled at the school on BEDS Day in October and remained in the school until June 30 of that year.

Sixth-Year High School Accountability Cohorts

Sixth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Sixth Year	Number Leaving During the School Year (Not including early graduates)	Number in Accountability Cohort as of June 30th
2017-18	2012-13	2012	19	2	17
2018-19	2013-14	2013	29	0	29
2019-20	2014-15	2014	43	0	43
2020-21	2015-16	2015	50	0	50

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Sixth Year Total Cohort for Graduation

Sixth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Sixth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2012-13	2012	17	81	98
2018-19	2013-14	2013	28	44	72
2019-20	2014-15	2014	44	55	99
2020-21	2015-16	2015	47	37	84

## GOAL 1: HIGH SCHOOL GRADUATION

### GOAL 1: HIGH SCHOOL GRADUATION

Students will graduate with the option of pursuing additional education or entering the workforce.

#### Goal 1: Leading Indicator

Each year, 65 percent of students in their first year at AIM who were enrolled as of BEDS day and remain enrolled through June 30 of the reporting year will earn at least ten credits.

#### METHOD

This measure serves as a leading indicator of the performance of students in their first year at AIM I and examines students' progress toward graduation based on annual credit accumulation. The measure requires that 65 percent of students in their first year at AIM I who were enrolled as of BEDS day and remain enrolled through June 30 earn at least ten credits.

#### RESULTS AND EVALUATION

Fifteen percent of students in their first year at AIM I who were enrolled as of BEDS day and remained enrolled through June 30, 2021 earned at least ten credits, therefore not meeting this measure.

High school students, no matter their age and year enrolled in any high school, experience academic, social, cultural, and emotional challenges as they navigate a new building, new teachers, new rules, and expectations. Add the fact that our students typically are over-age and under-credited, navigating a new school becomes even more challenging. This past school year, our first year students had to navigate remote learning due to the COVID-19 pandemic. We believe that this very unprecedented year experienced by our students and staff and their families is the reason for the 44 percentage point drop in first year students earning at least ten credits in 2020-21.

Percent of Students in their First Year at AIM I Earning at least Ten Credits in 2020-21

School Year	Number of Students in Their First Year at AIM I	Percent Earning Ten Credits
2017-18	38	37%
2018-19	58	40%
2019-20	41	59%
2020-21	27	15%

#### ADDITIONAL EVIDENCE

Two additional students in their first year at AIM I who were enrolled as of BEDS day and remained enrolled through June 30, 2021 mastered almost all of the content and received Incompletes at the end of the summer term to allow them three more weeks in the first term of the new school year to master the remaining performance targets.

Further, AIM I continuously enrolls students throughout the school year and during school year 2020-21, an additional 46 students enrolled after BEDS day and remained enrolled through June 30, 2021. Of those 46 students eight earned ten or more credits by the end of the school year.

AIM I dedicated time for teachers to engage in individual conferences with families and students bi-weekly in order to support their completion of coursework in order to master performance targets and earn credits, through the Accountability Model. In addition, a process was created to have recurring participation by youth development staff in meetings dedicated to the analysis of student performance data in order to foster collaboration with teachers and to develop aligned strategies that support students with course completion.

While AIM I did not achieve this goal, in Years 1-3 of this charter term, the school saw a year-over-year increase in students' in their first year who were enrolled as of BEDS day and remain enrolled through June 30 of the reporting year earn at least ten credits. More specifically from Year 1 to Year 2, and Year 2 to Year 3, there was a three percentage point and 19 percentage point increase in the number of first year students earning at least ten credits.

### Goal 1: Leading Indicator

Each year, 65 percent of students enrolled as of BEDS day and remain enrolled through June 30 of the reporting year, who have been at AIM for more than one year will earn at least 8 credits.

### METHOD

This measure serves as a leading indicator of the performance of students who have been at AIM I for more than one year and examines students' progress toward graduation based on annual credit accumulation. The measure requires that 65 percent of students who were enrolled as of BEDS day and remain enrolled through June 30 of 2021 who have been at AIM I for more than one year earn at least eight credits.

### RESULTS AND EVALUATION

Twenty-three percent of students who have been at AIM I for more than one year and were enrolled as of BEDS day and remained enrolled through June 30, 2021 earned at least eight credits, therefore not meeting this measure.

We attribute much of the decrease in the percentage of our longer-enrolled students who received eight credits to the lack of in-person instruction and the inability to conduct home visits during the pandemic. Prior to the pandemic, AIM I's place-based close-knit community and school environment helped our school provide a supportive and nurturing space. Many of our students experienced increased anxiety and trauma preventing them from earning eight credits in school year 2020-21.

On the other hand, and similar to our experiences during school year 2019-20, there were some bright spots. Our attendance data continues to reflect the fact that older students, in the Summit House benefitted from the remote and hybrid learning model we established in response to the COVID-19 pandemic. Over 20 Summit House students reported working and this remote hybrid model helped them obtain course credits while also working.

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### Percent of Students Who Have Been at AIM I for More Than One Year Earning at least Eight Credits in 2020-21

School Year	Number of students who have been at AIM I more than one year	Percent earning at least eight credits
2017-18	155	34%
2018-19	92	50%
2019-20	109	48%
2020-21	140	23%

### ADDITIONAL EVIDENCE

Additionally, 10 students who have been at AIM I for more than one year and were enrolled as of BEDS day and remained enrolled through June 30, 2021 mastered almost all of the content and received Incompletes at the end of the summer term to allow them three more weeks in the first term of the new school year to master the remaining performance targets.

While the school's credit attainment goal was not met during this charter period, the percentage of AIM I students enrolled for more than one year who earned at least eight credits increased by 16 percentage points from Year 1 to Year 2, saw a very slight dip of two percentage points in Year 3, and a more significant dip of 25 percentage points in Year 4. While this is concerning, we also know that most of our students and families have experienced great hardships during the COVID-19 pandemic.

#### Goal 1: Leading Indicator

Each year, 80 percent of students in their first year at AIM who were enrolled as of BEDS day will be retained through June 30th of the reporting year.

### METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual retention. The measure requires that, based on the school's enrollment requirements, 80 percent of students in their first year at AIM I, and who were enrolled on BEDS day, remained enrolled on June 30 of the reporting year.

### RESULTS AND EVALUATION

Ninety percent of students in their first year at AIM I who were enrolled as of BEDS day were retained through June 30, 2021. AIM I met this measure and exceeded it by 10 percentage points.

AIM I achieved this measure by establishing strong rapport and utilizing the primary person model. At AIM I each first year student is assigned to either a student advisor, counselor, or social worker. In addition, each staff member was an accountability coach to at least 5 to 7 students to provide additional social/emotional and academic support.

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At AIM I we ensure we create a warm, welcoming, and highly motivating learning environment for first year students. Additional supports and programming for first year students are below.

- AIM I also implemented trauma-informed approaches and social emotional learning (SEL).
- AIM I first year students also engaged in weekly advisory classes that focused on our school's four social-emotional competencies: Social Management, Self Management, Social Awareness, and Self Awareness. These skills were taught, sustained, and transferred to other contexts/settings. Content for advisory was aligned to our school's SEL partner, Urban Assembly.
- AIM I offered SEL Groups to support first year students' emotional well-being and provide skills for our four social-emotional competencies that included CARES Wellness Circle, LGBTQ & Allies Group, Healthy Relationship Group, and Women's Empowerment Group.
- AIM I social workers and interns provided at-risk individual virtual counseling services once a week for students who qualified or requested counseling services.
- Community referrals for services were also provided if first year students exceeded the social emotional capacity for AIM I counseling services.
- AIM I offered student events and workshops to promote student culture and community building award ceremonies, supporting families with basic needs during the pandemic, providing opportunities for games/competitions, and female and male empowerment workshops.

At AIM I, we also focus on postsecondary supports and pathways. These pathways include college, arts, athletics, vocational, and 21st century workforce. These pathways help support students to be prepared after they graduate aligned to a postsecondary portfolio. First year students had postsecondary milestones as goals to focus students on for their postsecondary future. Our college and career advisor also provided college and career exploratory workshops and one to one support in resume building and job applications. This continued throughout the remote school year.

### Retention Rate for Students in Their First Year at AIM I

School Year	Retention Rate for First Year Students at AIM I
2017-18	97%
2018-19	87%
2019-20	95%
2020-21	90%

### ADDITIONAL EVIDENCE

During this charter period, the average retention rate for AIM I's first year students was 92%, 12 percentage points above the goal. First year student retention trends include a 10 percentage point dip in Year 2, followed by an eight percentage point increase in Year 3. As expected, due to fully remote learning in school year 2020-21, first year student retention decreased by five percentage points. Nevertheless, at 90%, this rate surpasses the goal of 80%. We attribute the success of meeting this leading indicator to the school's primary person model, trauma focused interventions, and comprehensive approach to student and family orientation activities. In addition, our school also has implemented a strong school culture with student events and school partnerships with the CARES program and Urban Assembly that included participation from our first year students.

Additionally, AIM I is intentional around engagement with families and our intake process for first year students that includes the following:

- **Enrollment Intake-** A welcome conversation with students/families/caring adults to acclimate new family members to the school community.
- **Youth Development Intake Survey-** A survey that is administered to assess student barriers. The first year student meets with a social work intern or student advisor who administers the survey. This is completed as part of the enrollment process for every student that attends AIM I.
- **Intake Referral-** Based on the first year student's responses from the intake survey, the student may be referred to community (counseling, housing, etc) or in school supports (such as counseling, SEL groups, and wellness packages).
- **Progress Update-** Trimester Barriers & Strengths assessment is administered to first year students to track any changes in student and family circumstances and appropriate interventions are put in place.

### Goal 1: Leading Indicator

Each year, 70 percent of all students at AIM who were enrolled as of BEDS day will be retained through June 30 of the reporting year.

### METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual retention. The measure requires that, based on the school's enrollment requirements, 70 percent of all AIM I students who were enrolled on BEDS day, remained enrolled on June 30 of the reporting year.

### RESULTS AND EVALUATION

Ninety-two percent of students who were enrolled as of BEDS day were retained through June 30, 2021. AIM I met this measure and exceeded it by 22 percentage points.

As described in the measure above, AIM I achieved this measure by focusing on returning students' engagement/school culture, trauma sensitive interventions, and the primary person model. AIM I is built on the Pillars of Transformation, with an emphasis on relationships and relationship building. AIM I establishes a warm, welcoming, and highly motivating learning environment for all students, thus contributing to our retention of returning students. Based on returning students' track record, AIM I continues to develop specific approaches towards increasing attendance and retention, such as: attendance incentives, implementation of a rewards system and virtual store, and student events. In addition, each staff member was an accountability coach to at least 5 to 7 students to provide additional social/emotional and academic support.

Retention Rate for All Students

School Year	Retention Rate
2017-18	93%
2018-19	81%
2019-20	87%
2020-21	92%

ADDITIONAL EVIDENCE

During this charter period, the average retention rate for AIM I students was 88%, 18 percentage points above the goal. AIM I student retention trends include a 12 percentage point dip in Year 2, followed by a seven percentage point increase in Year 3. AIM I increased (by 5 percentage points) its overall student retention rate despite continued school facility closure during school year 2020-21. Again, we attribute the success of meeting this leading indicator to the school’s more targeted and comprehensive approach to student and family orientation activities, and personalized student intake process. The school continues to provide students with engaging opportunities, social emotional learning support, and postsecondary support. This comprehensive approach helps support students to focus on bridging gaps in their learning, connecting their educational journey, and preparing students for their postsecondary goals. AIM I will continue to work towards exceeding this metric through all of the aforementioned approaches.

Goal 1: Absolute Measure

Each year, 65 percent of students in the fourth-year high school Total Graduation Cohort will score at or above proficiency, or at least a 55 using the safety net option for eligible students, on at least two of the five exams required for graduation, which may include one NYSED -Approved Pathway Assessments CDOS.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on the passage of exams required for graduation. The measure requires that 65 percent of students in each Graduation Cohort have scored at or above proficiency, or at least 55 using the safety net option for eligible students, on at least two of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.

RESULTS AND EVALUATION

Sixty-seven percent of students in the 2017 cohort have scored at or above proficiency, or at least 55 using the safety net option for eligible students, or were exempted from at least two of the five exams required for graduation, therefore meeting this measure. This is a two percentage point increase from last year.

Through the House Model, the school has improved their ability to support students and help them focus on academic progress. Through intentional scheduling and cultural structures, students were focused around clear objectives towards meeting their academic goals. Intentional planning allowed classes to be focused, integrated, and differentiated by houses, to support students' individual progress towards graduation.

AIM I has focused on re-engaging students of this cohort to ensure that their academic progress towards graduation can be fulfilled at our school. AIM I has prepared and provided students with Regents readiness coursework to meet the gaps that ensue for transfer students that have transferred from other schools. By engaging in mock Regents exam cycles (Pre-COVID), AIM I provided students with multiple opportunities for practice, including offering the Career Developmental & Occupational Studies (CDOS) course and exam to prepare students for work readiness. Additionally, tailored Regents preparatory programs were provided for students near graduation, as well as each core content area course is embedded with Regents preparation, as aligned to the curriculum. During the year of remote school, AIM I focused on supporting students with completing and passing classes aligned to Regents exams so they could be eligible for exemptions, through the Mastery Learning Model. This was accomplished through targeted outreach from accountability coaches and teachers, as well as dedicated time at the end of each trimester supporting students with mastering performance targets.

The implementation of the Mastery Teaching and Learning Model directly impacted students' preparedness for Regents exams. Students must demonstrate they have mastered the content in academic classes by scoring 80% or higher on three out of five Mastery Assessments. These mastery assessments determine a student's level of mastery and are used as formative assessments to determine whether a student understands core content for a particular course. This formative assessment data was also used by teachers to modify lesson plans and to strategically group students in order to support them with demonstrating mastery. If the student is not able to demonstrate mastery, the student is taken through a process of refining understanding, and then reassessed and repeats this cycle until the student has reached mastery. This model has proven successful in ensuring that students feel more confident in their understanding of key concepts. This success has translated into this percentage increase shown in this indicator.

Percent of Students in Fourth Year Cohort Passing Two Exams Required for Graduation

School Year	Cohort Designation	Number in Cohort	Percent Passing at Least Two Exams (including exemptions)
2017-18	2014	89	36%
2018-19	2015	79	29%
2019-20	2016	74	65%
2020-21	2017	60	67%

ADDITIONAL EVIDENCE

During the 2020-2021 school year, AIM I continued its school wide Data Huddle practices to support a school-wide focus on student achievement which contributed to this measure being met. The AIM I Data Huddle plan can be found [here](#) and the Data Huddle Scope and Sequence can be found [here](#).

While AIM I did not achieve this measure in Years 1-2 of the first charter term, the percentage of fourth year cohort students who passed at least two exams for graduation more than doubled to 65% in Year 3. Year 4 saw an increase of two percentage points, despite the challenges AIM I faced due to the global pandemic. Therefore, the measure was met in Years 3 and 4 of the charter term.

### Goal 1: Absolute Measure

Each year, 67 percent of students in the sixth year high school total Graduation Cohort will graduate.

### METHOD

This measure examines students who entered the 9<sup>th</sup> grade as members of the 2015 cohort and graduated six years later. These data reflect early August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.

### RESULTS AND EVALUATION

Forty-five percent of students in AIM I's 2015 cohort graduated after six years, therefore not meeting this measure. Although the school did not meet this measure, AIM I continues to make progress towards achieving this goal each year, as evidenced by the seven percentage point increase in graduation rate for cohort 2015.

Students that attend AIM I typically struggle with re-engagement to high school and some have barriers to achieving academic success such as parenting, court involvement, and foster care involvement. This year, AIM I continued to implement a thorough intake process and also expanded the youth development team to include a college and career advisor and five social work interns, and continued a Social Emotional Learning Program Partnership with Urban Assembly. AIM I continues to focus on conducting a social emotional assessment (to assess students' overall well-being, capacity, self-motivation and resiliency), an embedded advisory program, and accountability plans for success. In addition to social emotional support, the school provided individualized and targeted support towards graduation, which included re-engagement, graduation, and transition plans. AIM I's college and career advisor also implemented postsecondary exploration workshops and a College & Career Portfolio.

As mentioned in previous measures, AIM I utilized an accountability coach system, where coaches met with their students on their caseload to review their attendance and credit accumulation data. In addition, AIM I continues to utilize strategic data check-ins (SDCs), which are structured sets of conversations at critical decision points in the school year to ensure that students receive the opportunities and supports they need to graduate. These conversations are anchored in real-time student data that is centralized, transparent, and actionable through data provided by the New Visions Data Portal.

The implementation of the aforementioned interventions and routines had a positive impact on both student growth and school staff collaboration. School staff can now look at the same data and make

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<sup>1</sup> The state's guidance for the 4+1 graduation pathway can be found here: [http://www.p12.nysed.gov/c\\_a/\\_mu\\_t\\_p\\_e-pathways/](http://www.p12.nysed.gov/c_a/_mu_t_p_e-pathways/).

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collective decisions, thereby increasing the transparency of both information and the action taken in response. The numerous graduation planning, Regents planning and preparation, and credit gap SDCs conducted resulted in the following:

- Active students had graduation plans that reflected the best possible outcome (and therefore the highest expectations) in terms of graduation date and diploma type.
- Active students were planned for one or more January and/or June Regents exams based on clear and logical documented criteria accounting for graduation plan, historical transcript, and previous attempts.
- Active students were programmed for courses or additional support activities that prepared them for the exams they were taking in January and June (Pre-COVID) and we continued this during remote learning so students could focus on passing classes culminating in Regents.
- Active students were scheduled to earn four core course credits in each trimester of the school year.

### Percent of Students in the Total Graduation Cohort who have Graduated After Six Years

School Year	Cohort Designation	Number in Cohort	Percent Graduating
2017-18	2012	98	13%
2018-19	2013	72	35%
2019-20	2014	99	38%
2020-21	2015	84	45%

### ADDITIONAL EVIDENCE

AIM I's attrition rate for its sixth-year accountability cohort averages 54%, and undoubtedly contributes to the school's inability to achieve this measure. However, the percentage of students no longer at the school who were enrolled for at least one day prior to leaving the school (and who were not discharged for an acceptable reason) decreased by 46% during the charter period. This represents a significant improvement in sixth-year accountability cohort retention, and provides an opportunity for improvement in this measure. AIM I attributes this increase in student retention to more targeted, personalized student supports added to the school's program during the charter term. Lastly, we believe that our return to in-person schooling will contribute to a decrease in attrition and increase the percent of students in the total graduation cohort who will graduate after six years.

Given that students enter AIM I at varying places in regards to credits, Regents, educational gaps, age, housing, and other factors, we also look at the total number of graduates each year as a measure of progress. Last school year, AIM I doubled the number of graduates from 24 students graduating in SY18-19 to 51 students graduating in SY19-20, exceeding the graduation expectation for the year. AIM I began the year with 32 potential graduates, and ended the year with 51 graduates, an 117% increase from SY18-19. While there is a decrease in the total number of graduates for SY20-21 from 51 to 40, we still increased the total number of graduates during a year of remote learning compared to SY18-19. AIM I was able to accomplish this through our student engagement during virtual learning and our school interventions that include the primary person model, accountability coaching, Social Emotional Learning Program, and postsecondary engagement. AIM I was intentional in reviewing student data and developing interventions and tracking systems to support students to maximize students to complete

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their postsecondary education and graduation. AIM I will continue this focus in SY21-22 and will continue to increase the number of graduates.

School Year	Annual Graduates (September 1-August 31)
2017-18	20
2018-19	24
2019-20	51
2020-21	40

### Goal 1: Absolute Measure

Each year, the Total Graduation Cohort in their sixth year will have a 75 percent persistence rate.

### METHOD

This measure examines the persistence of students in the Graduation Cohort, those who entered the 9 grade as members of the 2015 cohort and are in their sixth year. The persistence rate is defined as the percentage of students in the Total Graduation Cohort who either earned a local or higher diploma, earned a high school equivalency (formerly known as GED), earned a CDOS, or were still enrolled in a school or programs with at least 50% attendance since February 1<sup>st</sup> of the reporting year. To achieve this measure, the Total Graduation Cohort in their sixth year will have a 75 percent persistence rate.

### RESULTS AND EVALUATION

AIM I's 2015 cohort had a persistence rate of 46%. Although AIM I's 2015 cohort did not meet this measure, their persistence rate is seven percentage points higher than the previous cohort.

As mentioned in the previous measure, the implementation and use of the New Visions Data Portal, enabled the school to identify and accurately track the current state of each student. Through the previously mentioned structures, the AIM House Model, academic advising, and work based learning experiences, students engage in preparatory experiences for careers, thus supporting students that have had difficulty re-engaging in school and making adequate yearly progress. AIM I's continued partnerships with workforce providers, such as Opportunities for a Better Tomorrow, to support with postsecondary transition, including enrollment in High School Equivalency programs and job readiness programs, promotes student persistence. AIM I will continue to offer enrolled students access to the AIM I Engagement Pathways program, which will enable students the opportunity to receive internships, industry credentials, and much more.

The New Visions Data Portal provides AIM I with consistent access to high-priority student data, helping the school to make and monitor critical student planning and support decisions. As previously mentioned, AIM I uses the Portal to engage in strategic data check-ins (SDCs) throughout the year. This results in comprehensive plans for course enrollment, Regents registration and preparation, and academic, attendance, and social emotional support which are visible to all school and New Visions staff in an integrated view with indicators of student progress. This foundational organizational infrastructure

allows for individual student plans to be developed intentionally, implemented with fidelity and timeliness, and continually adjusted in light of evidence.

Total Graduation Cohort Persistence Rate

School Year	Cohort Designation	Persistence Rate
2017-18	2012	18%
2018-19	2013	35%
2019-20	2014	39%
2020-21	2015	46%

ADDITIONAL EVIDENCE

AIM I continues to show improvement in this area, through intentional postsecondary planning, alumni supports, and alumni data tracking. Additionally, students are afforded the opportunity to select an Engagement Pathway, during their time at AIM I, to prepare them to persist in their postsecondary career.

While the school was unable to achieve this measure for Goal 1 during this charter period, note the increase in percentage of students who persisted in high school. The school experienced a 17 percentage point increase in its persistence rate between Years 1 and 2 and Years 3 and 4 saw a four and seven percentage point increase respectively.

Goal 1: Comparative Measure

Each year, the percent of students in the sixth year high school Total Graduation Cohort graduating will exceed that of the Total Cohort from comparable transfer high schools.

METHOD

The school compares the graduation rate of students completing their sixth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in comparable transfer high schools.<sup>2</sup> Given that students may take Regents exams through the summer of their sixth year, results for comparable transfer high schools of the current year are generally not available at this time.

RESULTS AND EVALUATION

Forty-five percent of students in AIM I’s 2015 cohort graduated after six years compared to 51% of students in the 2014 cohort from comparable transfer high schools. AIM I fell short of meeting this measure by six percentage points. School data for comparable transfer high school’s 2015 cohort was not available for comparison at the time of this report.

<sup>2</sup> The NV data team has established criteria to determine comparable transfer high schools using an unsupervised clustering mode.

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### Percent of Students in the Total Graduation Cohort who Graduate in Six Years Compared to Comparable Transfer High Schools

School Year	Cohort Designation	Charter School		Comparable Transfer High Schools	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2017-18	2012	98	13%	619	50%
2018-19	2013	72	35%	1199	50%
2019-20	2014	99	38%	1242	51%
2020-21	2015	84	45%	TBD	TBD

#### ADDITIONAL EVIDENCE

While AIM I has not met this measure, as mentioned above, the school has experienced an increase in percent of students in the total graduation cohort who graduate in six years. To the contrary, while comparable transfer schools have posted higher percentages of students graduating in six years, these schools have not experienced a gain over time. The data point remains somewhat stagnant with just a one percentage point increase based on available data. Additionally, none of the comparable schools have a similarly high rate of students with disabilities entering year over year. The rolling average is 50%.

#### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2020-21, AIM I met three of the eight measures in the high school graduation goal.

Type	Measure	Outcome
Leading Indicator	Each year, 65 percent of students in their first year at AIM who were enrolled as of BEDS day and remain enrolled through June 30 <sup>th</sup> of the reporting year will earn at least ten credits.	Not Achieved
Leading Indicator	Each year, 65 percent of students enrolled as of BEDS day and remain enrolled through June 30 of the reporting year, who have been at AIM for more than one year will earn at least 8 credits	Not Achieved
Leading Indicator	Each year, 80 percent of students in their first year at AIM who were enrolled as of BEDS day will be retained through June 30 <sup>th</sup> of the reporting year	Achieved
Leading Indicator	Each year, 70 percent of all students at AIM who were enrolled as of BEDS day will be retained through June 30 <sup>th</sup> of the reporting year	Achieved
Leading Indicator	Each year, 65 percent of students in the fourth-year high school Total Graduation Cohort will score at or above proficiency, or at least a 55 using the safety net option for eligible students, on at least two of the five exams required for graduation, which may include one NYSED -Approved Pathway Assessments CDOS.	Achieved
Absolute	Each year, 67 percent of students in the sixth year high school total Graduation Cohort will graduate.	Not Achieved
Absolute	Each year, the Total Graduation Cohort in their sixth year will have a 75 percent persistence rate	Not Achieved

Comparative	Each year, the percent of students in the sixth year high school Total Graduation Cohort graduating will exceed that of the Total Cohort from comparable transfer high schools.	Not Achieved
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**ACTION PLAN**

As mentioned earlier in this section, AIM I has experienced an increase in the percentage of students who have met Goal 1 leading indicators. We believe, over time, this will result in a greater percentage of students achieving the two absolute measures for high school graduation. While AIM I did not meet Goal 1’s absolute measures, we attribute the gradual increase in percent of students who did so to our school’s ongoing tuning of targeted programmatic and student support services. These include:

1. Mastery Model. In all courses, teachers identify four-to-five performance targets to be covered for each course per trimester. Students are expected to demonstrate progress towards mastery of these targeted content and skills each two-week teaching cycle, and must master content before moving from one unit to the next. AIM I will be aligning its two-week teaching cycle to a new block schedule beginning in school year 2021-22.
2. Data Huddles. A cyclical gathering of teachers and staff to implement deep data reviews. AIM I will continue to implement this school-wide data analysis process. The introduction of mastery grading (where teachers grade student work utilizing school-wide and department-specific rubrics) during school year 2020-21 helped clarify performance expectations for both students and teachers. Next year, AIM I will provide more time and opportunity for teachers to review, analyze, and use data to provide a tighter match between content and instruction to students’ learning needs.
3. House Model. AIM I’s House Model concept is in its fourth year of implementation. Three houses comprise the model including Base Camp, Peak, and Summit. In school year 2020-21, staff members of each house were expected to analyze student data within their respective houses on a weekly basis, and to use it for lesson planning and student check-ins. In addition, each house increased its focus on postsecondary planning, and the development of a college and career portfolio. We believe that this led to greater student understanding and attention to graduation requirements, and an increase in first year students achieving at least ten credits during their first year.
4. Primary Person Model (PPM). Coaches and advisors are accountable for supporting students in their academics and postsecondary portfolio development through weekly check-ins, regular outreach to students and caregivers, and regular meetings to coordinate supports with other school faculty and staff. We will continue this strategy.
5. Enhanced Intake Process. AIM I’s intake process involves an initial enrollment meeting, the administration of a youth development intake survey, trimester student orientations (for new and returning students), and progress updates that involve goal-tracking and tweaking of assigned interventions and support services.
6. Urban Assembly Resilient Scholars Program. For school year 2021-22, AIM I will be utilizing the Urban Assembly Resilient Scholars Program (UARSP) as a social emotional learning (SEL) program. UARSP is a guided implementation model designed to test and support SEL in high schools. This program will support AIM I in the implementation, integration, and sustainability of high-quality SEL programming to improve school-wide and out of school outcomes for all students. AIM I will

institute the SEL competencies as a universal language: self-awareness, self-management, social awareness, and social management.

7. SEL Advisory & Curriculum. AIM I will utilize the curriculum provided by UARSP to provide direct instruction to students around the areas of self-awareness, self-management, social awareness, and social management. The goals of this program are to enhance a child's social and emotional skills, which are essential to academic achievement. Social skills include things like making and keeping friends, showing respect for others, and resolving agreements. Emotional skills include things like being able to recognize their own and other's emotions, and showing healthy self-control. AIM I will utilize this language in and out of the classroom as a way of redirecting students, as teachers and staff will have a common language to address persistent student issues.
  
8. SEL Assessment. AIM I will administer a SEL assessment at least twice a year to observe representations of the four social-emotional competencies. This assessment will provide the school with data that will be used to enhance and further develop SEL through advisory, the primary person model, and school culture. The Devereux Student Strengths Assessment (DESSA) will be utilized to provide the school feedback in supporting each student's area(s) of growth. The SEL team will utilize data to inform and strengthen the SEL implementation in the following areas:
  - To frame SEL scores as opportunities for staff to provide students with supports to improve their SEL competencies;
  - Root SEL assessments in observed strength-based behaviors;
  - Connect SEL assessment outcomes to the programs organized in the Program Matrix to better leverage existing supports, and to create any necessary programs that would serve gaps highlighted by the data;
  - Adapt SEL direct instruction scope and sequences in response to SEL assessment outcomes
  - Create opportunities for SEL assessment reflection by varying community stakeholders, including for students.
  
9. Emphasis on Literacy and Numeracy. In order to ensure that our students successfully master academic content AIM I will continue to implement a targeted and tiered approach to literacy and numeracy, targeting the lowest performing students and providing them with literacy and numeracy intervention courses, as well as using common literacy routines across the core content classes. This will be supported through a partnership with ANET. We will also provide intervention courses through research-based software, such as Read 180, System 44, and Freckle Math.
  
10. Deepening Formative Assessment Systems. AIM I has contracted with ANET to provide a suite of formative assessment tools and coaching support around use of data to drive instructional decision-making. Interim assessments, introduced over a period of time to ensure that we are building staff capacity to plan in alignment with and utilize the results of the assessments, will provide timely and actionable data to help target instructional and SEL interventions as needed, and provide opportunities to accelerate student progress when appropriate.

We believe that continued focus and implementation of the strategies outlined above, AIM I will continue to increase the percent of students who meet all measures under the high school graduation goal of our accountability plan.

## GOAL 2: POSTSECONDARY OUTCOMES

### GOAL 2: Postsecondary Outcomes

Students will be prepared for and pursue postsecondary options

### Goal 2: Absolute Measure

Each year, 80 percent of students who graduate in the reporting year will enroll in a two- or four-year accredited college, military service, technical/occupational institute, or gain employment within one year of their graduation.

### METHOD

The ultimate measure of whether AIM I has lived up to its mission is whether students are prepared for and pursue postsecondary options. AIM I will track and report the percentage of students who graduate in the reporting year who enroll in a two or four year accredited college, military service, technical/occupational institute, or gain employment within one year of their graduation.

### RESULTS AND EVALUATION

Matriculation and postsecondary outcome data for students who graduated in school year 2020-21 was not available at the time of this report. Matriculation data from the National Student Clearinghouse will be reported out once it is received. In addition, counselors will collect other postsecondary outcomes including military service, technical/occupational institute, or employment. This metric will be updated once the data becomes available.

Percent of Graduates Enrolling in a Two or Four Year Accredited College, Military Service, Technical/Occupational Institute, or Gain Employment

School Year	Number of Graduates	Percent of Graduates Enrolling in a Two or Four Year Accredited College, Military Service, Technical/Occupational Institute, or Gain Employment
2017-18	20	17%
2018-19	24	30%
2019-20	51	14%
2020-21	40	TBD

### ADDITIONAL EVIDENCE

Despite the pandemic, this past year AIM I worked to ensure our seniors maintained a focus on making postsecondary plans and decisions. Each senior has a counselor/advisor with whom they have regular check-ins to support their emotional well being and to explore their postsecondary options. Once we transitioned to remote learning our school counselor and college and career advisor held senior advisory class via Zoom four days a week to support postsecondary planning. Seniors have been working on

completing their postsecondary portfolios which include: resume building, S.M.A.R.T. Goals, creating a LinkedIn profile, receiving letters of recommendations, and career assessments. Once a week our college and career advisor and our school counselor host a Zoom meeting for our graduates to support with their postsecondary planning and college and career portfolios. Our college and career advisor also hosts a college tour and/or career presentation for all students to attend once a week. In person tours were on hold during this school year but will resume as colleges allow visitors back on campus.

Postsecondary preparedness is an area of growth for AIM I. While there was a 13 percentage point increase in students who enrolled in postsecondary institutions, entered military service, or secured employment within one year of graduation, between Years 1 and 2 of the charter term, the rate declined in SY2019-20. In 2020, the global economy plunged due to the COVID-19 pandemic. Colleges, universities, and other postsecondary education institutions experienced a sharp decrease in enrollments, and employers instituted hiring freezes. We attribute some of the decline in students who pursued postsecondary options for this goal in Year 3 to the global pandemic.

### Goal 2: Absolute Measure

Each year, 75 percent of students in the sixth year high school Accountability Cohort will demonstrate proficiency of CDOS learning standards.

### METHOD

AIM I administers one of the nationally recognized work readiness credentialing assessments known as the SkillsUSA Career Essentials: Career-Ready Assessment. This 50-question, scenario-based, multiple choice assessment will help you quantifiably measure your ability to apply employability skills and knowledge as defined by the SkillsUSA Framework. Therefore, this measure examines the percent of the Accountability Cohort that score proficient on the SkillsUSA Career Essentials: Career-Ready Assessment by the completion of their sixth year in the cohort.

### RESULTS AND EVALUATION

Forty-eight percent of students in AIM I's 2015 cohort demonstrated proficiency of CDOS learning standards, therefore not meeting this measure.

AIM I provided CDOS opportunities to all potential graduates, and ensured that all students had an opportunity to partake. These opportunities occurred during Advisory as students completed the Xello curriculum and additional support classes aligned to the CDOS assessment. Low student engagement during remote learning contributed to the decrease in the number of students meeting this measure. It was also reported that the Career Essentials assessment was difficult to take remotely. However, during this past year, AIM I continued to refine the postsecondary milestones students worked to achieve and the methods for monitoring completion of their postsecondary portfolios which included tracking the work-based learning hours students complete. Due to this continued focus on building the CDOS program, AIM I is well positioned to have more students achieve this measure in the upcoming school year since we aligned courses and WBL experiences to the CDOS standards.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Proficiency Rate of CDOS Learning Standards by Sixth Year Accountability Cohort

Cohort Designation	Sixth Year	Number in Cohort	Percent Demonstrating Proficiency of CDOS Learning Standards
2012	2017-18	17	12%
2013	2018-19	29	34%
2014	2019-20	43	53%
2015	2020-21	50	48%

### ADDITIONAL EVIDENCE

While the school has not yet achieved this measure, in Years 1-3 of the charter period, the percentage of AIM I's sixth year accountability cohort who scored proficient on the SkillsUSA Career Essentials: Career-Ready Assessment increased dramatically. Years 1-2 and 2-3 experienced a 22 percentage point and 19 percentage point jump respectively. However, the school saw a decline in percent of students achieving this measure in school year 2020-21 for the reasons stated above. Currently, 23% of cohort 2016 have met this measure and 19% of cohort 2017.

### Goal 2: Absolute Measure

Each year, 100 percent of students planned to graduate in the reporting year will complete a career readiness portfolio containing a Career Plan and Skills Employability Profile.

### METHOD

For each student, the school maintains a career readiness portfolio that includes a career plan, skills employability profile, resume, and other artifacts reflecting career readiness milestones.

### RESULTS AND EVALUATION

Seventy-nine percent of students who were planned to graduate completed a career readiness portfolio, therefore not meeting this measure.

Low student engagement during the pandemic contributed to lack of progress meeting this measure. Although we fell short of meeting this goal, AIM I expanded the number of milestones students must complete to develop a postsecondary portfolio. During the upcoming school year, students will work in their engagement pathways to continue working towards completing their postsecondary portfolios.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent of Students Completing a Career Readiness Portfolio

School Year	Number of Students Planned to Graduate	Percent of Students Completing a Career Readiness Portfolio
2017-18	N/A	N/A
2018-19	29	100%
2019-20	32	94%
2020-21	48	79%

### ADDITIONAL EVIDENCE

While the number of students planned to graduate AIM I in Years 2-4 steadily increased, the percent of those same young people who completed a career readiness portfolio from Years 2-3 decreased slightly by 6 percentage points, and more significantly from Years 3-4 by 15 percentage points due to the pandemic. AIM I will continue to work towards increasing the percent of students completing their Career Readiness Portfolio through advisories aligned to Engagement Pathways and the use of the Xello curriculum as outlined above.

### Goal 2: Comparative Measure

Each year, the school's postsecondary enrollment rate by six months after high school for students in the sixth year Total Cohort will exceed that of the Total Cohort from comparable transfer high schools.

The calculation of this measure is not required for 2020-21.

### SUMMARY OF THE COLLEGE PREPARATION GOAL

In school year 2020-21, AIM I did not achieve any of the four measures in the postsecondary outcome goal. One measure was not applicable for school year 2020-21 and data was not available for one measure at the time of this report.

Type	Measure	Outcome
Absolute	Each year, 80 percent of students who graduate in the reporting year will enroll in a two- or four-year accredited college, military service, technical/occupational institute, or gain employment within one year of their graduation	TBD
Absolute	Each year, 75 percent of students in the sixth year high school Accountability Cohort will demonstrate proficiency of CDOS learning standards.	Not Achieved
Absolute	Each year, 100 percent of students planned to graduate in the reporting year will complete a career readiness portfolio containing a Career Plan and Skills Employability Profile	Not Achieved
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A

## ACTION PLAN

AIM I will continue to provide all students with postsecondary pathways that they can engage in throughout their experience at the school. The Engagement Pathways have been developed to provide students with a clear path towards success. AIM I hired a college and career advisor in fall of 2019 to ensure AIM I students are enrolled in Engagement Pathway courses/enrichment programs to achieve academic success. Each student will continue to be expected to graduate with a high school diploma and a path towards postsecondary, including exposure in the following Engagement Pathways:

- **College Success** The College Success Pathway is designed to engage students who have the desire to attain a college degree upon graduation. Students will gain exposure and confidence on entering the university system through in and out of state campus tours, scholarship opportunities, hands-on financial aid assistance and standardized test tutoring.
- **Arts Career Pathway** - Is the pathway designed for students interested in a career in the areas of performing arts or visual arts including fashion. Students will graduate with an Engagement Pathway portfolio towards industry success and/or college enrollment.
- **21st Century Workforce** The 21st Century Workforce pathway offers a variety of career exploration and job readiness programs for students interested in pursuing employment immediately after graduation opportunities are offered both in-school and out-of-school. The internship program provides an opportunity for students to explore, research and prepare for careers by gaining workplace skills through internship placements, resume building, and access to professional certifications. Students will graduate with a workforce portfolio to support their search for full-time employment.
- **Vocational & Certification** The Vocational and Certification pathway is geared towards students who possess an interest in gaining skills and industry certifications in the areas of culinary arts, barbering/cosmetology, graphic design, and much more. Students will participate in hands-on career focused curriculum taught by industry professionals, in addition to field trips and job shadowing opportunities. Students will graduate with industry credentials and opportunities for entry level employment.
- **Alternative Pathway** The alternative pathway is focused on High School Equivalency (HSE) and Military. This pathway is for students interested in pursuing a HSE or a career in the Military. Students will graduate with an Engagement Pathway portfolio towards industry success in the military.

### Career Development and Occupational Studies Credential (CDOS)

AIM I will continue to provide students with the opportunity to earn the Career Development and Occupational Studies Credential (CDOS). The CDOS credential is designed to prepare students with the knowledge and skills needed for entry-level work. By participating in work-based learning opportunities and career and technical education (CTE) workshops/classes, AIM I students can better prepare for life after high school. These experiences may help shape students' future careers and interests and are often a key part of a high-quality academic program. All AIM I students will be enrolled in a work based learning class and/or program to complete both options of the CDOS for the purposes of postsecondary success

### Special Considerations: Students with IEPs

AIM I's associate director of education and a special education teacher will be joining the postsecondary team. Because AIM I has students with IEP needs and transitional services, the SPED postsecondary team

members will focus on supporting students with IEPs and post secondary planning. This includes but is not limited to partnerships with programs for individuals with disabilities and job readiness and collaboration with ACCESS-VR for those students who qualify for supportive employment and transitional plans for students with disabilities.

## GOAL 3: ENGLISH LANGUAGE ARTS

### HIGH SCHOOL ENGLISH LANGUAGE ARTS

#### GOAL 3: ENGLISH LANGUAGE ARTS

Students will be proficient readers and writers of the English language.

#### Goal 3: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at or above Performance Level 3 or score at least 55 using the safety net option for eligible students, on the Regents Exam in English Language Arts (Common Core) by the completion of their sixth year in the cohort.

#### METHOD

The school administers the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently a score at or above Performance Level 3 (Partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core) or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 or 55 for safety net eligible students by the completion of their sixth year in the cohort.

NOTE: Due to cancellations of multiple administrations of the Regents exams during the last two school years, in the table below, AIM I has included both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among those young people who sat for the exam.

#### RESULTS AND EVALUATION

Fifty-four percent of students in AIM I's 2015 cohort (with valid scores) scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students, on the Regents Exam in English Language Arts (Common Core), therefore meeting this measure. In addition, it should be noted that a total of 16 students, four with no valid score and 12 who had previously sat for the exam, earned Regents waivers. Therefore 82% of students in cohort 2015 met the ELA Regents requirement for graduation. The decline can be attributed to cohort 2015 missing three opportunities to resit for the ELA Regents exam.

AIM I continued with their mastery based instructional program and ELA teachers worked in two week cycles focused on performance targets aligned to course standards. Teachers used student progress on formative and summative assessments to drive groupings of students into fast track, on track, not yet and off-track. Teachers then analyzed student work to determine appropriate instruction activities aimed at either refining understanding of the performance target or accelerating understanding of the performance target. This focus allowed ELA teacher teams to plan for instruction both through Zoom and via Google Classroom. Teachers were able to strategically group students and design materials for specific groups to support with mastering performance targets. The ELA department had data days when they reviewed the student work, planned for instruction and provided feedback to students.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Additionally, AIM I ensured required IEP supports and interventions for students were provided, this included:

- Identifying students as at-risk via the Performance Series Reading assessment and through the AIM I intake process.
- The ADSPED supported general education and SPED teachers with strategies to support growth in the areas of co-planning, co-teaching, and differentiation.
- Developing a literacy plan to support struggling readers using the tools Read 180 and System 44 through a literacy intervention course.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on Regents English Common Core Exam by Sixth Year Accountability Cohort<sup>3</sup>

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2012	2017-18	17	0	12	71%
2013	2018-19	29	0	22	76%
2014	2019-20	43	1	36	86%
2015	2020-21	50	4	25	54%

### ADDITIONAL EVIDENCE

Based on the AIM I Mastery Model, the ELA department, focused specifically on students within this cohort, to support them towards mastery in the ELA course, and on the ELA Regents exam. The Mastery Model incorporates a process where students must master specific core content, which is measured through Mastery Assessments. If a student is able to master the content, determined by scoring 80% or higher on a mastery assessment, they receive an extension lesson, which deepens their understanding of the core content. However, if a student is unable to master the content (receives less than 80%), then the ELA teacher gives the student an enrichment lesson, where the student is re-taught using a different teaching strategy. The student is then re-assessed and must meet 80% mastery. The cycle is repeated until the student achieves mastery and can move to the next ELA unit.

AIM I continues to improve in this area due to intentional professional development and coaching that support instructors with drafting rigorous performance targets, creating aligned mastery assessments, and scaffolding and modifying New Visions curriculum, course content, and differentiating based on student needs. AIM I will continue to modify the curriculum and use assessment data to make data driven decisions for school improvement.

As indicated in the table below, 36% of students in the 2016 cohort (with valid scores) have passed the ELA Regents prior to entering their sixth year. Further, an additional 27 students earned Regents waivers. Therefore, 77% of students in cohort 2016 have met the ELA Regents requirement for graduation prior to the start of their sixth year. In addition, 56% of students in cohort 2017 have passed or earned Regents waivers for the ELA Regents required for graduation.

<sup>3</sup> Based on the highest score for each student on the English Regents exam

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent Achieving at Least Level 3 or 55 for Safety Net Eligible Students by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing <sup>4</sup>
2015	50	36%	50	52%	50	54%
2016	38	13%	60	33%	62	36%
2017	28	7%	40	24%	54	24%
2018	22	0%	33	12%	45	12%
2019			26	0%	33	0%
2020					24	0%

Percent Passing / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2015	50	16	25	82%
2016	62	27	21	77%
2017	54	19	11	56%
2018	45	6	5	24%
2019	33	1	0	3%
2020	24	0	0	0%

#### Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

#### Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

#### Goal 3: Growth Measure

Each year, 60 percent of students will grow from fall to spring according to their Lexile level using the Performance Series Reading diagnostic assessment.<sup>5</sup>

<sup>4</sup> Percent passing among students with valid score

<sup>5</sup> The New Visions data team has established criteria to determine comparable transfer high schools using an unsupervised clustering mode.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students to improve their Lexile measure from fall to spring. To achieve this measure, 60 percent of students who were enrolled during both the fall testing window and spring testing window will grow from fall to spring according to their Lexile measures using the Performance Series Reading diagnostic assessment.

RESULTS AND EVALUATION

Fifty-seven percent of students who were tested in both the fall and spring, showed growth according to their Lexile measures based on the Performance Series reading diagnostic assessment. Although AIM I did not meet this measure, there was a 17 percentage point increase since school year 2018-19, when data was last reported.

Percent of Students with Fall to Spring Growth Based on Lexile

School Year	Number of Students Enrolled During Fall and Spring Testing Window	Number of Students Tested in Fall and Spring	Percent of Students with Lexile Growth
2017-18	158	54	52%
2018-19	152	89	40%
2019-20	N/A	N/A	N/A
2020-21	172	35	57%

ADDITIONAL EVIDENCE

During the past school year, we were able to administer the Performance Series remotely to students. While it resulted in a smaller number of students who completed the assessment in both fall and spring, the overall percentage of students with Lexile gains increased. The continued use of Performance Series year after year demonstrates 60% of AIM I’s student population reads below grade level and primarily need support with fluency. This information has helped us to identify literacy strategies to use in the core to support all students, as well as through the Read 180 program. This past year we developed a team of teachers to focus on literacy across the disciplines and they participated in the New Visions Reading Development Network which helped them to better understand literacy data, as well as identify strategies to support reading development. We will continue to work on literacy alignment in the core through a partnership with ANET in the new school year.

Goal 3: Growth Measure

Each year, 50 percent of students programmed for reading intervention will meet or exceed their expected Lexile growth goal base on SRI research.<sup>6</sup>

<sup>6</sup> Expected growth s ca cu ated based on research conducted by Scho ast c and MetaMetr cs. These growth targets set h gh ga n expectat ons for students who start off w th a ower enter ng Lex e.

METHOD

The school demonstrates the effectiveness of its literacy intervention program by enabling students who were programmed for reading intervention to meet or exceed their expected Lexile growth goal.

RESULTS AND EVALUATION

Fifty percent of students programmed for reading intervention, who were tested in both the fall and the spring, met or exceeded their expected Lexile growth goal, therefore meeting this measure.

Percent of Students Programmed for Reading Intervention Who Met or Exceeded their Expected Lexile Growth

Year	Number of Students Programmed for Reading Intervention	Number of Students Programmed for Reading Intervention and Tested in Fall and Spring	Percent of Students who Met or Exceeded their Expected Lexile Growth
2017-18	40	16	25%
2018-19	29	23	22%
2019-20	30	N/A	N/A
2020-21	27	6	50%

ADDITIONAL EVIDENCE

AIM 1 began the year focused on ensuring that literacy interventions were provided for students according to their Lexile and based on need. In the fall the school identified students who were tier 2 or 3 readers and placed them into Read 180 following a review of students’ credits and attendance. Read 180 is a tier 2 blended learning program that primarily focuses on reading comprehension but also supports fluency, writing skills, and vocabulary. Students are also able to earn ELA 9/10 credits towards graduation. The intervention uses the Reading Inventory as a progress monitoring tool within the program, to track students’ Lexile growth.

While we collected fall and spring scores from a smaller number of students, fifty percent of those students met their reading growth goals. During remote instruction, we were able to provide more targeted support for these students and conference with them more frequently to help them meet their reading goals.

**Goal 3: Growth Measure**

Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year’s high school Accountability Cohort who scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core), or scored at least 55 using the safety net option for eligible students. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.

METHOD

The school administers a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations), or scoring at least 55 for safety net eligible students, on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 or scoring 55 for safety net eligible students by the completion of their sixth year in the cohort in comparison to the previous year’s Accountability Cohort.

RESULTS AND EVALUATION

AIM I cohort 2015’s ELA pass rate of 54% is lower than cohort 2014’s ELA pass rate of 86%, therefore not meeting this measure. As previously mentioned, due COVID-19 and the cancellation of Regents, cohort 2015 had fewer opportunities to sit and pass the ELA Regents than previous cohorts.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on Regents English Common Core Exam by Sixth Year Accountability Cohort<sup>7</sup>

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2012	2017-18	17	0	12	71%
2013	2018-19	29	0	22	76%
2014	2019-20	43	1	36	86%
2015	2020-21	50	4	25	54%

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In school year 2020-21, AIM I achieved two of the six measures in the high school English language arts goal. Two measures were not applicable for school year 2020-21.

Type	Measure	Outcome
Absolute	Each year, 50 percent of students in the high school Accountability Cohort will score at or above Performance Level 3 or score at least 55 using the safety net option for eligible students, on the Regents Exam in English Language Arts (Common Core) by the completion of their sixth year in the cohort.	Achieved

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

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Absolute	Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system	N/A
Comparative	Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.	N/A
Growth	Each year, 60 percent of students will grow from fall to spring according to their Lexile level using the Performance Series Reading diagnostic assessment	Not Achieved
Growth	Each year, 50 percent of students programmed for reading intervention will meet or exceed their expected Lexile growth goal base on SRI research.	Achieved
Growth	Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year’s high school Accountability Cohort who scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core), or scored at least 55 using the safety net option for eligible students. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.	Not Achieved

### ACTION PLAN

In the 2021-22 school year, AIM I will continue to focus on achieving and exceeding all measures in the English language arts goal. Our instructional priority will continue to be focused on using assessment data to drive instruction. School-wide and department rubrics incorporating feedback and conferencing have further enhanced our Mastery Model. In school year 2021-22, AIM I will provide additional time for department meetings and common-planning to further develop this work. We will partner with ANET to build instructional leader and teacher capacity to use regular formative assessment data to monitor student progress and design instruction to meet the needs of students. This will include continuing cross-content literacy routines that support developing the fluency skills of students.

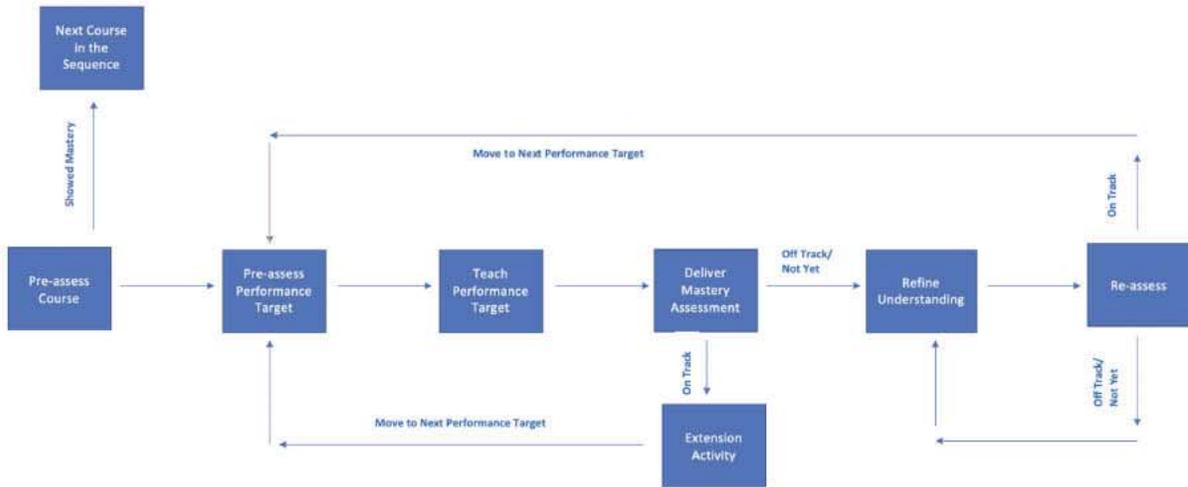
The instructional model will align to the two-week mastery model described above.

#### Key Components of class instruction:

- Teachers Teach in an ICT Model
- Courses are housed in Google Classroom with Google Slide lessons and teacher videos
- Teacher pre-assess students at beginning of course and the beginning of units (Performance Targets)
- Teachers teach 4-5 Performance Target using one of three Approaches to Teaching Content of Performance Target through Project Based Learning
  - Problem Focus
  - Inquiry Focus
    - Teacher Directed
    - Student Driven
  - Layered Curriculum

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- Content is differentiated utilizing tiered/small group/stations
- Students are formatively assessed via multiple check for understanding
- Students are summatively assessed via Mastery Assessments at the end of each Performance Target
- Formatives and summatives are graded utilizing department and school-wide rubrics
- Students are provided feedback using a standard protocol
- Students must attain Mastery, therefore there is an inbuilt process for refining understanding
- Teachers conference with students frequently



Teachers will meet in departments under the guidance of a weekly rotating schedule. This schedule will promote teacher collaboration and best practices in co-planning, looking at student work and reviewing data. Also included in this rotating schedule is time for grading, outreach, and PD, which includes coaching, varying formal PD sessions and open teacher discussions regarding teaching during a pandemic. These practices allow teachers to continue in the same routines that were present prior to working remotely.

Teachers will receive support from the AIM I Instructional Leadership Team (ILT), consisting of the principal, assistant principal, and assistant director of special education. Each team member will have one or two departments that the ILT member will be responsible for facilitating, supporting and coaching. The two department leads, humanities lead and STEM lead, will be responsible for daily facilitation of department common planning meetings. In addition, our new teachers will be assigned mentors from the teaching staff as an additional support.

AIM I will continue to improve in ensuring all active students take the Performance Series reading diagnostic assessment during the first trimester to provide teachers, administrators, and students with a Lexile level. Lexile levels will continue to be used to identify students who are in need of additional diagnostic testing through the use of nationally normed assessments designed to determine if the student's primary reading support needs are comprehension, fluency or decoding. This program will enable all students to focus on reading as part of each content area, and to devote a fluency approach to learning.

As in previous years, the Performance Series data will help us to identify struggling readers and determine if they will benefit from an ELA credit bearing READ 180 course. In SY 2021-22, we will focus the Read 180 course on students that have severe learning deficits, as well as look at overall attendance, credit needs, and data on their ability to decode, to appropriately match students to the program. Further, Lexile levels will be used by classroom teachers to appropriately match readers to texts and will use the student's Lexile level to determine if they are making progress towards college readiness reading levels.

AIM I will continue to work with New Visions Instructional Specialists to provide remote coaching related to modifying and adapting curriculum for teaching.

## GOAL 4: MATHEMATICS

### HIGH SCHOOL MATHEMATICS

#### Goal 4: MATHEMATICS

Students will become proficient in the application of mathematical skills and concepts.

#### Goal 4: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at or above Performance Level 3 or score at least 55 using the safety net option for eligible students, on a Regents mathematics exam by the completion of their sixth year in the cohort.

#### METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth year in the cohort.

NOTE: Due to the state's cancellation of multiple administrations of the Regents exams during SY2019-20 and SY2020-21, in the table below, AIM I has included both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among those young people who sat for the exam.

#### RESULTS AND EVALUATION

Thirty-nine percent of students in AIM I's 2015 cohort (with valid scores) scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students, on a Regents mathematics exam, therefore not meeting this measure. In addition, it should be noted that a total of 23 students, one with no valid score and 22 who had previously sat for the exam, earned Regents waivers. Therefore, 84% of students in cohort 2015 met the math Regents requirement for graduation. The decline can be attributed to cohort 2015 missing three opportunities to resit for math Regents exam.

AIM I continued with their mastery based instructional program and math teachers worked in two week cycles focused on performance targets aligned to course standards. Teachers used student progress on formative and summative assessments to drive groupings of students into fast track, on track, not yet and off-track. Teachers then analyzed student work to determine appropriate instruction activities aimed at either refining understanding of the performance target or accelerating understanding of the performance target. This focus allowed math teacher teams to plan for instruction both through Zoom and via Google Classroom. Teachers were able to strategically group students and design materials for

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

specific groups to support with mastering performance targets. The math department had data days when they reviewed the student work, planned for instruction and provided feedback to students.

Additionally, AIM I ensured required IEP supports and interventions for students were provided, this included:

- Identifying students as at-risk via the Performance Series Reading assessment and through the AIM I intake process.
- The ADSPED supported general education and SPED teachers with strategies to support growth in the areas of co-planning, co-teaching, and differentiation.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on a Regents Mathematics Common Core Exam by Sixth Year Accountability Cohort<sup>8</sup>

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2012	2017-18	17	0	13	77%
2013	2018-19	29	0	23	79%
2014	2019-20	43	0	28	65%
2015	2020-21	50	1	19	39%

### ADDITIONAL EVIDENCE

Based on the AIM I Mastery Model, the math department focused specifically on students within this cohort, to support them towards mastery in the math course, and on the math Regents exam. The Mastery Model incorporates a process where students must master specific core content, which is measured through Mastery Assessments. If a student is able to master the content, determined by scoring 80% or higher on a mastery assessment, they receive an extension lesson, which deepens their understanding of the core content. However, if a student is unable to master the content (receives less than 80%), then the math teacher gives the student an enrichment lesson, where the student is re-taught using a different teaching strategy. The student is then re-assessed and must meet 80% mastery. The cycle is repeated until the student achieves mastery and can move to the next math unit.

AIM I continues to improve in this area due to intentional professional development and coaching that support instructors with drafting rigorous performance targets, creating aligned mastery assessments, and scaffolding and modifying New Visions curriculum, course content, and differentiating based on student needs. AIM I will continue to modify the curriculum and use assessment data to make data driven decisions for school improvement.

As indicated in the table below, 38% of students in the 2016 cohort (with valid scores) have passed a math Regents prior to entering their sixth year. Further, an additional 32 students earned Regents waivers. Therefore, 89% of students in cohort 2016 have met the math Regents requirement for

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

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graduation prior to the start of their sixth year. In addition, 72% of students in cohort 2017 have passed or earned Regents waivers for the math Regents requirement for graduation.

### Percent Achieving at Least Level 3 or 55 for Safety Net Eligible Students by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing <sup>9</sup>
2015	50	42%	50	41%	50	39%
2016	38	39%	60	40%	62	38%
2017	28	14%	40	24%	54	26%
2018	22	5%	33	19%	45	18%
2019			26	13%	33	8%
2020					24	0%

Percent Passing / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2015	50	23	19	84%
2016	62	32	23	89%
2017	54	27	12	72%
2018	45	22	7	64%
2019	33	15	2	52%
2020	24	3	0	13%

#### Goal 4: Absolute Measure

Each year, the Performance Index ("PI") on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The calculation of this measure is not required for 2020-21.

#### Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

#### Goal 4: Growth Measure

Each year, 60 percent of students will increase their scaled score from fall to spring using STAR Math.

<sup>9</sup> Percent passing among students with valid score

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students to improve their scaled score from fall to spring. To achieve this measure, 60 percent of students who were enrolled during both the fall testing window and spring testing window will grow from fall to spring according to their scaled score using STAR Math.

RESULTS AND EVALUATION

Fifty-seven percent of students who were tested during both testing windows, increased their scaled score from fall to spring based on the STAR Math assessment. Although AIM I fell short of meeting this measure by three percentage points, there was a six percentage point increase from school year 2018-19, the last time the school was able to report this data.

Percent of Students with Increased Scaled Score from Fall to Spring

School Year	Number of Students Enrolled During Fall and Spring Testing Window	Number of Students Tested in Fall and Spring	Percent of Students with Increased Scaled Scores
2017-18	N/A	N/A	N/A
2018-19	152	76	51%
2019-20	N/A	N/A	N/A
2020-21	172	37	57%

ADDITIONAL EVIDENCE

During the past school year, we were able to administer the STAR Math assessment remotely to students. While it resulted in a smaller number of students who completed the assessment in both fall and spring, the overall percentage of students with scaled score growth increased. The continued use of STAR Math year after year demonstrates 60% of AIM I’s student population needs support with basic numeracy skills. This information has helped us to identify numeracy strategies to use in the core to support all students. We will continue to work on numeracy alignment in the core through a partnership with ANET in the new school year. We will also use Freckle Math to continue to provide personalized learning opportunities for students, aligned to math standards.

Goal 4: Growth Measure

Each year, 50 percent of students programmed for mathematics intervention will meet or exceed their norm-referenced growth goal from fall to spring.

METHOD

The school demonstrates the effectiveness of its mathematics intervention program by enabling students who were programmed for mathematics intervention to meet or exceed their norm-referenced growth goal.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

Fifty-two percent of students programmed for math intervention, who were tested during both testing windows, met or exceeded their norm-referenced growth goal from fall to spring, therefore meeting this measure.

As part of AIM I's remote learning schedule, all students were scheduled for math intervention last school year. Teachers gave targeted support to students based on their progress with the core curriculum.

Percent of Students Programmed for Mathematics Intervention Who Met or Exceeded their Norm-Referenced Growth Goal from Fall to Spring

School Year	Number of Students Programed for Mathematics Intervention	Number of Students Programed for Mathematics Intervention and Tested in Fall and Spring	Percent of Students who Met or Exceeded their Growth Goal
2017-18	N/A	N/A	N/A
2018-19	111	70	30%
2019-20	N/A	N/A	N/A
2020-21	172	37	52%

### ADDITIONAL EVIDENCE

AIM I implemented numeracy support for all students in developing foundational algebraic skills that were needed to build students mathematical understanding. In this course math educators mapped performance targets based on the key core content that students needed to master to become successful in the Regents culminating course.

The math department engaged in a comprehensive data analysis process that involved the following steps:

- **Item Analysis Map**

Performance Target <i>(type or link)</i>	Question from the Regents/Mastery Assessment <i>(type or link)</i>	What skills, topics, strategies did students need to know to answer the questions correctly?	Distractors <i>(Possible answers that can distract)</i>	Students with the Correct Answers <i>(type or link)</i>	Students Needing Re-Teaching <i>(type or link)</i>
<input type="radio"/>					

- **Teacher Reflection Map**

Questions that were not Mastered at 80%+ <i>(type or link)</i>	What misunderstandings are revealed in the data?	Why do you think students failed to reach mastery?	What will you do to help students achieve mastery?
<input type="radio"/>			

- **Student Analysis Map**

Student Name <i>(add/delete as necessary)</i>	Exam	Total # of Questions Correct	Major Areas of Weakness/Distractors	Reteach/Extend Learning	Small Group(SG)/Tutoring (T)	By When? (Date)
<input type="radio"/>	<input type="checkbox"/> Regents <input type="checkbox"/> Mastery Assessment <input type="checkbox"/> Baseline Assessment <input type="checkbox"/> Midterm <input type="checkbox"/> Final Exam			<input type="checkbox"/> Reteach <input type="checkbox"/> Extend	<input type="checkbox"/> SG <input type="checkbox"/> T	

- **Instructional Review Map**

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Trimester 2- 3 Week Instructional Plan for Mastery Assessments 4-5 & Final Exams

WEEK 1 – Week of February 24th Performance Targets & Standards for Review (list objectives and activities aimed to re-teach based on the data)	WEEK 2 – Week of March 2nd Performance Targets & Standards for Review (list objectives and activities aimed to re-teach based on the data)	WEEK 3 – Week of March 9 <sup>th</sup> (Final Exams) Performance Targets & Standards for Review (list objectives and activities aimed to re-teach based on the data)
	New Performance Targets (list objectives/standards to teach based on the content of the upcoming assessment)	New Performance Targets (list objectives/standards to teach based on the content of the upcoming assessment)

AIM I focus and alignment to the AIM I Mastery Model, the AIM Blended Model & Remote Learning Framework, and the AIM I Virtual Learning model will support progress in the upcoming year to improve in this area.

#### Goal 4: Growth Measure

Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year’s high school accountability cohort who scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students on the Regents mathematics exam. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.

#### METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams, or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth year in the cohort in comparison to the previous year’s Accountability Cohort.

#### RESULTS AND EVALUATION

AIM I cohort 2015’s math passage rate of 39% is lower than cohort 2014’s math passage rate of 65%, therefore not meeting this measure. As previously mentioned, due COVID-19 and the cancellation of Regents cohort 2015 had fewer opportunities to sit and pass a math Regents than previous cohorts.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on a Regents Mathematics Common Core Exam by Sixth Year Accountability Cohort<sup>10</sup>

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2012	2017-18	17	0	13	77%
2013	2018-19	29	0	23	79%
2014	2019-20	43	0	28	65%
2015	2020-21	50	1	19	39%

### ADDITIONAL EVIDENCE

N/A

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2020-21, AIM I achieved two of the six measures in the high school mathematics goal. Two measures were not applicable for school year 2020-21.

Type	Measure	Outcome
Absolute	Each year, 50 percent of students in the high school Accountability Cohort will score at or above Performance Level 3 or score at least 55 using the safety net option for eligible students, on a Regents mathematics exam by the completion of their sixth year in the cohort.	Achieved
Absolute	Each year, the Performance Index ("PI") on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.	N/A
Growth	Each year, 60 percent of students will increase their scaled score from fall to spring using STAR Math.	Not Achieved
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A

<sup>10</sup> Based on the highest score for each student on a mathematics Regents exam

Growth	Each year, 50 percent of students programmed for mathematics intervention will meet or exceed their norm-referenced growth goal from fall to spring.	Achieved
Growth	Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year's high school accountability cohort who scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students on the Regents mathematics exam. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.	Not Achieved

**ACTION PLAN**

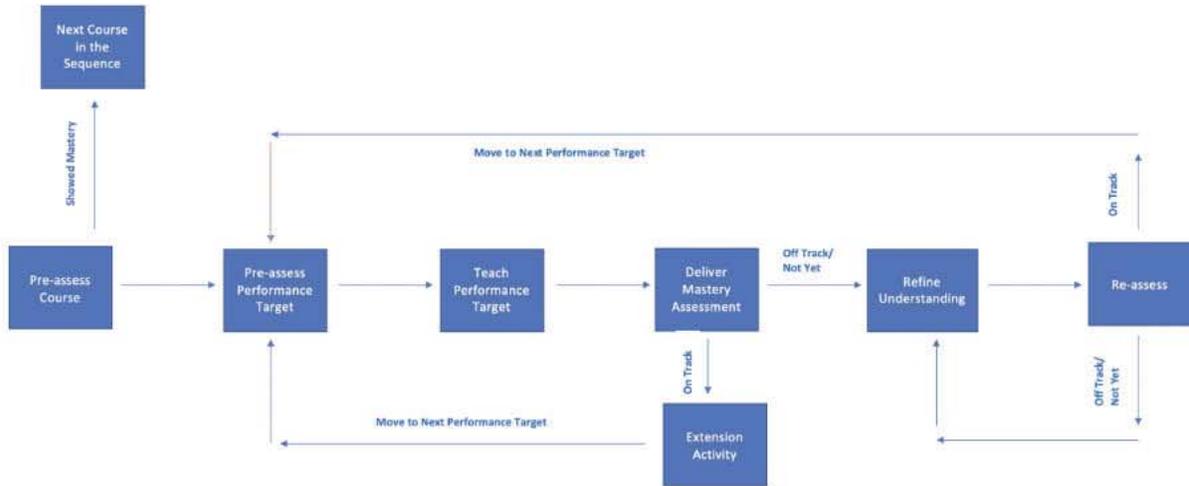
During the 2021-22 school year, AIM I will continue to focus on its mathematics education program to ensure students achieve or and exceed all measures in the mathematics goal. Our instructional priority will continue to center on the use of assessment data to drive instruction.

School-wide and department rubrics incorporating feedback and conferencing have further enhanced our Mastery Model. In the upcoming school year, AIM I will provide additional time for department meetings and common-planning to further develop this work. We will partner with ANET to build instructional leader and teacher capacity to use regular formative assessment data to monitor student progress and design instruction to meet the needs of students. This will include continuing cross-content literacy routines that support developing the fluency skills of students.

The instructional model will align to the two-week mastery model described above.

**Key Components of class instruction:**

- Math Teachers Teach in an ICT model
- Courses are housed in Google Classroom with Google Slide lessons and teacher videos
- Math teacher pre-assess students at beginning of course and the beginning of units (Performance Targets)
- Math teachers teach 4-5 Performance Target using one of three Approaches to Teaching Content of Performance Target through Project Based Learning
  - Problem Focus
  - Inquiry Focus
    - Teacher Directed
    - Student Driven
  - Layered Curriculum
- Content is differentiated utilizing tiered/small group/stations
- Students are formatively assessed via multiple check for understanding
- Students are summatively assessed via Mastery Assessments at the end of each Performance Target
- Formatives and summatives are graded utilizing department and school-wide rubrics
- Students are provided feedback using a standard protocol
- Students must attain Mastery, therefore there is an inbuilt process for Refining Understanding
- Math teachers conference with students frequently



Math teachers will meet as a department under the guidance of a weekly rotating schedule. This schedule will promote math teacher collaboration and best practices in co-planning, looking at student work and reviewing data.

Math teachers will receive support from the AIM I Instructional Leadership Team (ILT), consisting of the principal, assistant principal, and assistant director of special education. Each team member will have one or two departments that the ILT member will be responsible for facilitating, supporting and coaching. The two department leads, humanities lead and STEM lead, will be responsible for daily facilitation of department common planning meetings. In addition, our new teachers will be assigned mentors from the teaching staff as an additional support.

AIM I will continue to improve in ensuring all active students take the STAR Math diagnostic assessment during the first trimester to provide teachers, administrators, and students with a math grade proficiency level. AIM I will utilize accountability coaches, previously discussed, to meet on zoom with their accountability caseload of students to complete the STAR Math assessments. This will be conducted the first week of instruction with the entire school focused in the afternoon towards ensuring that all students have been assessed. The math grade proficiency levels obtained from STAR Math will continue to be used to identify students who are in need of additional diagnostic testing through the use of nationally normed assessments designed to determine the student’s primary math support needs

AIM I will continue to work with New Visions Instructional Specialists to provide remote coaching related to modifying and adapting curriculum for teaching remotely. In-house coaching provided by Instructional Leadership Team members will focus this coming year around developing teacher virtual pedagogy and learning around virtual engagement.

## GOAL 5: SCIENCE

### HIGH SCHOOL SCIENCE

#### Goal 5: SCIENCE

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

#### Goal 5: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at least 65 on a New York Regents science exam or score at least 55 using the safety net option for eligible students, by the completion of their sixth year in the cohort.

#### METHOD

The school administered the Regents science exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above performance Level 3 (partially meeting Common Core expectations) on the Regents science exams or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth year in the cohort.

NOTE: Due to the state's cancellation of multiple administrations of the Regents exams during SY2019-20 and SY2020-21, in the table below, AIM I has included both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among those young people who sat for the exam.

#### RESULTS AND EVALUATION

Forty-five percent of students in AIM I's 2015 cohort (with valid scores) scored at least 65 on a Regents science exam, or scored at least 55 using the safety net option for eligible students, therefore not meeting this measure. In addition, it should be noted that a total of 27 students, six with no valid score and 21 who had previously sat for the exam, earned Regents waivers. Therefore 94% of students in cohort 2015 met the science Regents requirement for graduation. The decline can be attributed to cohort 2015 missing three opportunities to resit for a science Regents exam.

AIM I continued with their mastery based instructional program and science teachers worked in two week cycles focused on performance targets aligned to course standards. Teachers used student progress on formative and summative assessments to drive groupings of students into fast track, on track, not yet and off-track. Teachers then analyzed student work to determine appropriate instruction activities aimed at either refining understanding of the performance target or accelerating understanding of the performance target. This focus allowed science teacher teams to plan for instruction both through Zoom and via Google Classroom. Teachers were able to strategically group students and design materials for specific groups to support with mastering performance targets. The

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

science department had data days when they reviewed the student work, planned for instruction and provided feedback to students.

Additionally, AIM I ensured required IEP supports and interventions for students were provided, this included:

- Identifying students as at-risk via the Performance Series Reading assessment and through the AIM I intake process.
- The ADSPED supported general education and SPED teachers with strategies to support growth in the areas of co-planning, co-teaching, and differentiation.

Science Regents Passing Rate with a Score of 65 or 55 for Safety Net Eligible Students by Sixth Year Accountability Cohort<sup>11</sup>

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2012	2017-18	17	0	9	53%
2013	2018-19	29	0	22	76%
2014	2019-20	43	1	29	69%
2015	2020-21	50	6	20	45%

### ADDITIONAL EVIDENCE

As indicated in the table below, 33% of students in the 2016 cohort (with valid scores) have passed a science Regents prior to entering their sixth year. Further, an additional 40 students earned Regents waivers. Therefore, 94% of students in cohort 2016 have met the science Regents requirement for graduation prior to the start of their sixth year. In addition, 76% of students in cohort 2017 have passed or earned Regents waivers for the science Regents requirement for graduation.

Science Regents Passing Rate with a score of 65 or 55 for Safety Net Eligible Students by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing <sup>12</sup>
2015	50	36%	50	47%	50	45%
2016	38	18%	60	31%	62	33%
2017	28	18%	40	21%	54	20%
2018	22	5%	33	10%	45	8%
2019			26	0%	33	0%
2020					24	0%

<sup>11</sup> Based on the highest score for each student on any science Regents exam

<sup>12</sup> Percent passing among students with valid score

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Passing / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2015	50	27	20	94%
2016	62	40	18	94%
2017	54	32	9	76%
2018	45	30	2	71%
2019	33	18	0	55%
2020	24	7	0	29%

### Goal 5: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

## GOAL 6: SOCIAL STUDIES

### Goal 6: Social Studies

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

### Goal 6: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents social studies exam, or at least 55 using the safety net option for eligible students, by the completion of their sixth year in the cohort.

### METHOD

The school administered the Regents social studies exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above performance Level 3 (partially meeting Common Core expectations) on the Regents social studies exams or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth year in the cohort.

NOTE: Due to the state's cancellation of multiple administrations of the Regents exams during SY2019-20 and SY2020-21, in the table below, AIM I has included both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among those young people who sat for the exam.

### RESULTS AND EVALUATION

Thirty-one percent of students in AIM I's 2015 cohort (with valid scores) scored at least 65 on a Regents social studies exam, or scored at least 55 using the safety net option for eligible students, therefore not meeting this measure. In addition, it should be noted that a total of 21 students, five with no valid score and 16 who had previously sat for the exam, earned Regents waivers. Therefore 70% of students in cohort 2015 met the social studies Regents requirement for graduation. The decline can be attributed to cohort 2015 missing three opportunities to resit for a social studies Regents exam.

AIM I continued with their mastery based instructional program and social studies teachers worked in two week cycles focused on performance targets aligned to course standards. Teachers used student progress on formative and summative assessments to drive groupings of students into fast track, on track, not yet and off-track. Teachers then analyzed student work to determine appropriate instruction activities aimed at either refining understanding of the performance target or accelerating understanding of the performance target. This focus allowed social studies teacher teams to plan for instruction both through Zoom and via Google Classroom. Teachers were able to strategically group students and design materials for specific groups to support with mastering performance targets. The social studies department had data days when they reviewed the student work, planned for instruction and provided feedback to students.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Additionally, AIM I ensured required IEP supports and interventions for students were provided, this included:

- Identifying students as at-risk via the Performance Series Reading assessment and through the AIM I intake process.
- The ADSPED supported general education and SPED teachers with strategies to support growth in the areas of co-planning, co-teaching, and differentiation.

### Social Studies Regents Passing Rate with a Score of 65 or 55 for Safety Net Eligible Students By Sixth Year Accountability Cohort<sup>13</sup>

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2012	2017-18	17	0	13	77%
2013	2018-19	29	0	19	66%
2014	2019-20	43	1	24	57%
2015	2020-21	50	5	14	31%

### ADDITIONAL EVIDENCE

As indicated in the table below, 25% of students in the 2016 cohort (with valid scores) have passed a social studies Regents prior to entering their sixth year. Further, an additional 41 students earned Regents waivers. Therefore, 90% of students in cohort 2016 have met the social studies Regents requirement for graduation prior to the start of their sixth year. In addition, 57% of students in cohort 2017 have passed or earned Regents waivers for the social studies Regents requirement for graduation.

### Social Studies Regents Passing Rate with a score of 65 or 55 for Safety Net Eligible Students by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing <sup>14</sup>
2015	50	33%	50	30%	50	31%
2016	38	16%	60	23%	62	25%
2017	28	4%	40	15%	54	16%
2018	22	0%	33	0%	45	2%
2019			26	0%	33	0%
2020					24	0%

<sup>13</sup> Based on the highest score for each student on a social studies Regents exam

<sup>14</sup> Percent passing among students with valid score

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Percent Passing / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2015	50	21	14	70%
2016	62	41	15	90%
2017	54	23	8	57%
2018	45	9	1	22%
2019	33	2	0	6%
2020	24	0	0	0%

### Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

## GOAL 7: ESSA

### Goal 5: ESSA

The school will remain in good standing.

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

### Goal 7: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the school is not identified for comprehensive or targeted improvement.

### METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

### RESULTS AND EVALUATION

AIM I’s ESSA accountability status for 2020-21 was in Good Standing, therefore meeting this measure.

Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	Good Standing*
2019-20	Good Standing
2020-21	Good Standing

\*Accountability status is based on a finding by the Commissioner of extenuating or extraordinary circumstances.



**New Visions  
AIM Charter High School I**

**2020-21 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 17, 2021

By Kristin Greer, Principal and  
Melissa Wass, Senior Program Officer, Charter

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718-269-7090

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

The following individuals prepared this 2020-21 Accountability Progress Report on behalf of the Board of Trustees for New Visions AIM Charter High School I:

- Kristin Greer, Principal
- Melissa Wass, New Visions Senior Program Officer
- Mei Guan, New Visions Lead Data Analyst

Trustee's Name	Board Position
Elizabeth Chu	Member
Sharon Hayes	Member
Garrett Lynch	Chair
Vikas Shoor	Treasurer
Daniel Voloch	Member

Kristin Greer has served as Principal of New Visions AIM Charter High School I since 2015.

## SCHOOL OVERVIEW

New Visions AIM Charter High School I, formerly ROADS Charter School I, was relaunched in August 2017 by a restructured Board of Trustees in partnership with charter management organization, New Visions.

### MISSION

New Visions AIM Charter High School I provides youth who face the greatest obstacles to successful high school completion with the supports, experiences and opportunities they need to graduate high school prepared for a successful transition into a post-secondary academic or work preparatory program.

### STUDENT POPULATION

Located in East New York Brooklyn, AIM I serves over-aged and under-credited youth defined as students who are at least one grade behind based on age and credit attainment. Students are at least 15 years of age when they enroll, have completed 7 grade, and have been retained at least once. The school gives admissions priority to students who have been involved with the criminal justice, foster care system, and/or child welfare systems, and those who are homeless or runaway youth. As of BEDS Day 2020, 181 students were enrolled in AIM I.

### KEY DESIGN ELEMENTS

AIM I offers an intentionally engineered, tightly organized, and highly personalized set of academic experiences complemented by robust and integrated social and emotional supports. The core elements of the school model are designed to enable high levels of student engagement, timely progress towards meeting New York State graduation requirements, and successful planning and transition into postsecondary academic or work preparatory programs. More specifically, AIM I's key design elements include:

1. Evidence-based and technology enabled administrative systems
2. Defined postsecondary pathways comprised of:
  - Direct partnerships with postsecondary programs
  - Postsecondary planning
  - Academic and career pathway postsecondary preparation
  - Student outcomes tracking
  - Alumni support
3. Intensive and personalized academic supports, including:
  - Personalize education program assignment based on comprehensive diagnostic assessments
  - Evidence-based instructional design and delivery
  - Extended-day academic supports
4. Flexible and personalized academic programming:
  - Targeted blended mastery learning
  - Asynchronous digital learning opportunities
5. Student advisors who:
  - Serve as the single point of contact with families
  - Facilitate productive behavior management
  - Support students in achieving regular attendance

## 6. Provide intensive and integrated social and emotional supports

### AIM I CURRICULUM

AIM I's academic curriculum includes the [New Visions' Curriculum](#), designed by a team of instructional coaches at NVCHS, and Read 180. The New Visions curriculum is designed to serve students in grades 9-12, and includes modifications for struggling learners, students with disabilities, and English language learners. Read 180, a personalized, blended learning reading intervention program is used to accelerate students' reading skills.

AIM I's core academic content is aligned to New York State Next Generation Learning Standards and includes content and skills required for the New York State Regents Examinations in [mathematics](#), [English Language Arts](#), [social studies](#), and [science](#). AIM I utilizes a school-developed arts program, [Engagement Pathways Curriculum](#). This arts program includes content, learning activities and experiences, and performance assessments in film, music, dance, and theater.

The school's nonacademic curriculum is focused on social and emotional learning (SEL) opportunities which occur in student advisories, classroom instruction, student leadership activities, and out-of-school programming. The school's SEL curriculum, [School Connect](#), offers an 80-lesson multimedia program designed to improve high school students' social, emotional, and academic skills, and is designed to strengthen relationships among students and between students and teachers. School Connect content includes modifications for struggling learners, students with disabilities, and English language learners.

In all courses, teachers identify five performance targets to be covered for each course per trimester. Students are expected to demonstrate progress towards mastery of these targeted content and skills each [two-week teaching cycle](#).

### AIM I INSTRUCTIONAL PRACTICES

All AIM I classroom teachers organize and deliver their lessons using the same format. Each [lesson](#) consists of a SEL check-in, lesson introduction, mini-lesson, checks for understanding, master practice in small groups, and mastery assessment (which could be performance- or project-based). Teachers are expected to provide groupings for students and the data utilized to create these groupings, as well as a plan for the refinement of a lesson and the groupings in each lesson plan. Groupings are based on AIM I's Mastery Scale (fast track, on track, not yet, off-track) with teachers providing targeted instructional strategies for each group as well as differentiated instructional materials and a common rubric.

AIM I employs a co-teaching model for instruction. Co-teachers utilize a range of modifications and instructional methods to meet each individual student's learning needs. Both teachers are tasked with helping students master performance targets and may apply similar or varying approaches to this goal including individualized student support. Co-teachers work together to collect and analyze data to ensure they are both informed about all students.

AIM I teachers employ a "[three-reads](#)" protocol to improve students' literacy across subject-area disciplines. The three-reads protocol requires teachers to prompt students using inquiry-based questions prior to each reading. Students respond verbally or in written format helping the teacher better understand their level of comprehension. Teachers use a [3-2-1 feedback protocol](#) for struggling learners to provide students with specific and actionable next steps towards mastery of performance targets.

Teachers conference with students who have not mastered a performance target to help them refine their knowledge and understanding. Students with an IEP receive an integrated co-teaching (ICT) model. Content and skills are differentiated based on students' needs, and teachers use small grouping practices to support learning.

### AIM I STUDENT ASSESSMENTS

#### *Formative and Summative Core Content Assessments*

During its first charter term, AIM I administered a [robust set of student assessments](#). ELA and math assessments included [Scantron Performance Series](#) (literacy summary found [here](#)), and [Renaissance STAR Math](#) (math data summary found [here](#)). Core content summative assessments (Mastery Assessments) for ELA, math, science, social studies, and electives were administered four times annually during the first charter term. A sample of school year 2020-21 Mastery Assessment summary data is available [here](#). Students' grades are reflective of their mastery of key concepts.

#### *End-of-Course or Graduation Assessments*

AIM I administers all Regents exams required for graduation. The school also offers multiple pathways (i.e. Humanities, STEM, and CDOS) for students to achieve graduation. The [CDOS](#) pathway includes a state approved CDOS exam. See [here](#) for AIM I's CDOS tracker.

#### *English Language Screening*

AIM I administers the [NYSESLAT](#) annually to English language learners to assess English language proficiency.

#### *Nonacademic Assessments*

AIM I administers the [DESSA](#) to measure students' social and emotional growth. While staff rate students' social and emotional growth, students also self-rate their progress. See [here](#) for school year 2020-21 DESSA summary data.

### AIM I STUDENT SUPPORTS

AIM I deploys several student support programs and services. These include:

- **[Primary Person model](#)**: Coaches and advisors are accountable for supporting students in their academics and postsecondary portfolio development through weekly check-ins, regular outreach to students and caregivers, and regular meetings to coordinate supports with other school faculty and staff.
- **Partnership with Urban Assembly (UA)**: UA provides SEL-focused professional development using their [Resilient Scholars Handbook](#) and use of the School Connect Curriculum.
- **[Student intake and needs assessment](#)**: The intake and needs assessment is used to identify students' academic and nonacademic needs.
- **[Social work interns](#)**: AIM I partners with four higher education programs (i.e. Hunter, NYU, Smith and Rutgers) to provide graduate students in their social work program an opportunity to fulfill their internship experience hours at AIM I. AIM I supports interns with coaching and the social work interns provide AIM I students with social and emotional supports as well as wrap-around services for students and their families.

- **Advisory:** All students are programmed for advisory. Advisory content is generated in part by the aforementioned School Connect Curriculum and [Xello](#), a digital platform that supports students in developing life and career skills.
- **CARES Program partnership:** This partnership provides Summit House students skills to improve mental and physical wellness.
- **SUNY Sexual Health Teen Program:** Peak House students are invited to participate in this program and sexual health screening.
- **SEL peer groups:** Various SEL peer groups that assemble biweekly. Current groups include the LGBTQ Alliance, Men's Group, Women's Group, and [Health Relationship Group](#).

### AIM I POSTSECONDARY PLANNING AND READINESS

The school offers postsecondary and employment skills programming and has worked to design and implement systems for tracking students' postsecondary planning, applications, and decision-making processes. These initiatives and structures include:

- Student [graduation planning](#) with coaches and advisors.
- A Postsecondary team that meets regularly with a standing agenda that includes: learning arc from New Visions' [Postsecondary Advising Model \(PAM\)](#), best practice sharing on implementation of Xello, Postsecondary Portfolio and CDOS, data entry in New Visions' data portal, and postsecondary data review.
- The implementation of Xello, the aforementioned online software for career interest surveys, career research, and postsecondary planning.
- A system for tracking CDOS hour completion and CDOS learning objectives. AIM I implemented a Postsecondary Portfolio in which milestones are tracked in the New Visions data portal and the evidence of learning is supported through Xello and learning assignments saved in each students' Google Drive folder. Courses that align to CDOS learning standards, such as Advisory have all been CDOS coded and students are being awarded CDOS hours through course time in addition to postsecondary and career development activities that students participate in during school and after school hours.
- The [National Cares Mentoring Program](#) for Summit House students to gain emotional, social and postsecondary skills.
- The [AIM to Lead Internship Program](#) provides students with opportunities for internships and to develop workforce skills.

### MODALITIES OF INSTRUCTION MODIFIED FOR COVID-19

During the 2020-2021 school year, AIM I leveraged a fully remote instructional model. This model included one day of synchronized live instruction via Zoom for each core subject area and asynchronous independent tasks provided via Google Classroom. From the end of April - June, AIM I invited 20% of their students to return for in-person instruction to support students with NX completion. During this hybrid model, students were still engaging with their classes via our virtual platforms such as Zoom and Google Classroom.

Additionally, as mentioned above, AIM I instituted a more clearly defined instructional practice, including a standardized lesson format. This two-week instructional framework involved an initial delivery of the performance target in the first week, and in week two, the focus was on refining the performance target.

Performance target refinement included extension for on-track students, extra support for those who had not yet mastered the target, and enrichment for those who were off-track. Having a clear structure helped to improve instructional effectiveness and pedagogical capacity of teachers. In turn, this helped to clarify student performance expectations during remote learning. AIM I will continue this instructional practice.

AIM I provided training, coaching and support to all teachers around the use of Google Suite to structure a virtual classroom, instructional materials, and provide students asynchronous access to lessons (differentiated based on student needs), models, resources, and tasks to supplement and support student engagement in synchronous lessons and allow students to work through the material in a more self-paced manner. Throughout the year, AIM I teachers received professional development focused on integrating SEL strategies, interactive individual and group work, differentiation, virtual learning, and regular checks for understanding into their online lesson materials. When AIM I returns to in-person learning, teachers will continue to use Google Suite for the virtual classroom, in order to align the resources for their courses so that students can access those resources whether they are on or off-campus and at any time of day, given that students benefited greatly from the responsiveness and personalization the use of online materials provides.

### OTHER NOTABLE PROGRAMMATIC ADJUSTMENTS DUE TO COVID-19

- Co-taught classes were provided throughout the remote/hybrid learning period for students mandated to receive their mandated services and supports. Zoom breakout rooms and Google Classrooms were utilized to provide differentiated instruction and resources.
- Students had several academic intervention periods added to their schedule for additional targeted small group supports.
- All ELLs with mandated standalone services received them and more than half of our ELL students received co-teaching services through ELA or social studies classes.
- Related services: counseling was provided in house, speech services were provided by an outside provider and both services were provided remotely all year.

### SUPPORTS TO SUSTAIN STUDENTS' AND FAMILIES' WELL-BEING

AIM I's social emotional support plan for school year 2020-21 is linked [here](#) and it outlines the various supports provided to students and families.

## ENROLLMENT SUMMARY

In the table below, we provide AIM I’s BEDS Day enrollment for each school year of this charter term.

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2017-18	70	40	26	29	165
2018-19	72	56	30	28	186
2019-20	67	28	43	34	172
2020-21	61	40	31	49	181

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The Accountability Cohort consists specifically of students who are in their sixth year of high school after entering the 9 grade. For example, the 2015 Accountability Cohort consists of students who entered the 9 grade anywhere in the 2015-16 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year or graduated from the school prior to their sixth year, and either remained in the school for the rest of the year or left for an acceptable reason.

The following table indicates the number of students in the Accountability Cohorts who are in their sixth year of high school anywhere and were enrolled at the school on BEDS Day in October and remained in the school until June 30 of that year.

Sixth-Year High School Accountability Cohorts

Sixth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Sixth Year	Number Leaving During the School Year (Not including early graduates)	Number in Accountability Cohort as of June 30th
2017-18	2012-13	2012	19	2	17
2018-19	2013-14	2013	29	0	29
2019-20	2014-15	2014	43	0	43
2020-21	2015-16	2015	50	0	50

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Sixth Year Total Cohort for Graduation

Sixth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Sixth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2012-13	2012	17	81	98
2018-19	2013-14	2013	28	44	72
2019-20	2014-15	2014	44	55	99
2020-21	2015-16	2015	47	37	84

## GOAL 1: HIGH SCHOOL GRADUATION

### GOAL 1: HIGH SCHOOL GRADUATION

Students will graduate with the option of pursuing additional education or entering the workforce.

#### Goal 1: Leading Indicator

Each year, 65 percent of students in their first year at AIM who were enrolled as of BEDS day and remain enrolled through June 30 of the reporting year will earn at least ten credits.

#### METHOD

This measure serves as a leading indicator of the performance of students in their first year at AIM I and examines students' progress toward graduation based on annual credit accumulation. The measure requires that 65 percent of students in their first year at AIM I who were enrolled as of BEDS day and remain enrolled through June 30 earn at least ten credits.

#### RESULTS AND EVALUATION

Fifteen percent of students in their first year at AIM I who were enrolled as of BEDS day and remained enrolled through June 30, 2021 earned at least ten credits, therefore not meeting this measure.

High school students, no matter their age and year enrolled in any high school, experience academic, social, cultural, and emotional challenges as they navigate a new building, new teachers, new rules, and expectations. Add the fact that our students typically are over-age and under-credited, navigating a new school becomes even more challenging. This past school year, our first year students had to navigate remote learning due to the COVID-19 pandemic. We believe that this very unprecedented year experienced by our students and staff and their families is the reason for the 44 percentage point drop in first year students earning at least ten credits in 2020-21.

Percent of Students in their First Year at AIM I Earning at least Ten Credits in 2020-21

School Year	Number of Students in Their First Year at AIM I	Percent Earning Ten Credits
2017-18	38	37%
2018-19	58	40%
2019-20	41	59%
2020-21	27	15%

#### ADDITIONAL EVIDENCE

Two additional students in their first year at AIM I who were enrolled as of BEDS day and remained enrolled through June 30, 2021 mastered almost all of the content and received Incompletes at the end of the summer term to allow them three more weeks in the first term of the new school year to master the remaining performance targets.

Further, AIM I continuously enrolls students throughout the school year and during school year 2020-21, an additional 46 students enrolled after BEDs day and remained enrolled through June 30, 2021. Of those 46 students eight earned ten or more credits by the end of the school year.

AIM I dedicated time for teachers to engage in individual conferences with families and students bi-weekly in order to support their completion of coursework in order to master performance targets and earn credits, through the Accountability Model. In addition, a process was created to have recurring participation by youth development staff in meetings dedicated to the analysis of student performance data in order to foster collaboration with teachers and to develop aligned strategies that support students with course completion.

While AIM I did not achieve this goal, in Years 1-3 of this charter term, the school saw a year-over-year increase in students' in their first year who were enrolled as of BEDs day and remain enrolled through June 30 of the reporting year earn at least ten credits. More specifically from Year 1 to Year 2, and Year 2 to Year 3, there was a three percentage point and 19 percentage point increase in the number of first year students earning at least ten credits.

### Goal 1: Leading Indicator

Each year, 65 percent of students enrolled as of BEDs day and remain enrolled through June 30 of the reporting year, who have been at AIM for more than one year will earn at least 8 credits.

### METHOD

This measure serves as a leading indicator of the performance of students who have been at AIM I for more than one year and examines students' progress toward graduation based on annual credit accumulation. The measure requires that 65 percent of students who were enrolled as of BEDs day and remain enrolled through June 30 of 2021 who have been at AIM I for more than one year earn at least eight credits.

### RESULTS AND EVALUATION

Twenty-three percent of students who have been at AIM I for more than one year and were enrolled as of BEDs day and remained enrolled through June 30, 2021 earned at least eight credits, therefore not meeting this measure.

We attribute much of the decrease in the percentage of our longer-enrolled students who received eight credits to the lack of in-person instruction and the inability to conduct home visits during the pandemic. Prior to the pandemic, AIM I's place-based close-knit community and school environment helped our school provide a supportive and nurturing space. Many of our students experienced increased anxiety and trauma preventing them from earning eight credits in school year 2020-21.

On the other hand, and similar to our experiences during school year 2019-20, there were some bright spots. Our attendance data continues to reflect the fact that older students, in the Summit House benefitted from the remote and hybrid learning model we established in response to the COVID-19 pandemic. Over 20 Summit House students reported working and this remote hybrid model helped them obtain course credits while also working.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent of Students Who Have Been at AIM I for More Than One Year Earning at least Eight Credits in 2020-21

School Year	Number of students who have been at AIM I more than one year	Percent earning at least eight credits
2017-18	155	34%
2018-19	92	50%
2019-20	109	48%
2020-21	140	23%

### ADDITIONAL EVIDENCE

Additionally, 10 students who have been at AIM I for more than one year and were enrolled as of BEDS day and remained enrolled through June 30, 2021 mastered almost all of the content and received Incompletes at the end of the summer term to allow them three more weeks in the first term of the new school year to master the remaining performance targets.

While the school's credit attainment goal was not met during this charter period, the percentage of AIM I students enrolled for more than one year who earned at least eight credits increased by 16 percentage points from Year 1 to Year 2, saw a very slight dip of two percentage points in Year 3, and a more significant dip of 25 percentage points in Year 4. While this is concerning, we also know that most of our students and families have experienced great hardships during the COVID-19 pandemic.

#### Goal 1: Leading Indicator

Each year, 80 percent of students in their first year at AIM who were enrolled as of BEDS day will be retained through June 30th of the reporting year.

### METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual retention. The measure requires that, based on the school's enrollment requirements, 80 percent of students in their first year at AIM I, and who were enrolled on BEDS day, remained enrolled on June 30 of the reporting year.

### RESULTS AND EVALUATION

Ninety percent of students in their first year at AIM I who were enrolled as of BEDS day were retained through June 30, 2021. AIM I met this measure and exceeded it by 10 percentage points.

AIM I achieved this measure by establishing strong rapport and utilizing the primary person model. At AIM I each first year student is assigned to either a student advisor, counselor, or social worker. In addition, each staff member was an accountability coach to at least 5 to 7 students to provide additional social/emotional and academic support.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

At AIM I we ensure we create a warm, welcoming, and highly motivating learning environment for first year students. Additional supports and programming for first year students are below.

- AIM I also implemented trauma-informed approaches and social emotional learning (SEL).
- AIM I first year students also engaged in weekly advisory classes that focused on our school's four social-emotional competencies: Social Management, Self Management, Social Awareness, and Self Awareness. These skills were taught, sustained, and transferred to other contexts/settings. Content for advisory was aligned to our school's SEL partner, Urban Assembly.
- AIM I offered SEL Groups to support first year students' emotional well-being and provide skills for our four social-emotional competencies that included CARES Wellness Circle, LGBTQ & Allies Group, Healthy Relationship Group, and Women's Empowerment Group.
- AIM I social workers and interns provided at-risk individual virtual counseling services once a week for students who qualified or requested counseling services.
- Community referrals for services were also provided if first year students exceeded the social emotional capacity for AIM I counseling services.
- AIM I offered student events and workshops to promote student culture and community building award ceremonies, supporting families with basic needs during the pandemic, providing opportunities for games/competitions, and female and male empowerment workshops.

At AIM I, we also focus on postsecondary supports and pathways. These pathways include college, arts, athletics, vocational, and 21st century workforce. These pathways help support students to be prepared after they graduate aligned to a postsecondary portfolio. First year students had postsecondary milestones as goals to focus students on for their postsecondary future. Our college and career advisor also provided college and career exploratory workshops and one to one support in resume building and job applications. This continued throughout the remote school year.

### Retention Rate for Students in Their First Year at AIM I

School Year	Retention Rate for First Year Students at AIM I
2017-18	97%
2018-19	87%
2019-20	95%
2020-21	90%

### ADDITIONAL EVIDENCE

During this charter period, the average retention rate for AIM I's first year students was 92%, 12 percentage points above the goal. First year student retention trends include a 10 percentage point dip in Year 2, followed by an eight percentage point increase in Year 3. As expected, due to fully remote learning in school year 2020-21, first year student retention decreased by five percentage points. Nevertheless, at 90%, this rate surpasses the goal of 80%. We attribute the success of meeting this leading indicator to the school's primary person model, trauma focused interventions, and comprehensive approach to student and family orientation activities. In addition, our school also has implemented a strong school culture with student events and school partnerships with the CARES program and Urban Assembly that included participation from our first year students.

Additionally, AIM I is intentional around engagement with families and our intake process for first year students that includes the following:

- **Enrollment Intake-** A welcome conversation with students/families/caring adults to acclimate new family members to the school community.
- **Youth Development Intake Survey-** A survey that is administered to assess student barriers. The first year student meets with a social work intern or student advisor who administers the survey. This is completed as part of the enrollment process for every student that attends AIM I.
- **Intake Referral-** Based on the first year student's responses from the intake survey, the student may be referred to community (counseling, housing, etc) or in school supports (such as counseling, SEL groups, and wellness packages).
- **Progress Update-** Trimester Barriers & Strengths assessment is administered to first year students to track any changes in student and family circumstances and appropriate interventions are put in place.

### Goal 1: Leading Indicator

Each year, 70 percent of all students at AIM who were enrolled as of BEDS day will be retained through June 30 of the reporting year.

### METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual retention. The measure requires that, based on the school's enrollment requirements, 70 percent of all AIM I students who were enrolled on BEDS day, remained enrolled on June 30 of the reporting year.

### RESULTS AND EVALUATION

Ninety-two percent of students who were enrolled as of BEDS day were retained through June 30, 2021. AIM I met this measure and exceeded it by 22 percentage points.

As described in the measure above, AIM I achieved this measure by focusing on returning students' engagement/school culture, trauma sensitive interventions, and the primary person model. AIM I is built on the Pillars of Transformation, with an emphasis on relationships and relationship building. AIM I establishes a warm, welcoming, and highly motivating learning environment for all students, thus contributing to our retention of returning students. Based on returning students' track record, AIM I continues to develop specific approaches towards increasing attendance and retention, such as: attendance incentives, implementation of a rewards system and virtual store, and student events. In addition, each staff member was an accountability coach to at least 5 to 7 students to provide additional social/emotional and academic support.

Retention Rate for All Students

School Year	Retention Rate
2017-18	93%
2018-19	81%
2019-20	87%
2020-21	92%

ADDITIONAL EVIDENCE

During this charter period, the average retention rate for AIM I students was 88%, 18 percentage points above the goal. AIM I student retention trends include a 12 percentage point dip in Year 2, followed by a seven percentage point increase in Year 3. AIM I increased (by 5 percentage points) its overall student retention rate despite continued school facility closure during school year 2020-21. Again, we attribute the success of meeting this leading indicator to the school’s more targeted and comprehensive approach to student and family orientation activities, and personalized student intake process. The school continues to provide students with engaging opportunities, social emotional learning support, and postsecondary support. This comprehensive approach helps support students to focus on bridging gaps in their learning, connecting their educational journey, and preparing students for their postsecondary goals. AIM I will continue to work towards exceeding this metric through all of the aforementioned approaches.

Goal 1: Absolute Measure

Each year, 65 percent of students in the fourth-year high school Total Graduation Cohort will score at or above proficiency, or at least a 55 using the safety net option for eligible students, on at least two of the five exams required for graduation, which may include one NYSED -Approved Pathway Assessments CDOS.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on the passage of exams required for graduation. The measure requires that 65 percent of students in each Graduation Cohort have scored at or above proficiency, or at least 55 using the safety net option for eligible students, on at least two of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.

RESULTS AND EVALUATION

Sixty-seven percent of students in the 2017 cohort have scored at or above proficiency, or at least 55 using the safety net option for eligible students, or were exempted from at least two of the five exams required for graduation, therefore meeting this measure. This is a two percentage point increase from last year.

Through the House Model, the school has improved their ability to support students and help them focus on academic progress. Through intentional scheduling and cultural structures, students were focused around clear objectives towards meeting their academic goals. Intentional planning allowed classes to be focused, integrated, and differentiated by houses, to support students' individual progress towards graduation.

AIM I has focused on re-engaging students of this cohort to ensure that their academic progress towards graduation can be fulfilled at our school. AIM I has prepared and provided students with Regents readiness coursework to meet the gaps that ensue for transfer students that have transferred from other schools. By engaging in mock Regents exam cycles (Pre-COVID), AIM I provided students with multiple opportunities for practice, including offering the Career Developmental & Occupational Studies (CDOS) course and exam to prepare students for work readiness. Additionally, tailored Regents preparatory programs were provided for students near graduation, as well as each core content area course is embedded with Regents preparation, as aligned to the curriculum. During the year of remote school, AIM I focused on supporting students with completing and passing classes aligned to Regents exams so they could be eligible for exemptions, through the Mastery Learning Model. This was accomplished through targeted outreach from accountability coaches and teachers, as well as dedicated time at the end of each trimester supporting students with mastering performance targets.

The implementation of the Mastery Teaching and Learning Model directly impacted students' preparedness for Regents exams. Students must demonstrate they have mastered the content in academic classes by scoring 80% or higher on three out of five Mastery Assessments. These mastery assessments determine a student's level of mastery and are used as formative assessments to determine whether a student understands core content for a particular course. This formative assessment data was also used by teachers to modify lesson plans and to strategically group students in order to support them with demonstrating mastery. If the student is not able to demonstrate mastery, the student is taken through a process of refining understanding, and then reassessed and repeats this cycle until the student has reached mastery. This model has proven successful in ensuring that students feel more confident in their understanding of key concepts. This success has translated into this percentage increase shown in this indicator.

Percent of Students in Fourth Year Cohort Passing Two Exams Required for Graduation

School Year	Cohort Designation	Number in Cohort	Percent Passing at Least Two Exams (including exemptions)
2017-18	2014	89	36%
2018-19	2015	79	29%
2019-20	2016	74	65%
2020-21	2017	60	67%

ADDITIONAL EVIDENCE

During the 2020-2021 school year, AIM I continued its school wide Data Huddle practices to support a school-wide focus on student achievement which contributed to this measure being met. The AIM I Data Huddle plan can be found [here](#) and the Data Huddle Scope and Sequence can be found [here](#).

While AIM I did not achieve this measure in Years 1-2 of the first charter term, the percentage of fourth year cohort students who passed at least two exams for graduation more than doubled to 65% in Year 3. Year 4 saw an increase of two percentage points, despite the challenges AIM I faced due to the global pandemic. Therefore, the measure was met in Years 3 and 4 of the charter term.

### Goal 1: Absolute Measure

Each year, 67 percent of students in the sixth year high school total Graduation Cohort will graduate.

### METHOD

This measure examines students who entered the 9<sup>th</sup> grade as members of the 2015 cohort and graduated six years later. These data reflect early August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.

### RESULTS AND EVALUATION

Forty-five percent of students in AIM I's 2015 cohort graduated after six years, therefore not meeting this measure. Although the school did not meet this measure, AIM I continues to make progress towards achieving this goal each year, as evidenced by the seven percentage point increase in graduation rate for cohort 2015.

Students that attend AIM I typically struggle with re-engagement to high school and some have barriers to achieving academic success such as parenting, court involvement, and foster care involvement. This year, AIM I continued to implement a thorough intake process and also expanded the youth development team to include a college and career advisor and five social work interns, and continued a Social Emotional Learning Program Partnership with Urban Assembly. AIM I continues to focus on conducting a social emotional assessment (to assess students' overall well-being, capacity, self-motivation and resiliency), an embedded advisory program, and accountability plans for success. In addition to social emotional support, the school provided individualized and targeted support towards graduation, which included re-engagement, graduation, and transition plans. AIM I's college and career advisor also implemented postsecondary exploration workshops and a College & Career Portfolio.

As mentioned in previous measures, AIM I utilized an accountability coach system, where coaches met with their students on their caseload to review their attendance and credit accumulation data. In addition, AIM I continues to utilize strategic data check-ins (SDCs), which are structured sets of conversations at critical decision points in the school year to ensure that students receive the opportunities and supports they need to graduate. These conversations are anchored in real-time student data that is centralized, transparent, and actionable through data provided by the New Visions Data Portal.

The implementation of the aforementioned interventions and routines had a positive impact on both student growth and school staff collaboration. School staff can now look at the same data and make

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<sup>1</sup> The state's guidance for the 4+1 graduation pathway can be found here: [http://www.p12.nysed.gov/c\\_a/\\_mu\\_t\\_p\\_e-pathways/](http://www.p12.nysed.gov/c_a/_mu_t_p_e-pathways/).

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collective decisions, thereby increasing the transparency of both information and the action taken in response. The numerous graduation planning, Regents planning and preparation, and credit gap SDCs conducted resulted in the following:

- Active students had graduation plans that reflected the best possible outcome (and therefore the highest expectations) in terms of graduation date and diploma type.
- Active students were planned for one or more January and/or June Regents exams based on clear and logical documented criteria accounting for graduation plan, historical transcript, and previous attempts.
- Active students were programmed for courses or additional support activities that prepared them for the exams they were taking in January and June (Pre-COVID) and we continued this during remote learning so students could focus on passing classes culminating in Regents.
- Active students were scheduled to earn four core course credits in each trimester of the school year.

### Percent of Students in the Total Graduation Cohort who have Graduated After Six Years

School Year	Cohort Designation	Number in Cohort	Percent Graduating
2017-18	2012	98	13%
2018-19	2013	72	35%
2019-20	2014	99	38%
2020-21	2015	84	45%

### ADDITIONAL EVIDENCE

AIM I's attrition rate for its sixth-year accountability cohort averages 54%, and undoubtedly contributes to the school's inability to achieve this measure. However, the percentage of students no longer at the school who were enrolled for at least one day prior to leaving the school (and who were not discharged for an acceptable reason) decreased by 46% during the charter period. This represents a significant improvement in sixth-year accountability cohort retention, and provides an opportunity for improvement in this measure. AIM I attributes this increase in student retention to more targeted, personalized student supports added to the school's program during the charter term. Lastly, we believe that our return to in-person schooling will contribute to a decrease in attrition and increase the percent of students in the total graduation cohort who will graduate after six years.

Given that students enter AIM I at varying places in regards to credits, Regents, educational gaps, age, housing, and other factors, we also look at the total number of graduates each year as a measure of progress. Last school year, AIM I doubled the number of graduates from 24 students graduating in SY18-19 to 51 students graduating in SY19-20, exceeding the graduation expectation for the year. AIM I began the year with 32 potential graduates, and ended the year with 51 graduates, an 117% increase from SY18-19. While there is a decrease in the total number of graduates for SY20-21 from 51 to 40, we still increased the total number of graduates during a year of remote learning compared to SY18-19. AIM I was able to accomplish this through our student engagement during virtual learning and our school interventions that include the primary person model, accountability coaching, Social Emotional Learning Program, and postsecondary engagement. AIM I was intentional in reviewing student data and developing interventions and tracking systems to support students to maximize students to complete

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their postsecondary education and graduation. AIM I will continue this focus in SY21-22 and will continue to increase the number of graduates.

School Year	Annual Graduates (September 1-August 31)
2017-18	20
2018-19	24
2019-20	51
2020-21	40

### Goal 1: Absolute Measure

Each year, the Total Graduation Cohort in their sixth year will have a 75 percent persistence rate.

### METHOD

This measure examines the persistence of students in the Graduation Cohort, those who entered the 9 grade as members of the 2015 cohort and are in their sixth year. The persistence rate is defined as the percentage of students in the Total Graduation Cohort who either earned a local or higher diploma, earned a high school equivalency (formerly known as GED), earned a CDOS, or were still enrolled in a school or programs with at least 50% attendance since February 1<sup>st</sup> of the reporting year. To achieve this measure, the Total Graduation Cohort in their sixth year will have a 75 percent persistence rate.

### RESULTS AND EVALUATION

AIM I's 2015 cohort had a persistence rate of 46%. Although AIM I's 2015 cohort did not meet this measure, their persistence rate is seven percentage points higher than the previous cohort.

As mentioned in the previous measure, the implementation and use of the New Visions Data Portal, enabled the school to identify and accurately track the current state of each student. Through the previously mentioned structures, the AIM House Model, academic advising, and work based learning experiences, students engage in preparatory experiences for careers, thus supporting students that have had difficulty re-engaging in school and making adequate yearly progress. AIM I's continued partnerships with workforce providers, such as Opportunities for a Better Tomorrow, to support with postsecondary transition, including enrollment in High School Equivalency programs and job readiness programs, promotes student persistence. AIM I will continue to offer enrolled students access to the AIM I Engagement Pathways program, which will enable students the opportunity to receive internships, industry credentials, and much more.

The New Visions Data Portal provides AIM I with consistent access to high-priority student data, helping the school to make and monitor critical student planning and support decisions. As previously mentioned, AIM I uses the Portal to engage in strategic data check-ins (SDCs) throughout the year. This results in comprehensive plans for course enrollment, Regents registration and preparation, and academic, attendance, and social emotional support which are visible to all school and New Visions staff in an integrated view with indicators of student progress. This foundational organizational infrastructure

allows for individual student plans to be developed intentionally, implemented with fidelity and timeliness, and continually adjusted in light of evidence.

Total Graduation Cohort Persistence Rate

School Year	Cohort Designation	Persistence Rate
2017-18	2012	18%
2018-19	2013	35%
2019-20	2014	39%
2020-21	2015	46%

ADDITIONAL EVIDENCE

AIM I continues to show improvement in this area, through intentional postsecondary planning, alumni supports, and alumni data tracking. Additionally, students are afforded the opportunity to select an Engagement Pathway, during their time at AIM I, to prepare them to persist in their postsecondary career.

While the school was unable to achieve this measure for Goal 1 during this charter period, note the increase in percentage of students who persisted in high school. The school experienced a 17 percentage point increase in its persistence rate between Years 1 and 2 and Years 3 and 4 saw a four and seven percentage point increase respectively.

Goal 1: Comparative Measure

Each year, the percent of students in the sixth year high school Total Graduation Cohort graduating will exceed that of the Total Cohort from comparable transfer high schools.

METHOD

The school compares the graduation rate of students completing their sixth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in comparable transfer high schools.<sup>2</sup> Given that students may take Regents exams through the summer of their sixth year, results for comparable transfer high schools of the current year are generally not available at this time.

RESULTS AND EVALUATION

Forty-five percent of students in AIM I’s 2015 cohort graduated after six years compared to 51% of students in the 2014 cohort from comparable transfer high schools. AIM I fell short of meeting this measure by six percentage points. School data for comparable transfer high school’s 2015 cohort was not available for comparison at the time of this report.

<sup>2</sup> The NV data team has established criteria to determine comparable transfer high schools using an unsupervised clustering mode.

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### Percent of Students in the Total Graduation Cohort who Graduate in Six Years Compared to Comparable Transfer High Schools

School Year	Cohort Designation	Charter School		Comparable Transfer High Schools	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2017-18	2012	98	13%	619	50%
2018-19	2013	72	35%	1199	50%
2019-20	2014	99	38%	1242	51%
2020-21	2015	84	45%	TBD	TBD

#### ADDITIONAL EVIDENCE

While AIM I has not met this measure, as mentioned above, the school has experienced an increase in percent of students in the total graduation cohort who graduate in six years. To the contrary, while comparable transfer schools have posted higher percentages of students graduating in six years, these schools have not experienced a gain over time. The data point remains somewhat stagnant with just a one percentage point increase based on available data. Additionally, none of the comparable schools have a similarly high rate of students with disabilities entering year over year. The rolling average is 50%.

#### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2020-21, AIM I met three of the eight measures in the high school graduation goal.

Type	Measure	Outcome
Leading Indicator	Each year, 65 percent of students in their first year at AIM who were enrolled as of BEDS day and remain enrolled through June 30 <sup>th</sup> of the reporting year will earn at least ten credits.	Not Achieved
Leading Indicator	Each year, 65 percent of students enrolled as of BEDS day and remain enrolled through June 30 of the reporting year, who have been at AIM for more than one year will earn at least 8 credits	Not Achieved
Leading Indicator	Each year, 80 percent of students in their first year at AIM who were enrolled as of BEDS day will be retained through June 30 <sup>th</sup> of the reporting year	Achieved
Leading Indicator	Each year, 70 percent of all students at AIM who were enrolled as of BEDS day will be retained through June 30 <sup>th</sup> of the reporting year	Achieved
Leading Indicator	Each year, 65 percent of students in the fourth-year high school Total Graduation Cohort will score at or above proficiency, or at least a 55 using the safety net option for eligible students, on at least two of the five exams required for graduation, which may include one NYSED -Approved Pathway Assessments CDOS.	Achieved
Absolute	Each year, 67 percent of students in the sixth year high school total Graduation Cohort will graduate.	Not Achieved
Absolute	Each year, the Total Graduation Cohort in their sixth year will have a 75 percent persistence rate	Not Achieved

Comparative	Each year, the percent of students in the sixth year high school Total Graduation Cohort graduating will exceed that of the Total Cohort from comparable transfer high schools.	Not Achieved
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**ACTION PLAN**

As mentioned earlier in this section, AIM I has experienced an increase in the percentage of students who have met Goal 1 leading indicators. We believe, over time, this will result in a greater percentage of students achieving the two absolute measures for high school graduation. While AIM I did not meet Goal 1’s absolute measures, we attribute the gradual increase in percent of students who did so to our school’s ongoing tuning of targeted programmatic and student support services. These include:

1. Mastery Model. In all courses, teachers identify four-to-five performance targets to be covered for each course per trimester. Students are expected to demonstrate progress towards mastery of these targeted content and skills each two-week teaching cycle, and must master content before moving from one unit to the next. AIM I will be aligning its two-week teaching cycle to a new block schedule beginning in school year 2021-22.
2. Data Huddles. A cyclical gathering of teachers and staff to implement deep data reviews. AIM I will continue to implement this school-wide data analysis process. The introduction of mastery grading (where teachers grade student work utilizing school-wide and department-specific rubrics) during school year 2020-21 helped clarify performance expectations for both students and teachers. Next year, AIM I will provide more time and opportunity for teachers to review, analyze, and use data to provide a tighter match between content and instruction to students’ learning needs.
3. House Model. AIM I’s House Model concept is in its fourth year of implementation. Three houses comprise the model including Base Camp, Peak, and Summit. In school year 2020-21, staff members of each house were expected to analyze student data within their respective houses on a weekly basis, and to use it for lesson planning and student check-ins. In addition, each house increased its focus on postsecondary planning, and the development of a college and career portfolio. We believe that this led to greater student understanding and attention to graduation requirements, and an increase in first year students achieving at least ten credits during their first year.
4. Primary Person Model (PPM). Coaches and advisors are accountable for supporting students in their academics and postsecondary portfolio development through weekly check-ins, regular outreach to students and caregivers, and regular meetings to coordinate supports with other school faculty and staff. We will continue this strategy.
5. Enhanced Intake Process. AIM I’s intake process involves an initial enrollment meeting, the administration of a youth development intake survey, trimester student orientations (for new and returning students), and progress updates that involve goal-tracking and tweaking of assigned interventions and support services.
6. Urban Assembly Resilient Scholars Program. For school year 2021-22, AIM I will be utilizing the Urban Assembly Resilient Scholars Program (UARSP) as a social emotional learning (SEL) program. UARSP is a guided implementation model designed to test and support SEL in high schools. This program will support AIM I in the implementation, integration, and sustainability of high-quality SEL programming to improve school-wide and out of school outcomes for all students. AIM I will

institute the SEL competencies as a universal language: self-awareness, self-management, social awareness, and social management.

7. SEL Advisory & Curriculum. AIM I will utilize the curriculum provided by UARSP to provide direct instruction to students around the areas of self-awareness, self-management, social awareness, and social management. The goals of this program are to enhance a child's social and emotional skills, which are essential to academic achievement. Social skills include things like making and keeping friends, showing respect for others, and resolving agreements. Emotional skills include things like being able to recognize their own and other's emotions, and showing healthy self-control. AIM I will utilize this language in and out of the classroom as a way of redirecting students, as teachers and staff will have a common language to address persistent student issues.
  
8. SEL Assessment. AIM I will administer a SEL assessment at least twice a year to observe representations of the four social-emotional competencies. This assessment will provide the school with data that will be used to enhance and further develop SEL through advisory, the primary person model, and school culture. The Devereux Student Strengths Assessment (DESSA) will be utilized to provide the school feedback in supporting each student's area(s) of growth. The SEL team will utilize data to inform and strengthen the SEL implementation in the following areas:
  - To frame SEL scores as opportunities for staff to provide students with supports to improve their SEL competencies;
  - Root SEL assessments in observed strength-based behaviors;
  - Connect SEL assessment outcomes to the programs organized in the Program Matrix to better leverage existing supports, and to create any necessary programs that would serve gaps highlighted by the data;
  - Adapt SEL direct instruction scope and sequences in response to SEL assessment outcomes
  - Create opportunities for SEL assessment reflection by varying community stakeholders, including for students.
  
9. Emphasis on Literacy and Numeracy. In order to ensure that our students successfully master academic content AIM I will continue to implement a targeted and tiered approach to literacy and numeracy, targeting the lowest performing students and providing them with literacy and numeracy intervention courses, as well as using common literacy routines across the core content classes. This will be supported through a partnership with ANET. We will also provide intervention courses through research-based software, such as Read 180, System 44, and Freckle Math.
  
10. Deepening Formative Assessment Systems. AIM I has contracted with ANET to provide a suite of formative assessment tools and coaching support around use of data to drive instructional decision-making. Interim assessments, introduced over a period of time to ensure that we are building staff capacity to plan in alignment with and utilize the results of the assessments, will provide timely and actionable data to help target instructional and SEL interventions as needed, and provide opportunities to accelerate student progress when appropriate.

We believe that continued focus and implementation of the strategies outlined above, AIM I will continue to increase the percent of students who meet all measures under the high school graduation goal of our accountability plan.

## GOAL 2: POSTSECONDARY OUTCOMES

### GOAL 2: Postsecondary Outcomes

Students will be prepared for and pursue postsecondary options

### Goal 2: Absolute Measure

Each year, 80 percent of students who graduate in the reporting year will enroll in a two- or four-year accredited college, military service, technical/occupational institute, or gain employment within one year of their graduation.

### METHOD

The ultimate measure of whether AIM I has lived up to its mission is whether students are prepared for and pursue postsecondary options. AIM I will track and report the percentage of students who graduate in the reporting year who enroll in a two or four year accredited college, military service, technical/occupational institute, or gain employment within one year of their graduation.

### RESULTS AND EVALUATION

Matriculation and postsecondary outcome data for students who graduated in school year 2020-21 was not available at the time of this report. Matriculation data from the National Student Clearinghouse will be reported out once it is received. In addition, counselors will collect other postsecondary outcomes including military service, technical/occupational institute, or employment. This metric will be updated once the data becomes available.

Percent of Graduates Enrolling in a Two or Four Year Accredited College, Military Service, Technical/Occupational Institute, or Gain Employment

School Year	Number of Graduates	Percent of Graduates Enrolling in a Two or Four Year Accredited College, Military Service, Technical/Occupational Institute, or Gain Employment
2017-18	20	17%
2018-19	24	30%
2019-20	51	14%
2020-21	40	TBD

### ADDITIONAL EVIDENCE

Despite the pandemic, this past year AIM I worked to ensure our seniors maintained a focus on making postsecondary plans and decisions. Each senior has a counselor/advisor with whom they have regular check-ins to support their emotional well being and to explore their postsecondary options. Once we transitioned to remote learning our school counselor and college and career advisor held senior advisory class via Zoom four days a week to support postsecondary planning. Seniors have been working on

completing their postsecondary portfolios which include: resume building, S.M.A.R.T. Goals, creating a LinkedIn profile, receiving letters of recommendations, and career assessments. Once a week our college and career advisor and our school counselor host a Zoom meeting for our graduates to support with their postsecondary planning and college and career portfolios. Our college and career advisor also hosts a college tour and/or career presentation for all students to attend once a week. In person tours were on hold during this school year but will resume as colleges allow visitors back on campus.

Postsecondary preparedness is an area of growth for AIM I. While there was a 13 percentage point increase in students who enrolled in postsecondary institutions, entered military service, or secured employment within one year of graduation, between Years 1 and 2 of the charter term, the rate declined in SY2019-20. In 2020, the global economy plunged due to the COVID-19 pandemic. Colleges, universities, and other postsecondary education institutions experienced a sharp decrease in enrollments, and employers instituted hiring freezes. We attribute some of the decline in students who pursued postsecondary options for this goal in Year 3 to the global pandemic.

### Goal 2: Absolute Measure

Each year, 75 percent of students in the sixth year high school Accountability Cohort will demonstrate proficiency of CDOS learning standards.

### METHOD

AIM I administers one of the nationally recognized work readiness credentialing assessments known as the SkillsUSA Career Essentials: Career-Ready Assessment. This 50-question, scenario-based, multiple choice assessment will help you quantifiably measure your ability to apply employability skills and knowledge as defined by the SkillsUSA Framework. Therefore, this measure examines the percent of the Accountability Cohort that score proficient on the SkillsUSA Career Essentials: Career-Ready Assessment by the completion of their sixth year in the cohort.

### RESULTS AND EVALUATION

Forty-eight percent of students in AIM I's 2015 cohort demonstrated proficiency of CDOS learning standards, therefore not meeting this measure.

AIM I provided CDOS opportunities to all potential graduates, and ensured that all students had an opportunity to partake. These opportunities occurred during Advisory as students completed the Xello curriculum and additional support classes aligned to the CDOS assessment. Low student engagement during remote learning contributed to the decrease in the number of students meeting this measure. It was also reported that the Career Essentials assessment was difficult to take remotely. However, during this past year, AIM I continued to refine the postsecondary milestones students worked to achieve and the methods for monitoring completion of their postsecondary portfolios which included tracking the work-based learning hours students complete. Due to this continued focus on building the CDOS program, AIM I is well positioned to have more students achieve this measure in the upcoming school year since we aligned courses and WBL experiences to the CDOS standards.

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### Proficiency Rate of CDOS Learning Standards by Sixth Year Accountability Cohort

Cohort Designation	Sixth Year	Number in Cohort	Percent Demonstrating Proficiency of CDOS Learning Standards
2012	2017-18	17	12%
2013	2018-19	29	34%
2014	2019-20	43	53%
2015	2020-21	50	48%

### ADDITIONAL EVIDENCE

While the school has not yet achieved this measure, in Years 1-3 of the charter period, the percentage of AIM I's sixth year accountability cohort who scored proficient on the SkillsUSA Career Essentials: Career-Ready Assessment increased dramatically. Years 1-2 and 2-3 experienced a 22 percentage point and 19 percentage point jump respectively. However, the school saw a decline in percent of students achieving this measure in school year 2020-21 for the reasons stated above. Currently, 23% of cohort 2016 have met this measure and 19% of cohort 2017.

### Goal 2: Absolute Measure

Each year, 100 percent of students planned to graduate in the reporting year will complete a career readiness portfolio containing a Career Plan and Skills Employability Profile.

### METHOD

For each student, the school maintains a career readiness portfolio that includes a career plan, skills employability profile, resume, and other artifacts reflecting career readiness milestones.

### RESULTS AND EVALUATION

Seventy-nine percent of students who were planned to graduate completed a career readiness portfolio, therefore not meeting this measure.

Low student engagement during the pandemic contributed to lack of progress meeting this measure. Although we fell short of meeting this goal, AIM I expanded the number of milestones students must complete to develop a postsecondary portfolio. During the upcoming school year, students will work in their engagement pathways to continue working towards completing their postsecondary portfolios.

Percent of Students Completing a Career Readiness Portfolio

School Year	Number of Students Planned to Graduate	Percent of Students Completing a Career Readiness Portfolio
2017-18	N/A	N/A
2018-19	29	100%
2019-20	32	94%
2020-21	48	79%

ADDITIONAL EVIDENCE

While the number of students planned to graduate AIM I in Years 2-4 steadily increased, the percent of those same young people who completed a career readiness portfolio from Years 2-3 decreased slightly by 6 percentage points, and more significantly from Years 3-4 by 15 percentage points due to the pandemic. AIM I will continue to work towards increasing the percent of students completing their Career Readiness Portfolio through advisories aligned to Engagement Pathways and the use of the Xello curriculum as outlined above.

Goal 2: Comparative Measure

Each year, the school’s postsecondary enrollment rate by six months after high school for students in the sixth year Total Cohort will exceed that of the Total Cohort from comparable transfer high schools.

The calculation of this measure is not required for 2020-21.

SUMMARY OF THE COLLEGE PREPARATION GOAL

In school year 2020-21, AIM I did not achieve any of the four measures in the postsecondary outcome goal. One measure was not applicable for school year 2020-21 and data was not available for one measure at the time of this report.

Type	Measure	Outcome
Absolute	Each year, 80 percent of students who graduate in the reporting year will enroll in a two- or four-year accredited college, military service, technical/occupational institute, or gain employment within one year of their graduation	TBD
Absolute	Each year, 75 percent of students in the sixth year high school Accountability Cohort will demonstrate proficiency of CDOS learning standards.	Not Achieved
Absolute	Each year, 100 percent of students planned to graduate in the reporting year will complete a career readiness portfolio containing a Career Plan and Skills Employability Profile	Not Achieved
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	N/A

## ACTION PLAN

AIM I will continue to provide all students with postsecondary pathways that they can engage in throughout their experience at the school. The Engagement Pathways have been developed to provide students with a clear path towards success. AIM I hired a college and career advisor in fall of 2019 to ensure AIM I students are enrolled in Engagement Pathway courses/enrichment programs to achieve academic success. Each student will continue to be expected to graduate with a high school diploma and a path towards postsecondary, including exposure in the following Engagement Pathways:

- **College Success** The College Success Pathway is designed to engage students who have the desire to attain a college degree upon graduation. Students will gain exposure and confidence on entering the university system through in and out of state campus tours, scholarship opportunities, hands-on financial aid assistance and standardized test tutoring.
- **Arts Career Pathway** - Is the pathway designed for students interested in a career in the areas of performing arts or visual arts including fashion. Students will graduate with an Engagement Pathway portfolio towards industry success and/or college enrollment.
- **21st Century Workforce** The 21st Century Workforce pathway offers a variety of career exploration and job readiness programs for students interested in pursuing employment immediately after graduation opportunities are offered both in-school and out-of-school. The internship program provides an opportunity for students to explore, research and prepare for careers by gaining workplace skills through internship placements, resume building, and access to professional certifications. Students will graduate with a workforce portfolio to support their search for full-time employment.
- **Vocational & Certification** The Vocational and Certification pathway is geared towards students who possess an interest in gaining skills and industry certifications in the areas of culinary arts, barbering/cosmetology, graphic design, and much more. Students will participate in hands-on career focused curriculum taught by industry professionals, in addition to field trips and job shadowing opportunities. Students will graduate with industry credentials and opportunities for entry level employment.
- **Alternative Pathway** The alternative pathway is focused on High School Equivalency (HSE) and Military. This pathway is for students interested in pursuing a HSE or a career in the Military. Students will graduate with an Engagement Pathway portfolio towards industry success in the military.

### Career Development and Occupational Studies Credential (CDOS)

AIM I will continue to provide students with the opportunity to earn the Career Development and Occupational Studies Credential (CDOS). The CDOS credential is designed to prepare students with the knowledge and skills needed for entry-level work. By participating in work-based learning opportunities and career and technical education (CTE) workshops/classes, AIM I students can better prepare for life after high school. These experiences may help shape students' future careers and interests and are often a key part of a high-quality academic program. All AIM I students will be enrolled in a work based learning class and/or program to complete both options of the CDOS for the purposes of postsecondary success

### Special Considerations: Students with IEPs

AIM I's associate director of education and a special education teacher will be joining the postsecondary team. Because AIM I has students with IEP needs and transitional services, the SPED postsecondary team

members will focus on supporting students with IEPs and post secondary planning. This includes but is not limited to partnerships with programs for individuals with disabilities and job readiness and collaboration with ACCESS-VR for those students who qualify for supportive employment and transitional plans for students with disabilities.

## GOAL 3: ENGLISH LANGUAGE ARTS

### HIGH SCHOOL ENGLISH LANGUAGE ARTS

#### GOAL 3: ENGLISH LANGUAGE ARTS

Students will be proficient readers and writers of the English language.

#### Goal 3: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at or above Performance Level 3 or score at least 55 using the safety net option for eligible students, on the Regents Exam in English Language Arts (Common Core) by the completion of their sixth year in the cohort.

#### METHOD

The school administers the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently a score at or above Performance Level 3 (Partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core) or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 or 55 for safety net eligible students by the completion of their sixth year in the cohort.

NOTE: Due to cancellations of multiple administrations of the Regents exams during the last two school years, in the table below, AIM I has included both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among those young people who sat for the exam.

#### RESULTS AND EVALUATION

Fifty-four percent of students in AIM I's 2015 cohort (with valid scores) scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students, on the Regents Exam in English Language Arts (Common Core), therefore meeting this measure. In addition, it should be noted that a total of 16 students, four with no valid score and 12 who had previously sat for the exam, earned Regents waivers. Therefore 82% of students in cohort 2015 met the ELA Regents requirement for graduation. The decline can be attributed to cohort 2015 missing three opportunities to resit for the ELA Regents exam.

AIM I continued with their mastery based instructional program and ELA teachers worked in two week cycles focused on performance targets aligned to course standards. Teachers used student progress on formative and summative assessments to drive groupings of students into fast track, on track, not yet and off-track. Teachers then analyzed student work to determine appropriate instruction activities aimed at either refining understanding of the performance target or accelerating understanding of the performance target. This focus allowed ELA teacher teams to plan for instruction both through Zoom and via Google Classroom. Teachers were able to strategically group students and design materials for specific groups to support with mastering performance targets. The ELA department had data days when they reviewed the student work, planned for instruction and provided feedback to students.

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Additionally, AIM I ensured required IEP supports and interventions for students were provided, this included:

- Identifying students as at-risk via the Performance Series Reading assessment and through the AIM I intake process.
- The ADSPED supported general education and SPED teachers with strategies to support growth in the areas of co-planning, co-teaching, and differentiation.
- Developing a literacy plan to support struggling readers using the tools Read 180 and System 44 through a literacy intervention course.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on Regents English Common Core Exam by Sixth Year Accountability Cohort<sup>3</sup>

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2012	2017-18	17	0	12	71%
2013	2018-19	29	0	22	76%
2014	2019-20	43	1	36	86%
2015	2020-21	50	4	25	54%

### ADDITIONAL EVIDENCE

Based on the AIM I Mastery Model, the ELA department, focused specifically on students within this cohort, to support them towards mastery in the ELA course, and on the ELA Regents exam. The Mastery Model incorporates a process where students must master specific core content, which is measured through Mastery Assessments. If a student is able to master the content, determined by scoring 80% or higher on a mastery assessment, they receive an extension lesson, which deepens their understanding of the core content. However, if a student is unable to master the content (receives less than 80%), then the ELA teacher gives the student an enrichment lesson, where the student is re-taught using a different teaching strategy. The student is then re-assessed and must meet 80% mastery. The cycle is repeated until the student achieves mastery and can move to the next ELA unit.

AIM I continues to improve in this area due to intentional professional development and coaching that support instructors with drafting rigorous performance targets, creating aligned mastery assessments, and scaffolding and modifying New Visions curriculum, course content, and differentiating based on student needs. AIM I will continue to modify the curriculum and use assessment data to make data driven decisions for school improvement.

As indicated in the table below, 36% of students in the 2016 cohort (with valid scores) have passed the ELA Regents prior to entering their sixth year. Further, an additional 27 students earned Regents waivers. Therefore, 77% of students in cohort 2016 have met the ELA Regents requirement for graduation prior to the start of their sixth year. In addition, 56% of students in cohort 2017 have passed or earned Regents waivers for the ELA Regents required for graduation.

<sup>3</sup> Based on the highest score for each student on the English Regents exam

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### Percent Achieving at Least Level 3 or 55 for Safety Net Eligible Students by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing <sup>4</sup>
2015	50	36%	50	52%	50	54%
2016	38	13%	60	33%	62	36%
2017	28	7%	40	24%	54	24%
2018	22	0%	33	12%	45	12%
2019			26	0%	33	0%
2020					24	0%

Percent Passing / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2015	50	16	25	82%
2016	62	27	21	77%
2017	54	19	11	56%
2018	45	6	5	24%
2019	33	1	0	3%
2020	24	0	0	0%

#### Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

#### Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

#### Goal 3: Growth Measure

Each year, 60 percent of students will grow from fall to spring according to their Lexile level using the Performance Series Reading diagnostic assessment.<sup>5</sup>

<sup>4</sup> Percent passing among students with valid score

<sup>5</sup> The New Visions data team has established criteria to determine comparable transfer high schools using an unsupervised clustering mode.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students to improve their Lexile measure from fall to spring. To achieve this measure, 60 percent of students who were enrolled during both the fall testing window and spring testing window will grow from fall to spring according to their Lexile measures using the Performance Series Reading diagnostic assessment.

RESULTS AND EVALUATION

Fifty-seven percent of students who were tested in both the fall and spring, showed growth according to their Lexile measures based on the Performance Series reading diagnostic assessment. Although AIM I did not meet this measure, there was a 17 percentage point increase since school year 2018-19, when data was last reported.

Percent of Students with Fall to Spring Growth Based on Lexile

School Year	Number of Students Enrolled During Fall and Spring Testing Window	Number of Students Tested in Fall and Spring	Percent of Students with Lexile Growth
2017-18	158	54	52%
2018-19	152	89	40%
2019-20	N/A	N/A	N/A
2020-21	172	35	57%

ADDITIONAL EVIDENCE

During the past school year, we were able to administer the Performance Series remotely to students. While it resulted in a smaller number of students who completed the assessment in both fall and spring, the overall percentage of students with Lexile gains increased. The continued use of Performance Series year after year demonstrates 60% of AIM I’s student population reads below grade level and primarily need support with fluency. This information has helped us to identify literacy strategies to use in the core to support all students, as well as through the Read 180 program. This past year we developed a team of teachers to focus on literacy across the disciplines and they participated in the New Visions Reading Development Network which helped them to better understand literacy data, as well as identify strategies to support reading development. We will continue to work on literacy alignment in the core through a partnership with ANET in the new school year.

Goal 3: Growth Measure

Each year, 50 percent of students programmed for reading intervention will meet or exceed their expected Lexile growth goal base on SRI research.<sup>6</sup>

<sup>6</sup> Expected growth s ca cu ated based on research conducted by Scho ast c and MetaMetr cs. These growth targets set h gh ga n expectat ons for students who start off w th a ower enter ng Lex e.

METHOD

The school demonstrates the effectiveness of its literacy intervention program by enabling students who were programmed for reading intervention to meet or exceed their expected Lexile growth goal.

RESULTS AND EVALUATION

Fifty percent of students programmed for reading intervention, who were tested in both the fall and the spring, met or exceeded their expected Lexile growth goal, therefore meeting this measure.

Percent of Students Programmed for Reading Intervention Who Met or Exceeded their Expected Lexile Growth

Year	Number of Students Programmed for Reading Intervention	Number of Students Programmed for Reading Intervention and Tested in Fall and Spring	Percent of Students who Met or Exceeded their Expected Lexile Growth
2017-18	40	16	25%
2018-19	29	23	22%
2019-20	30	N/A	N/A
2020-21	27	6	50%

ADDITIONAL EVIDENCE

AIM 1 began the year focused on ensuring that literacy interventions were provided for students according to their Lexile and based on need. In the fall the school identified students who were tier 2 or 3 readers and placed them into Read 180 following a review of students' credits and attendance. Read 180 is a tier 2 blended learning program that primarily focuses on reading comprehension but also supports fluency, writing skills, and vocabulary. Students are also able to earn ELA 9/10 credits towards graduation. The intervention uses the Reading Inventory as a progress monitoring tool within the program, to track students' Lexile growth.

While we collected fall and spring scores from a smaller number of students, fifty percent of those students met their reading growth goals. During remote instruction, we were able to provide more targeted support for these students and conference with them more frequently to help them meet their reading goals.

**Goal 3: Growth Measure**

Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year's high school Accountability Cohort who scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core), or scored at least 55 using the safety net option for eligible students. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.

METHOD

The school administers a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations), or scoring at least 55 for safety net eligible students, on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 or scoring 55 for safety net eligible students by the completion of their sixth year in the cohort in comparison to the previous year’s Accountability Cohort.

RESULTS AND EVALUATION

AIM I cohort 2015’s ELA pass rate of 54% is lower than cohort 2014’s ELA pass rate of 86%, therefore not meeting this measure. As previously mentioned, due COVID-19 and the cancellation of Regents, cohort 2015 had fewer opportunities to sit and pass the ELA Regents than previous cohorts.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on Regents English Common Core Exam by Sixth Year Accountability Cohort<sup>7</sup>

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2012	2017-18	17	0	12	71%
2013	2018-19	29	0	22	76%
2014	2019-20	43	1	36	86%
2015	2020-21	50	4	25	54%

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In school year 2020-21, AIM I achieved two of the six measures in the high school English language arts goal. Two measures were not applicable for school year 2020-21.

Type	Measure	Outcome
Absolute	Each year, 50 percent of students in the high school Accountability Cohort will score at or above Performance Level 3 or score at least 55 using the safety net option for eligible students, on the Regents Exam in English Language Arts (Common Core) by the completion of their sixth year in the cohort.	Achieved

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

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Absolute	Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system	N/A
Comparative	Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.	N/A
Growth	Each year, 60 percent of students will grow from fall to spring according to their Lexile level using the Performance Series Reading diagnostic assessment	Not Achieved
Growth	Each year, 50 percent of students programmed for reading intervention will meet or exceed their expected Lexile growth goal base on SRI research.	Achieved
Growth	Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year’s high school Accountability Cohort who scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core), or scored at least 55 using the safety net option for eligible students. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.	Not Achieved

### ACTION PLAN

In the 2021-22 school year, AIM I will continue to focus on achieving and exceeding all measures in the English language arts goal. Our instructional priority will continue to be focused on using assessment data to drive instruction. School-wide and department rubrics incorporating feedback and conferencing have further enhanced our Mastery Model. In school year 2021-22, AIM I will provide additional time for department meetings and common-planning to further develop this work. We will partner with ANET to build instructional leader and teacher capacity to use regular formative assessment data to monitor student progress and design instruction to meet the needs of students. This will include continuing cross-content literacy routines that support developing the fluency skills of students.

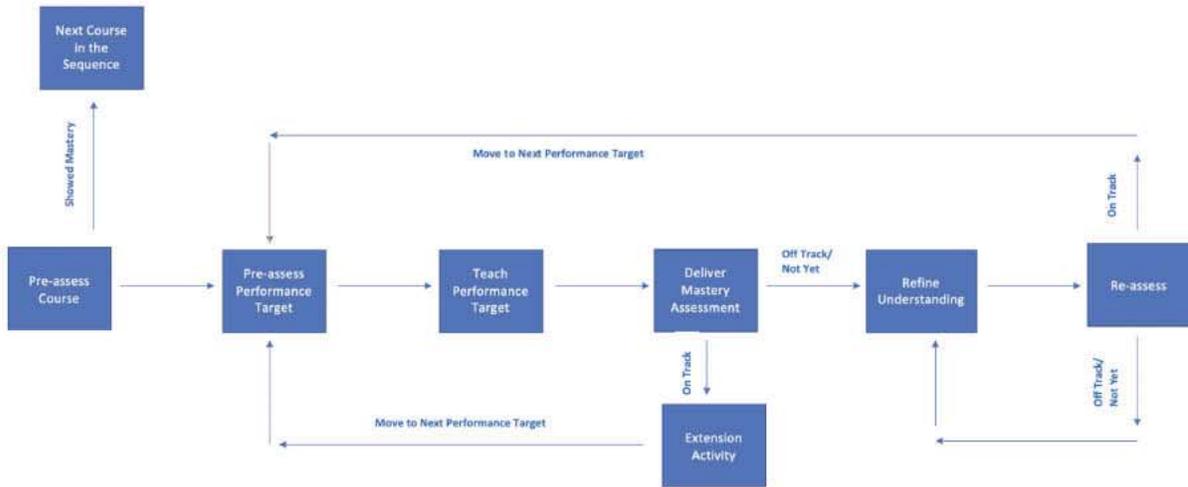
The instructional model will align to the two-week mastery model described above.

#### Key Components of class instruction:

- Teachers Teach in an ICT Model
- Courses are housed in Google Classroom with Google Slide lessons and teacher videos
- Teacher pre-assess students at beginning of course and the beginning of units (Performance Targets)
- Teachers teach 4-5 Performance Target using one of three Approaches to Teaching Content of Performance Target through Project Based Learning
  - Problem Focus
  - Inquiry Focus
    - Teacher Directed
    - Student Driven
  - Layered Curriculum

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- Content is differentiated utilizing tiered/small group/stations
- Students are formatively assessed via multiple check for understanding
- Students are summatively assessed via Mastery Assessments at the end of each Performance Target
- Formatives and summatives are graded utilizing department and school-wide rubrics
- Students are provided feedback using a standard protocol
- Students must attain Mastery, therefore there is an inbuilt process for refining understanding
- Teachers conference with students frequently



Teachers will meet in departments under the guidance of a weekly rotating schedule. This schedule will promote teacher collaboration and best practices in co-planning, looking at student work and reviewing data. Also included in this rotating schedule is time for grading, outreach, and PD, which includes coaching, varying formal PD sessions and open teacher discussions regarding teaching during a pandemic. These practices allow teachers to continue in the same routines that were present prior to working remotely.

Teachers will receive support from the AIM I Instructional Leadership Team (ILT), consisting of the principal, assistant principal, and assistant director of special education. Each team member will have one or two departments that the ILT member will be responsible for facilitating, supporting and coaching. The two department leads, humanities lead and STEM lead, will be responsible for daily facilitation of department common planning meetings. In addition, our new teachers will be assigned mentors from the teaching staff as an additional support.

AIM I will continue to improve in ensuring all active students take the Performance Series reading diagnostic assessment during the first trimester to provide teachers, administrators, and students with a Lexile level. Lexile levels will continue to be used to identify students who are in need of additional diagnostic testing through the use of nationally normed assessments designed to determine if the student's primary reading support needs are comprehension, fluency or decoding. This program will enable all students to focus on reading as part of each content area, and to devote a fluency approach to learning.

As in previous years, the Performance Series data will help us to identify struggling readers and determine if they will benefit from an ELA credit bearing READ 180 course. In SY 2021-22, we will focus the Read 180 course on students that have severe learning deficits, as well as look at overall attendance, credit needs, and data on their ability to decode, to appropriately match students to the program. Further, Lexile levels will be used by classroom teachers to appropriately match readers to texts and will use the student's Lexile level to determine if they are making progress towards college readiness reading levels.

AIM I will continue to work with New Visions Instructional Specialists to provide remote coaching related to modifying and adapting curriculum for teaching.

## GOAL 4: MATHEMATICS

### HIGH SCHOOL MATHEMATICS

#### Goal 4: MATHEMATICS

Students will become proficient in the application of mathematical skills and concepts.

#### Goal 4: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at or above Performance Level 3 or score at least 55 using the safety net option for eligible students, on a Regents mathematics exam by the completion of their sixth year in the cohort.

#### METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth year in the cohort.

NOTE: Due to the state's cancellation of multiple administrations of the Regents exams during SY2019-20 and SY2020-21, in the table below, AIM I has included both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among those young people who sat for the exam.

#### RESULTS AND EVALUATION

Thirty-nine percent of students in AIM I's 2015 cohort (with valid scores) scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students, on a Regents mathematics exam, therefore not meeting this measure. In addition, it should be noted that a total of 23 students, one with no valid score and 22 who had previously sat for the exam, earned Regents waivers. Therefore, 84% of students in cohort 2015 met the math Regents requirement for graduation. The decline can be attributed to cohort 2015 missing three opportunities to resit for math Regents exam.

AIM I continued with their mastery based instructional program and math teachers worked in two week cycles focused on performance targets aligned to course standards. Teachers used student progress on formative and summative assessments to drive groupings of students into fast track, on track, not yet and off-track. Teachers then analyzed student work to determine appropriate instruction activities aimed at either refining understanding of the performance target or accelerating understanding of the performance target. This focus allowed math teacher teams to plan for instruction both through Zoom and via Google Classroom. Teachers were able to strategically group students and design materials for

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

specific groups to support with mastering performance targets. The math department had data days when they reviewed the student work, planned for instruction and provided feedback to students.

Additionally, AIM I ensured required IEP supports and interventions for students were provided, this included:

- Identifying students as at-risk via the Performance Series Reading assessment and through the AIM I intake process.
- The ADSPED supported general education and SPED teachers with strategies to support growth in the areas of co-planning, co-teaching, and differentiation.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on a Regents Mathematics Common Core Exam by Sixth Year Accountability Cohort<sup>8</sup>

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2012	2017-18	17	0	13	77%
2013	2018-19	29	0	23	79%
2014	2019-20	43	0	28	65%
2015	2020-21	50	1	19	39%

### ADDITIONAL EVIDENCE

Based on the AIM I Mastery Model, the math department focused specifically on students within this cohort, to support them towards mastery in the math course, and on the math Regents exam. The Mastery Model incorporates a process where students must master specific core content, which is measured through Mastery Assessments. If a student is able to master the content, determined by scoring 80% or higher on a mastery assessment, they receive an extension lesson, which deepens their understanding of the core content. However, if a student is unable to master the content (receives less than 80%), then the math teacher gives the student an enrichment lesson, where the student is re-taught using a different teaching strategy. The student is then re-assessed and must meet 80% mastery. The cycle is repeated until the student achieves mastery and can move to the next math unit.

AIM I continues to improve in this area due to intentional professional development and coaching that support instructors with drafting rigorous performance targets, creating aligned mastery assessments, and scaffolding and modifying New Visions curriculum, course content, and differentiating based on student needs. AIM I will continue to modify the curriculum and use assessment data to make data driven decisions for school improvement.

As indicated in the table below, 38% of students in the 2016 cohort (with valid scores) have passed a math Regents prior to entering their sixth year. Further, an additional 32 students earned Regents waivers. Therefore, 89% of students in cohort 2016 have met the math Regents requirement for

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

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

graduation prior to the start of their sixth year. In addition, 72% of students in cohort 2017 have passed or earned Regents waivers for the math Regents requirement for graduation.

### Percent Achieving at Least Level 3 or 55 for Safety Net Eligible Students by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing <sup>9</sup>
2015	50	42%	50	41%	50	39%
2016	38	39%	60	40%	62	38%
2017	28	14%	40	24%	54	26%
2018	22	5%	33	19%	45	18%
2019			26	13%	33	8%
2020					24	0%

Percent Passing / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2015	50	23	19	84%
2016	62	32	23	89%
2017	54	27	12	72%
2018	45	22	7	64%
2019	33	15	2	52%
2020	24	3	0	13%

#### Goal 4: Absolute Measure

Each year, the Performance Index ("PI") on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The calculation of this measure is not required for 2020-21.

#### Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

#### Goal 4: Growth Measure

Each year, 60 percent of students will increase their scaled score from fall to spring using STAR Math.

<sup>9</sup> Percent passing among students with valid score

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students to improve their scaled score from fall to spring. To achieve this measure, 60 percent of students who were enrolled during both the fall testing window and spring testing window will grow from fall to spring according to their scaled score using STAR Math.

RESULTS AND EVALUATION

Fifty-seven percent of students who were tested during both testing windows, increased their scaled score from fall to spring based on the STAR Math assessment. Although AIM I fell short of meeting this measure by three percentage points, there was a six percentage point increase from school year 2018-19, the last time the school was able to report this data.

Percent of Students with Increased Scaled Score from Fall to Spring

School Year	Number of Students Enrolled During Fall and Spring Testing Window	Number of Students Tested in Fall and Spring	Percent of Students with Increased Scaled Scores
2017-18	N/A	N/A	N/A
2018-19	152	76	51%
2019-20	N/A	N/A	N/A
2020-21	172	37	57%

ADDITIONAL EVIDENCE

During the past school year, we were able to administer the STAR Math assessment remotely to students. While it resulted in a smaller number of students who completed the assessment in both fall and spring, the overall percentage of students with scaled score growth increased. The continued use of STAR Math year after year demonstrates 60% of AIM I’s student population needs support with basic numeracy skills. This information has helped us to identify numeracy strategies to use in the core to support all students. We will continue to work on numeracy alignment in the core through a partnership with ANET in the new school year. We will also use Freckle Math to continue to provide personalized learning opportunities for students, aligned to math standards.

Goal 4: Growth Measure

Each year, 50 percent of students programmed for mathematics intervention will meet or exceed their norm-referenced growth goal from fall to spring.

METHOD

The school demonstrates the effectiveness of its mathematics intervention program by enabling students who were programmed for mathematics intervention to meet or exceed their norm-referenced growth goal.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

Fifty-two percent of students programmed for math intervention, who were tested during both testing windows, met or exceeded their norm-referenced growth goal from fall to spring, therefore meeting this measure.

As part of AIM I's remote learning schedule, all students were scheduled for math intervention last school year. Teachers gave targeted support to students based on their progress with the core curriculum.

Percent of Students Programmed for Mathematics Intervention Who Met or Exceeded their Norm-Referenced Growth Goal from Fall to Spring

School Year	Number of Students Programed for Mathematics Intervention	Number of Students Programed for Mathematics Intervention and Tested in Fall and Spring	Percent of Students who Met or Exceeded their Growth Goal
2017-18	N/A	N/A	N/A
2018-19	111	70	30%
2019-20	N/A	N/A	N/A
2020-21	172	37	52%

### ADDITIONAL EVIDENCE

AIM I implemented numeracy support for all students in developing foundational algebraic skills that were needed to build students mathematical understanding. In this course math educators mapped performance targets based on the key core content that students needed to master to become successful in the Regents culminating course.

The math department engaged in a comprehensive data analysis process that involved the following steps:

- **Item Analysis Map**

Performance Target <i>(type or link)</i>	Question from the Regents/Mastery Assessment <i>(type or link)</i>	What skills, topics, strategies did students need to know to answer the questions correctly?	Distractors <i>(Possible answers that can distract)</i>	Students with the Correct Answers <i>(type or link)</i>	Students Needing Re-Teaching <i>(type or link)</i>
<input type="radio"/>					

- **Teacher Reflection Map**

Questions that were not Mastered at 80%+ <i>(type or link)</i>	What misunderstandings are revealed in the data?	Why do you think students failed to reach mastery?	What will you do to help students achieve mastery?
<input type="radio"/>			

- **Student Analysis Map**

Student Name <i>(add/delete as necessary)</i>	Exam	Total # of Questions Correct	Major Areas of Weakness/Distractors	Reteach/Extend Learning	Small Group(SG)/Tutoring (T)	By When? (Date)
<input type="radio"/>	<input type="checkbox"/> Regents <input type="checkbox"/> Mastery Assessment <input type="checkbox"/> Baseline Assessment <input type="checkbox"/> Midterm <input type="checkbox"/> Final Exam			<input type="checkbox"/> Reteach <input type="checkbox"/> Extend	<input type="checkbox"/> SG <input type="checkbox"/> T	

- **Instructional Review Map**

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### Trimester 2- 3 Week Instructional Plan for Mastery Assessments 4-5 & Final Exams

WEEK 1 – Week of February 24th Performance Targets & Standards for Review (list objectives and activities aimed to re-teach based on the data)	WEEK 2 – Week of March 2nd Performance Targets & Standards for Review (list objectives and activities aimed to re-teach based on the data)	WEEK 3 – Week of March 9 <sup>th</sup> (Final Exams) Performance Targets & Standards for Review (list objectives and activities aimed to re-teach based on the data)
	New Performance Targets (list objectives/standards to teach based on the content of the upcoming assessment)	New Performance Targets (list objectives/standards to teach based on the content of the upcoming assessment)

AIM I focus and alignment to the AIM I Mastery Model, the AIM Blended Model & Remote Learning Framework, and the AIM I Virtual Learning model will support progress in the upcoming year to improve in this area.

#### Goal 4: Growth Measure

Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year’s high school accountability cohort who scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students on the Regents mathematics exam. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.

#### METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams, or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth year in the cohort in comparison to the previous year’s Accountability Cohort.

#### RESULTS AND EVALUATION

AIM I cohort 2015’s math passage rate of 39% is lower than cohort 2014’s math passage rate of 65%, therefore not meeting this measure. As previously mentioned, due COVID-19 and the cancellation of Regents cohort 2015 had fewer opportunities to sit and pass a math Regents than previous cohorts.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on a Regents Mathematics Common Core Exam by Sixth Year Accountability Cohort<sup>10</sup>

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2012	2017-18	17	0	13	77%
2013	2018-19	29	0	23	79%
2014	2019-20	43	0	28	65%
2015	2020-21	50	1	19	39%

### ADDITIONAL EVIDENCE

N/A

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2020-21, AIM I achieved two of the six measures in the high school mathematics goal. Two measures were not applicable for school year 2020-21.

Type	Measure	Outcome
Absolute	Each year, 50 percent of students in the high school Accountability Cohort will score at or above Performance Level 3 or score at least 55 using the safety net option for eligible students, on a Regents mathematics exam by the completion of their sixth year in the cohort.	Achieved
Absolute	Each year, the Performance Index ("PI") on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.	N/A
Growth	Each year, 60 percent of students will increase their scaled score from fall to spring using STAR Math.	Not Achieved
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A

<sup>10</sup> Based on the highest score for each student on a mathematics Regents exam

Growth	Each year, 50 percent of students programmed for mathematics intervention will meet or exceed their norm-referenced growth goal from fall to spring.	Achieved
Growth	Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year's high school accountability cohort who scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students on the Regents mathematics exam. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.	Not Achieved

**ACTION PLAN**

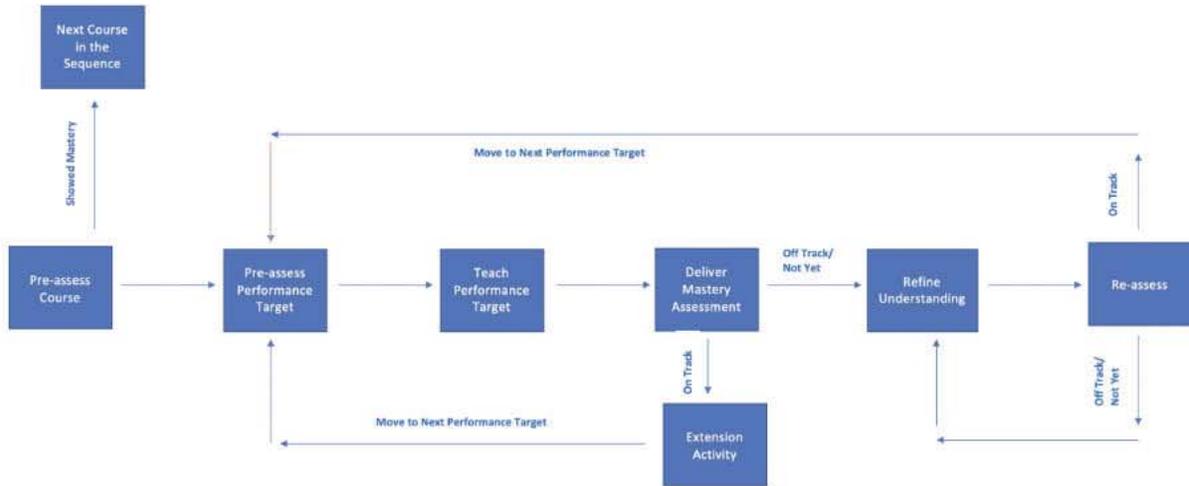
During the 2021-22 school year, AIM I will continue to focus on its mathematics education program to ensure students achieve or and exceed all measures in the mathematics goal. Our instructional priority will continue to center on the use of assessment data to drive instruction.

School-wide and department rubrics incorporating feedback and conferencing have further enhanced our Mastery Model. In the upcoming school year, AIM I will provide additional time for department meetings and common-planning to further develop this work. We will partner with ANET to build instructional leader and teacher capacity to use regular formative assessment data to monitor student progress and design instruction to meet the needs of students. This will include continuing cross-content literacy routines that support developing the fluency skills of students.

The instructional model will align to the two-week mastery model described above.

**Key Components of class instruction:**

- Math Teachers Teach in an ICT model
- Courses are housed in Google Classroom with Google Slide lessons and teacher videos
- Math teacher pre-assess students at beginning of course and the beginning of units (Performance Targets)
- Math teachers teach 4-5 Performance Target using one of three Approaches to Teaching Content of Performance Target through Project Based Learning
  - Problem Focus
  - Inquiry Focus
    - Teacher Directed
    - Student Driven
  - Layered Curriculum
- Content is differentiated utilizing tiered/small group/stations
- Students are formatively assessed via multiple check for understanding
- Students are summatively assessed via Mastery Assessments at the end of each Performance Target
- Formatives and summatives are graded utilizing department and school-wide rubrics
- Students are provided feedback using a standard protocol
- Students must attain Mastery, therefore there is an inbuilt process for Refining Understanding
- Math teachers conference with students frequently



Math teachers will meet as a department under the guidance of a weekly rotating schedule. This schedule will promote math teacher collaboration and best practices in co-planning, looking at student work and reviewing data.

Math teachers will receive support from the AIM I Instructional Leadership Team (ILT), consisting of the principal, assistant principal, and assistant director of special education. Each team member will have one or two departments that the ILT member will be responsible for facilitating, supporting and coaching. The two department leads, humanities lead and STEM lead, will be responsible for daily facilitation of department common planning meetings. In addition, our new teachers will be assigned mentors from the teaching staff as an additional support.

AIM I will continue to improve in ensuring all active students take the STAR Math diagnostic assessment during the first trimester to provide teachers, administrators, and students with a math grade proficiency level. AIM I will utilize accountability coaches, previously discussed, to meet on zoom with their accountability caseload of students to complete the STAR Math assessments. This will be conducted the first week of instruction with the entire school focused in the afternoon towards ensuring that all students have been assessed. The math grade proficiency levels obtained from STAR Math will continue to be used to identify students who are in need of additional diagnostic testing through the use of nationally normed assessments designed to determine the student’s primary math support needs

AIM I will continue to work with New Visions Instructional Specialists to provide remote coaching related to modifying and adapting curriculum for teaching remotely. In-house coaching provided by Instructional Leadership Team members will focus this coming year around developing teacher virtual pedagogy and learning around virtual engagement.

## GOAL 5: SCIENCE

### HIGH SCHOOL SCIENCE

#### Goal 5: SCIENCE

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

#### Goal 5: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at least 65 on a New York Regents science exam or score at least 55 using the safety net option for eligible students, by the completion of their sixth year in the cohort.

#### METHOD

The school administered the Regents science exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above performance Level 3 (partially meeting Common Core expectations) on the Regents science exams or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth year in the cohort.

NOTE: Due to the state's cancellation of multiple administrations of the Regents exams during SY2019-20 and SY2020-21, in the table below, AIM I has included both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among those young people who sat for the exam.

#### RESULTS AND EVALUATION

Forty-five percent of students in AIM I's 2015 cohort (with valid scores) scored at least 65 on a Regents science exam, or scored at least 55 using the safety net option for eligible students, therefore not meeting this measure. In addition, it should be noted that a total of 27 students, six with no valid score and 21 who had previously sat for the exam, earned Regents waivers. Therefore 94% of students in cohort 2015 met the science Regents requirement for graduation. The decline can be attributed to cohort 2015 missing three opportunities to resit for a science Regents exam.

AIM I continued with their mastery based instructional program and science teachers worked in two week cycles focused on performance targets aligned to course standards. Teachers used student progress on formative and summative assessments to drive groupings of students into fast track, on track, not yet and off-track. Teachers then analyzed student work to determine appropriate instruction activities aimed at either refining understanding of the performance target or accelerating understanding of the performance target. This focus allowed science teacher teams to plan for instruction both through Zoom and via Google Classroom. Teachers were able to strategically group students and design materials for specific groups to support with mastering performance targets. The

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

science department had data days when they reviewed the student work, planned for instruction and provided feedback to students.

Additionally, AIM I ensured required IEP supports and interventions for students were provided, this included:

- Identifying students as at-risk via the Performance Series Reading assessment and through the AIM I intake process.
- The ADSPED supported general education and SPED teachers with strategies to support growth in the areas of co-planning, co-teaching, and differentiation.

**Science Regents Passing Rate with a Score of 65 or 55 for Safety Net Eligible Students by Sixth Year Accountability Cohort<sup>11</sup>**

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2012	2017-18	17	0	9	53%
2013	2018-19	29	0	22	76%
2014	2019-20	43	1	29	69%
2015	2020-21	50	6	20	45%

### ADDITIONAL EVIDENCE

As indicated in the table below, 33% of students in the 2016 cohort (with valid scores) have passed a science Regents prior to entering their sixth year. Further, an additional 40 students earned Regents waivers. Therefore, 94% of students in cohort 2016 have met the science Regents requirement for graduation prior to the start of their sixth year. In addition, 76% of students in cohort 2017 have passed or earned Regents waivers for the science Regents requirement for graduation.

**Science Regents Passing Rate with a score of 65 or 55 for Safety Net Eligible Students by Cohort and Year**

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing <sup>12</sup>
2015	50	36%	50	47%	50	45%
2016	38	18%	60	31%	62	33%
2017	28	18%	40	21%	54	20%
2018	22	5%	33	10%	45	8%
2019			26	0%	33	0%
2020					24	0%

<sup>11</sup> Based on the highest score for each student on any science Regents exam

<sup>12</sup> Percent passing among students with valid score

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Passing / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2015	50	27	20	94%
2016	62	40	18	94%
2017	54	32	9	76%
2018	45	30	2	71%
2019	33	18	0	55%
2020	24	7	0	29%

### Goal 5: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

## GOAL 6: SOCIAL STUDIES

### Goal 6: Social Studies

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

### Goal 6: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents social studies exam, or at least 55 using the safety net option for eligible students, by the completion of their sixth year in the cohort.

### METHOD

The school administered the Regents social studies exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above performance Level 3 (partially meeting Common Core expectations) on the Regents social studies exams or scoring at least 55 for safety net eligible students. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3, or 55 for safety net eligible students, by the completion of their sixth year in the cohort.

NOTE: Due to the state's cancellation of multiple administrations of the Regents exams during SY2019-20 and SY2020-21, in the table below, AIM I has included both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among those young people who sat for the exam.

### RESULTS AND EVALUATION

Thirty-one percent of students in AIM I's 2015 cohort (with valid scores) scored at least 65 on a Regents social studies exam, or scored at least 55 using the safety net option for eligible students, therefore not meeting this measure. In addition, it should be noted that a total of 21 students, five with no valid score and 16 who had previously sat for the exam, earned Regents waivers. Therefore 70% of students in cohort 2015 met the social studies Regents requirement for graduation. The decline can be attributed to cohort 2015 missing three opportunities to resit for a social studies Regents exam.

AIM I continued with their mastery based instructional program and social studies teachers worked in two week cycles focused on performance targets aligned to course standards. Teachers used student progress on formative and summative assessments to drive groupings of students into fast track, on track, not yet and off-track. Teachers then analyzed student work to determine appropriate instruction activities aimed at either refining understanding of the performance target or accelerating understanding of the performance target. This focus allowed social studies teacher teams to plan for instruction both through Zoom and via Google Classroom. Teachers were able to strategically group students and design materials for specific groups to support with mastering performance targets. The social studies department had data days when they reviewed the student work, planned for instruction and provided feedback to students.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Additionally, AIM I ensured required IEP supports and interventions for students were provided, this included:

- Identifying students as at-risk via the Performance Series Reading assessment and through the AIM I intake process.
- The ADSPED supported general education and SPED teachers with strategies to support growth in the areas of co-planning, co-teaching, and differentiation.

Social Studies Regents Passing Rate with a Score of 65 or 55 for Safety Net Eligible Students  
By Sixth Year Accountability Cohort<sup>13</sup>

Cohort	Sixth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Passing with at Least a 65/55 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2012	2017-18	17	0	13	77%
2013	2018-19	29	0	19	66%
2014	2019-20	43	1	24	57%
2015	2020-21	50	5	14	31%

### ADDITIONAL EVIDENCE

As indicated in the table below, 25% of students in the 2016 cohort (with valid scores) have passed a social studies Regents prior to entering their sixth year. Further, an additional 41 students earned Regents waivers. Therefore, 90% of students in cohort 2016 have met the social studies Regents requirement for graduation prior to the start of their sixth year. In addition, 57% of students in cohort 2017 have passed or earned Regents waivers for the social studies Regents requirement for graduation.

Social Studies Regents Passing Rate with a score of 65 or 55 for Safety Net Eligible Students  
by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing <sup>14</sup>
2015	50	33%	50	30%	50	31%
2016	38	16%	60	23%	62	25%
2017	28	4%	40	15%	54	16%
2018	22	0%	33	0%	45	2%
2019			26	0%	33	0%
2020					24	0%

<sup>13</sup> Based on the highest score for each student on a social studies Regents exam

<sup>14</sup> Percent passing among students with valid score

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Passing / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2015	50	21	14	70%
2016	62	41	15	90%
2017	54	23	8	57%
2018	45	9	1	22%
2019	33	2	0	6%
2020	24	0	0	0%

### Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

## GOAL 7: ESSA

### Goal 5: ESSA

The school will remain in good standing.

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

### Goal 7: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the school is not identified for comprehensive or targeted improvement.

### METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

### RESULTS AND EVALUATION

AIM I’s ESSA accountability status for 2020-21 was in Good Standing, therefore meeting this measure.

Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	Good Standing*
2019-20	Good Standing
2020-21	Good Standing

\*Accountability status is based on a finding by the Commissioner of extenuating or extraordinary circumstances.



**Transmittal Form**  
**Annual Financial Statement Audit Report**  
*for SUNY Authorized Charter Schools*

Charter School Name:	New Visions AIM Charter High School I
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Cynthia Rietscha
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	BDO
School Audit Contact Name:	Marc Taub
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

**SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:**

Online Portal: <https://my.epicenternow.org/>

**Required 8 Items:**

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

**And, if applicable:**

The additional items listed below should be included 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 management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	N/A
5) Management Letter Response	N/A
6) Form 990; or Extension Form 8868	Filing Date was extended.
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	N/A
8) Corrective Action Plan	N/A

**NEW VISIONS AIM CHARTER HIGH SCHOOL I**  
**Statement of Financial Position**  
**as of June 30, 2021**

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<b><u>CURRENT ASSETS</u></b>		
Cash and cash equivalents	\$ 340,668	\$ 800,084
Grants and contracts receivable	305,028	122,544
Accounts receivables	-	-
Prepaid expenses	4,887	9,725
Contributions and other receivables	-	-
<b>TOTAL CURRENT ASSETS</b>	<b>650,583</b>	<b>932,353</b>
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	<b>21,277</b>	<b>27,953</b>
<b><u>OTHER ASSETS</u></b>	<b>76,466</b>	<b>76,615</b>
<b>TOTAL ASSETS</b>	<b>748,326</b>	<b>1,036,921</b>
<b><u>LIABILITIES AND NET ASSETS</u></b>		
<b><u>CURRENT LIABILITIES</u></b>		
Accounts payable and accrued expenses	\$ 35,180	\$ 24,926
Accrued payroll and benefits	213,424	157,497
Deferred Revenue	-	-
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	83,686	136,770
<b>TOTAL CURRENT LIABILITIES</b>	<b>332,290</b>	<b>319,193</b>
<b><u>LONG-TERM LIABILITIES</u></b>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	76,999
<b>TOTAL LONG-TERM LIABILITIES</b>	<b>-</b>	<b>76,999</b>
<b>TOTAL LIABILITIES</b>	<b>332,290</b>	<b>396,192</b>
<b><u>NET ASSETS</u></b>		
Without Donor Restrictions	416,036	640,729
With Donor Restrictions	-	-
<b>TOTAL NET ASSETS</b>	<b>416,036</b>	<b>640,729</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>748,326</b>	<b>1,036,921</b>

CK - Should be zero

-

-

**NEW VISIONS AIM CHARTER HIGH SCHOOL I**

**Statement of Activities  
as of June 30, 2021**

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
<b>REVENUE, GAINS AND OTHER SUPPORT</b>				
Public School District				
Resident Student Enrollment	\$ 2,786,258	\$ -	\$ 2,786,258	\$ 2,761,798
Students with disabilities	943,433	-	943,433	885,744
Grants and Contracts				
State and local	3,571	-	3,571	70,519
Federal - Title and IDEA	238,576	-	238,576	175,173
Federal - Other	24,181	-	24,181	20,347
Other	76,999	-	76,999	533,069
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	<b>4,073,018</b>	<b>-</b>	<b>4,073,018</b>	<b>4,446,650</b>
<b>EXPENSES</b>				
Program Services				
Regular Education	\$ 2,109,068	\$ -	\$ 2,109,068	\$ 1,910,305
Special Education	1,833,901	-	1,833,901	1,779,629
Other Programs	-	-	-	-
Total Program Services	3,942,969	-	3,942,969	3,689,934
Management and general	612,301	-	612,301	499,269
Fundraising	-	-	-	-
<b>TOTAL OPERATING EXPENSES</b>	<b>4,555,270</b>	<b>-</b>	<b>4,555,270</b>	<b>4,189,203</b>
<b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	<b>(482,252)</b>	<b>-</b>	<b>(482,252)</b>	<b>257,447</b>
<b>SUPPORT AND OTHER REVENUE</b>				
Contributions				
Foundations	\$ 250,000	\$ -	\$ 250,000	\$ -
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	532	-	532	4,691
Miscellaneous income	7,027	-	7,027	44,355
Net assets released from restriction	-	-	-	-
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	<b>257,559</b>	<b>-</b>	<b>257,559</b>	<b>49,046</b>
<b>CHANGE IN NET ASSETS</b>	<b>(224,693)</b>	<b>-</b>	<b>(224,693)</b>	<b>306,493</b>
NET ASSETS BEGINNING OF YEAR	640,729	-	640,729	334,236
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
<b>NET ASSETS END OF YEAR</b>	<b>\$ 416,036</b>	<b>\$ -</b>	<b>\$ 416,036</b>	<b>\$ 640,729</b>

**NEW VISIONS AIM CHARTER HIGH SCHOOL I**  
**Statement of Cash Flows**  
**as of June 30, 2021**

	<u>2020-21</u>	<u>2019-20</u>
<b>CASH FLOWS - OPERATING ACTIVITIES</b>		
Increase (decrease) in net assets	\$ (224,693)	\$ 306,493
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	(158,987)	-
Depreciation	12,370	4,778
Grants Receivable	-	-
Due from NYS	-	-
Grant revenues	(23,497)	(38,820)
Prepaid Expenses	4,838	20,146
Accounts Payable	10,254	(686,663)
Accrued Expenses	-	-
Accrued Liabilities	55,927	67,377
Contributions and fund-raising activities	-	-
Miscellaneous sources	(76,999)	76,999
Deferred Revenue	(44,744)	5,010
Interest payments	-	-
Other	(8,340)	28,333
Other	196	501,117
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$ (453,675)</b>	<b>\$ 284,770</b>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>		
Purchase of equipment	(5,694)	(30,327)
Other	-	-
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$ (5,694)</b>	<b>\$ (30,327)</b>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>		
Principal payments on long-term debt	-	-
Other	-	-
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ -</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$ (459,369)</b>	<b>\$ 254,443</b>
Cash at beginning of year	876,503	622,060
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$ 417,134</b>	<b>\$ 876,503</b>

**NEW VISIONS AIM CHARTER HIGH SCHOOL I**  
**Statement of Functional Expenses**  
**as of June 30, 2021**

	No. of Positions	2020-21				2019-20			
		Program Services		Fund-raising	Supporting Services Management and	Program Services		Fund-raising	Supporting Services Management and
		Regular Education	Special Education			Other Education	Total		
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	16.00	525,812	389,816	-	915,628	-	445,203	1,360,831	1,227,063
Instructional Personnel	22.00	728,457	756,080	-	1,484,537	-	-	1,484,537	1,347,449
Non-Instructional Personnel	-	-	-	-	-	-	-	-	-
Total Salaries and Staff	38.00	1,254,269	1,145,896	-	2,400,165	-	445,203	2,845,368	2,574,513
Fringe Benefits & Payroll Taxes		232,494	229,066	-	461,560	-	76,587	538,147	469,621
Retirement		83,222	76,031	-	159,253	-	29,539	188,792	114,808
Management Company Fees		205,651	146,433	-	352,084	-	20,885	372,969	371,548
Legal Service		-	-	-	-	-	-	-	358
Accounting / Audit Services		7,719	5,497	-	13,216	-	8,469	21,685	19,434
Other Purchased / Professional / Consulting Services		116,377	84,420	-	200,797	-	11,995	212,792	246,308
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	-	-	-	-
Repairs & Maintenance		3,837	2,732	-	6,569	-	390	6,959	29,704
Insurance		21,498	15,307	-	36,805	-	2,183	38,988	34,827
Utilities		25,311	18,223	-	43,534	-	3,084	46,618	35,200
Supplies / Materials		1,363	866	-	2,229	-	-	2,229	14,294
Equipment / Furnishings		375	315	-	690	-	167	857	5,557
Staff Development		1,287	1,174	-	2,461	-	317	2,778	6,913
Marketing / Recruitment		1,812	1,173	-	2,985	-	499	3,484	1,744
Technology		75,050	52,656	-	127,706	-	6,297	134,003	113,975
Food Service		1,925	1,261	-	3,186	-	89	3,275	33,455
Student Services		13,904	9,539	-	23,443	-	-	23,443	38,062
Office Expense		34,411	23,849	-	58,260	-	4,432	62,692	37,863
Depreciation		6,820	4,857	-	11,677	-	693	12,370	4,778
OTHER		21,743	14,606	-	36,349	-	1,472	37,821	36,242
<b>Total Expenses</b>		<b>\$ 2,109,068</b>	<b>\$ 1,833,901</b>	<b>\$ -</b>	<b>\$ 3,942,969</b>	<b>\$ -</b>	<b>\$ 612,301</b>	<b>\$ 4,555,270</b>	<b>\$ 4,189,202</b>



**GENERAL INSTRUCTIONS FOR  
ANNUAL BUDGET/QUARTERLY REPORT**

**TEMPLATE TABS**

**1- GRAY tab contains the Instructions**

<a href="#">Instructions</a>	Provides description of tabs and input requirements.
<a href="#">Funding by District</a>	Charter School Tuition Rates

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

<a href="#">1.) Name of School</a>	>Select school name from list. >Enter contact information.
<a href="#">2.) Enrollment</a>	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
<a href="#">3.) Staffing Plan</a>	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the <u>Quarter 2 Actuals are being submitted.</u>
<a href="#">4.) Yearly Budget</a>	Enter Yearly Budget information. Includes: >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
<a href="#">5.) Balance Sheet</a>	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Prior Year" column may be <i>initially</i> completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the <u>Quarter 2 Actuals are being submitted.</u>
<a href="#">6.) Quarterly Report</a>	Enter Actual Quarterly Report information. Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
<a href="#">7.) Annual Report Requirement</a>	Complete when submitting Actual Quarter 4.

**CELL COLORS & GUIDANCE COMMENTS**

-  = Enter information into the light BLUE shaded cells.
-  = Cells labeled in ORANGE containe guidance regarding the input of information.
-  = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

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



**ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE**

**New Visions AIM Charter High School I**

<b>SCHOOL</b>	
<b>Name:</b>	New Visions AIM Charter High School I

**CONTACT INFORMATION**

<b>Contact Name:</b>	Cynthia Rietscha
<b>Contact Title:</b>	Chief Operating Officer
<b>Contact Email:</b>	[REDACTED]
<b>Contact Phone:</b>	[REDACTED]

**REPORT PERIOD**

<b>Current Academic Year:</b>	2021-22
<b>Prior Academic Year:</b>	2020-21

NEW VISIONS AIM CHARTER HIGH SCHOOL I  
2021-22

ENROLLMENT BY GRADES

GRADES	1	2	3	4	5	6	7	8	9	10	11	12
INITIAL BUDGETED ENROLLMENT												
TOTAL ENROLLMENT =												

ENROLLMENT BY DISTRICT

PRIOR YEAR ACTUAL	ANNUAL BUDGET								ACTUAL QUARTERLY			
	TOTAL DISTRICTS/ENROLLMENT BY QUARTER				TOTAL DISTRICTS/ENROLLMENT				QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
NUMBER OF SCHOOL DISTRICTS ENROLLED:	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	Actual	Actual	Actual	Actual
	0	Original	Revised	Original	Revised	Original	Revised	Original	Revised	0	0	0
0	190	0	190	0	190	0	190	0	0	0	0	0
<p>*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire REVISED budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.</p>												
PRIOR YEAR 2020-21 Actual Enrollment	ANNUAL BUDGET								ACTUAL ENROLLMENT BY QUARTER			
	ENROLLMENT BY QUARTER				ENROLLMENT BY QUARTER				QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
PRIMARY/OTHER DISTRICT NAME(S)	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment
	Original	Revised	Original	Revised	Original	Revised	Original	Revised	190	190	190	190
1   PRIMARY District	190	0	190	0	190	0	190	0				
2   SECONDARY District												

<b>PRIMARY/OTHER</b>	<b>DISTRICT NAME(S)</b>

<b>PRIOR YEAR</b>	
2020-21	Actual Enrollment

ANNUAL BUDGET ENROLLMENT BY QUARTER											
QUARTER 1			QUARTER 2			QUARTER 3			QUARTER 4		
Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment

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

NEW VISIONS AIM CHARTER HIGH SCHOOL I  
2021-22

STAFFING PLAN FULL TIME EQUIVALENT ( FTE )

*NOTE: Enter the number of FTE positions in the "blue" cells.	PRIOR YEAR 2020-21 ACTUAL	*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the "REVISED" Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" Budget columns for the affected quarters must be completed on tabs 2, 3 and 4.								*NOTE: Each quarter, the actual FTE should be input.				*NOTE: State the assumptions that are being made for personnel FTE levels.
		ADMINISTRATIVE PERSONNEL FTE		ANNUAL BUDGETED FTE		ANNUAL BUDGETED FTE		ANNUAL BUDGETED FTE		ACTUAL QUARTERLY FTE		ACTUAL QUARTERLY FTE		
		Q1 Original	Q1 Revised	Q2 Original	Q2 Revised	Q3 Original	Q3 Revised	Q4 Original	Q4 Revised	Q1 Actual	Q2 Actual	Q3 Actual	Q4 Actual	
<b>ADMINISTRATIVE PERSONNEL FTE</b>	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0	
Executive Management		3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0					
Instructional Management		6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0					
Deans, Directors & Coordinators		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0					
CEO / Director of Finance		2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0					
Operation / Business Manager		2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0					
Administrative Staff		14.0	14.0	14.0	14.0	14.0	14.0	14.0	14.0	0.0	0.0	0.0	0.0	
<b>TOTAL ADMINISTRATIVE STAFF</b>	0.0													
<b>INSTRUCTIONAL PERSONNEL FTE</b>	0.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	13.0	0.0	0.0	0.0	0.0	
Teachers - Regular		2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0					
Teachers - SPED		3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0					
Substitute Teachers														
Teaching Assistants														
Specialty Teachers														
Aides														
Therapists & Counselors														
Other														
<b>TOTAL INSTRUCTIONAL</b>	0.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	0.0	0.0	0.0	0.0	
<b>NON-INSTRUCTIONAL PERSONNEL FTE</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Nurse														
Librarian														
Custodian														
Security														
Other														
<b>TOTAL NON-INSTRUCTIONAL</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
<b>TOTAL PERSONNEL SERVICE FTE</b>	0.0	36.0	36.0	36.0	36.0	36.0	36.0	36.0	36.0	0.0	0.0	0.0	0.0	

**NEW VISIONS AIM CHARTER HIGH SCHOOL I**  
**Budget / Operating Plan**  
**2021-22**

	1st Quarter - 7/1 - 9/30				2nd Quarter - 10/1 - 12/31				3rd Quarter - 1/1 - 3/31				4th Quarter - 4/1 - 6/30			
	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	
<b>Total Revenue</b>	1,362,977	-	-	1,503,310	-	-	827,109	-	-	968,403	-	-	-	-	-	
<b>Total Expenses</b>	1,235,624	-	-	1,212,169	-	-	1,119,152	-	-	1,177,355	-	-	-	-	-	
<b>Net Income</b>	127,353	-	-	291,141	-	-	(292,042)	-	-	(208,951)	-	-	-	-	-	
<b>Actual Student Enrollment</b>	190	-	-	190	-	-	190	-	-	190	-	-	-	-	-	
<b>Prior Year Actual 2020-21 Revenue Per Pupil</b>																
<b>Allocate Per Pupil Revenue by Quarter</b>																
<b>PPR %/Qtr-&gt;</b>	35.0%	25.0%	25.0%	33.0%	25.0%	17.0%	17.0%	25.0%	17.0%	25.0%	25.0%	17.0%	25.0%	25.0%	25.0%	
<b>REVENUE</b>	1,056,119	-	-	1,056,119	-	-	544,061	-	-	544,061	-	-	544,061	-	-	
<b>REVENUES FROM STATE SOURCES</b>																
Per Pupil Rate	16,844															
NYC CHANCELLOR'S OFFICE																
ALL OTHER School Districts: ( Weighted Avg )																
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	16,844															
Special Education Revenue																
Grants																
Stimulus																
DYCD (Department of Youth and Community Development)																
Other																
NYC DoE Rental Assistance																
Other																
TOTAL REVENUE FROM STATE SOURCES	1,362,977	-	-	1,362,977	-	-	697,490	-	-	697,490	-	-	697,490	-	-	
<b>REVENUE FROM FEDERAL FUNDING</b>																
IDEA Special Needs																
Title I				71,760			16,374			49,122			49,122			
Title Funding - Other				16,374			113,245			191,589			191,589			
School Food Service (Free Lunch)				52,199												
Grants																
Charter School Program (CSP) Planning & Implementation																
Other																
TOTAL REVENUE FROM FEDERAL SOURCES				140,333			129,619			240,711			240,711			
<b>LOCAL and OTHER REVENUE</b>																
Contributions and Donations																
Fundraising																
Erate Reimbursement										15,000			15,000			
Earnings on Investments																
Interest Income																
Food Service (Income from meals)																
Text Book																
OTHER																
TOTAL REVENUE FROM LOCAL and OTHER SOURCES																
<b>TOTAL REVENUE</b>	1,362,977	-	-	1,503,310	-	-	827,109	-	-	968,403	-	-	968,403	-	-	

**NEW VISIONS AIM CHARTER HIGH SCHOOL I**  
**Budget / Operating Plan**  
**2021-22**

	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
<b>Total Revenue</b>		1,362,977	-	-	1,503,310	-	-	827,109	-	-	968,403	-	-
<b>Total Expenses</b>		1,235,624	-	-	1,212,169	-	-	1,119,152	-	-	1,177,355	-	-
<b>Net Income</b>		127,353	-	-	291,141	-	-	(292,042)	-	-	(208,951)	-	-
<b>Actual Student Enrollment</b>		190	-	-	190	-	-	190	-	-	190	-	-
<b>EXPENSES</b>													
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>													
	Avg. No. of Positions	49,161	-	-	49,161	-	-	49,161	-	-	49,161	-	-
Executive Management	1.00	90,083	-	-	90,083	-	-	90,083	-	-	90,083	-	-
Instructional Management	3.00	84,359	-	-	84,359	-	-	84,359	-	-	84,359	-	-
Deans, Directors & Coordinators	6.00	36,528	-	-	36,528	-	-	36,528	-	-	36,528	-	-
CFO / Director of Finance	2.00	25,064	-	-	25,064	-	-	25,064	-	-	25,064	-	-
Operation / Business Manager	2.00	285,195	-	-	285,195	-	-	285,195	-	-	285,195	-	-
Administrative Staff	2.00												
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>14.00</b>												
<b>INSTRUCTIONAL PERSONNEL COSTS</b>													
Teachers - Regular	4.00	81,099	-	-	81,099	-	-	81,099	-	-	81,099	-	-
Teachers - SPED	13.00	243,840	-	-	243,840	-	-	243,840	-	-	243,840	-	-
Substitute Teachers	-												
Teaching Assistants	-												
Specialty Teachers	2.00	35,812	-	-	35,812	-	-	35,812	-	-	35,812	-	-
Aides	-												
Therapists & Counselors	3.00	56,296	-	-	56,296	-	-	56,296	-	-	56,296	-	-
Other	-												
<b>TOTAL INSTRUCTIONAL</b>	<b>22.00</b>												
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>													
Nurse	-												
Librarian	-												
Custodian	-												
Security	-												
Other	-												
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>												
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>													
		643,063	-	-	702,242	-	-	702,242	-	-	655,204	-	-
<b>PAYROLL TAXES AND BENEFITS</b>													
Payroll Taxes		56,268	-	-	61,446	-	-	61,446	-	-	57,240	-	-
Fringe / Employee Benefits		93,244	-	-	101,825	-	-	101,825	-	-	94,977	-	-
Retirement / Pension		43,407	-	-	47,401	-	-	47,401	-	-	44,226	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		192,919	-	-	210,672	-	-	210,672	-	-	196,443	-	-
<b>TOTAL PERSONNEL SERVICE COSTS</b>													
		835,982	-	-	912,914	-	-	912,914	-	-	851,647	-	-
<b>CONTRACTED SERVICES</b>													
Accounting / Audit		6,000	-	-	10,000	-	-	6,769	-	-	-	-	-
Legal		5,000	-	-	5,000	-	-	5,000	-	-	5,000	-	-
Management Company Fee		137,371	-	-	137,371	-	-	68,685	-	-	68,685	-	-
Nurse Services													
Food Service / School Lunch													
Payroll Services		3,413	-	-	3,413	-	-	3,413	-	-	3,413	-	-
Special Ed Services													
Titlement Services (i.e. Title I)		25,375	-	-	62,125	-	-	62,625	-	-	62,624	-	-
Other Purchased / Professional / Consulting		177,159	-	-	217,909	-	-	146,492	-	-	139,722	-	-
<b>TOTAL CONTRACTED SERVICES</b>													

**NEW VISIONS AIM CHARTER HIGH SCHOOL I**  
**Budget / Operating Plan**  
**2021-22**

	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
<b>Total Revenue</b>	-	1,362,977	-	-	1,503,310	-	-	827,109	-	-	968,403	-	-
<b>Total Expenses</b>	-	1,235,624	-	-	1,212,169	-	-	1,119,152	-	-	1,177,355	-	-
<b>Net Income</b>	-	127,353	-	-	291,141	-	-	(292,042)	-	-	(208,951)	-	-
<b>Actual Student Enrollment</b>	-	190	-	-	190	-	-	190	-	-	190	-	-
<b>SCHOOL OPERATIONS</b>													
Board Expenses		7,000			1,000			3,000			3,250		
Classroom / Teaching Supplies & Materials													
Special Ed Supplies & Materials		1,500			1,500			500			1,250		
Textbooks / Workbooks		16,000			11,000			2,500			16,500		
Supplies & Materials other		1,000			500			-			-		
Equipment / Furniture		8,100			8,100			8,100			8,100		
Telephone		95,000			3,500			9,000			20,940		
Technology		500			1,500			3,500			4,000		
Student Testing & Assessment													
Field Trips		500			500			500			1,000		
Transportation (student)					4,000			2,000			18,500		
Student Services - other		3,062			3,062			3,062			3,062		
Office Expense		5,000			4,500			2,000			31,100		
Staff Development		1,500			3,000			2,500			3,500		
Staff Recruitment		4,000			500			1,500			4,000		
Student Recruitment / Marketing		500			500			500			1,500		
School Meals / Lunch		6,350			26,650			10,550			51,750		
Travel (Staff)													
Fundraising		150,012			69,812			49,212			168,452		
Other													
<b>TOTAL SCHOOL OPERATIONS</b>													
<b>FACILITY OPERATION &amp; MAINTENANCE</b>													
Insurance		40,937											
Janitorial													
Building and Land Rent / Lease / Facility Finance Interest		500.00			500			500			1,000		
Repairs & Maintenance		6,000			2,000			1,000			4,000		
Equipment / Furniture		4,000			1,000			1,000			1,500		
Security													
Utilities													
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>		51,437			3,500			2,500			6,500		
<b>DEPRECIATION &amp; AMORTIZATION</b>		15,000			2,000			2,000			5,000		
<b>COVID-19 / CONTINGENCY</b>		6,034			6,034			6,034			6,034		
<b>DEFERRED RENT</b>													
<b>TOTAL EXPENSES</b>		1,235,624			1,212,169			1,119,152			1,177,355		
<b>NET INCOME</b>		127,353			291,141			(292,042)			(208,951)		





**NEW VISIONS AIM CHARTER HIGH SCHOOL I**

**Budget / Operating Plan**

2021-22

**DESCRIPTION OF ASSUMPTIONS**

	2021-22			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget
<b>Total Revenue</b>	4,661,799	4,661,799	-	4,661,799	4,661,799
<b>Total Expenses</b>	4,744,298	4,744,298	-	(4,744,298)	(4,744,298)
<b>Net Income</b>	(82,499)	(82,499)	-	(82,499)	(82,499)
<b>Actual Student Enrollment</b>					
<b>EXPENSES</b>					
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>					
			<b>Avg. No. of Positions</b>		
Executive Management	196,644	196,644	1.00	(196,644)	(196,644)
Instructional Management	360,332	360,332	3.00	(360,332)	(360,332)
Deans, Directors & Coordinators	337,436	337,436	6.00	(337,436)	(337,436)
CFO / Director of Finance	-	-	-	-	-
Operation / Business Manager	146,112	146,112	2.00	(146,112)	(146,112)
Administrative Staff	100,256	100,256	2.00	(100,256)	(100,256)
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>1,140,780</b>	<b>1,140,780</b>	<b>14.00</b>	<b>(1,140,780)</b>	<b>(1,140,780)</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>					
Teachers - Regular	273,387	273,387	4.00	(273,387)	(273,387)
Teachers - SPED	920,152	920,152	13.00	(920,152)	(920,152)
Substitute Teachers	-	-	-	-	-
Teaching Assistants	-	-	-	-	-
Specialty Teachers	143,248	143,248	2.00	(143,248)	(143,248)
Aides	-	-	-	-	-
Therapists & Counselors	225,184	225,184	3.00	(225,184)	(225,184)
Other	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	<b>1,561,971</b>	<b>1,561,971</b>	<b>22.00</b>	<b>(1,561,971)</b>	<b>(1,561,971)</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>					
Nurse	-	-	-	-	-
Librarian	-	-	-	-	-
Custodian	-	-	-	-	-
Security	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>2,702,751</b>	<b>2,702,751</b>	<b>36.00</b>	<b>(2,702,751)</b>	<b>(2,702,751)</b>
<b>PAYROLL TAXES AND BENEFITS</b>					
Payroll Taxes	236,400	236,400	-	(236,400)	(236,400)
Fringe / Employee Benefits	391,871	391,871	-	(391,871)	(391,871)
Retirement / Pension	182,435	182,435	-	(182,435)	(182,435)
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>810,706</b>	<b>810,706</b>	<b>-</b>	<b>(810,706)</b>	<b>(810,706)</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>3,513,457</b>	<b>3,513,457</b>	<b>36.00</b>	<b>(3,513,457)</b>	<b>(3,513,457)</b>
<b>CONTRACTED SERVICES</b>					
Accounting / Audit	22,769	22,769	-	(22,769)	(22,769)
Legal	20,000	20,000	-	(20,000)	(20,000)
Management Company Fee	412,112	412,112	-	(412,112)	(412,112)
Nurse Services	-	-	-	-	-
Food Service / School Lunch	13,652	13,652	-	(13,652)	(13,652)
Payroll Services	-	-	-	-	-
Special Ed Services	-	-	-	-	-
Titlment Services (i.e. Title I)	-	-	-	-	-
Other Purchased / Professional / Consulting	212,749	212,749	-	(212,749)	(212,749)
<b>TOTAL CONTRACTED SERVICES</b>	<b>681,282</b>	<b>681,282</b>	<b>-</b>	<b>(681,282)</b>	<b>(681,282)</b>

NEW VISIONS AIM CHARTER HIGH SCHOOL I

Budget / Operating Plan  
2021-22

DESCRIPTION OF ASSUMPTIONS

	2021-22			
	Original Budget	Revised Budget	Variance	VARIANCE Original Budget vs. PY Budget Revised Budget
<b>Total Revenue</b>	4,661,799	4,661,799	-	4,661,799
<b>Total Expenses</b>	4,744,298	4,744,298	-	(4,744,298)
<b>Net Income</b>	(82,499)	(82,499)	-	(82,499)
<b>Actual Student Enrollment</b>				
<b>SCHOOL OPERATIONS</b>				
Board Expenses	14,250	14,250	-	(14,250)
Classroom / Teaching Supplies & Materials	-	-	-	-
Special Ed Supplies & Materials	4,750	4,750	-	(4,750)
Textbooks / Workbooks	46,000	46,000	-	(46,000)
Supplies & Materials other	1,500	1,500	-	(1,500)
Equipment / Furniture	32,400	32,400	-	(32,400)
Telephone	128,440	128,440	-	(128,440)
Technology	9,500	9,500	-	(9,500)
Student Testing & Assessment	-	-	-	-
Field Trips	2,500	2,500	-	(2,500)
Transportation (student)	24,500	24,500	-	(24,500)
Student Services - other	12,248	12,248	-	(12,248)
Office Expense	42,600	42,600	-	(42,600)
Staff Development	10,500	10,500	-	(10,500)
Staff Recruitment	10,000	10,000	-	(10,000)
Student Recruitment / Marketing	-	-	-	-
School Meals / Lunch	3,000	3,000	-	(3,000)
Travel (Staff)	-	-	-	-
Fundraising	95,300	95,300	-	(95,300)
Other	437,488	437,488	-	(437,488)
<b>TOTALSCHOOL OPERATIONS</b>	<b>40,937</b>	<b>40,937</b>	<b>-</b>	<b>(40,937)</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>				
Insurance	2,500	2,500	-	(2,500)
Janitorial	13,000	13,000	-	(13,000)
Building and Land Rent / Lease / Facility Finance Interest	7,500	7,500	-	(7,500)
Repairs & Maintenance	-	-	-	-
Equipment / Furniture	-	-	-	-
Security	63,937	63,937	-	(63,937)
Utilities	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>24,000</b>	<b>24,000</b>	<b>-</b>	<b>(24,000)</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>	<b>24,134</b>	<b>24,134</b>	<b>-</b>	<b>(24,134)</b>
<b>COVID-19 / CONTINGENCY</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>DEFERRED RENT</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL EXPENSES</b>	<b>4,744,298</b>	<b>4,744,298</b>	<b>-</b>	<b>(4,744,298)</b>
<b>NET INCOME</b>	<b>(82,499)</b>	<b>(82,499)</b>	<b>-</b>	<b>(82,499)</b>

NEW VISIONS AIM CHARTER HIGH SCHOOL I

		Budget / Operating Plan				2021-22		DESCRIPTION OF ASSUMPTIONS
		Total Year		VARIANCE		Revised Budget vs. PY Budget		
		Original Budget	Revised Budget	Original Budget	Revised Budget			
Total Revenue		4,661,799	4,661,799	4,661,799	4,661,799			
Total Expenses		4,744,298	4,744,298	(4,744,298)	(4,744,298)			
Net Income		(82,499)	(82,499)	(82,499)	(82,499)			
Actual Student Enrollment								
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b> Number of Districts: NYC CHANCELLOR'S OFFICE - - - - - - - - - - - - - - ALL OTHER School Districts: ( Weighted Avg ) TOTAL ENROLLMENT REVENUE PER PUPIL EXPENSES PER PUPIL								

**NEW VISIONS AIM CHARTER HIGH SCHOOL I**  
**Budget / Operating Plan**  
**2021-22**

	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30			Original Budget	Original Budget
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance		
<b>Total Revenue</b>	-	1,362,977	-	-	1,503,310	-	-	827,109	-	-	968,403	-	-	4,661,799	
<b>Total Expenses</b>	-	1,235,624	-	-	1,212,169	-	-	1,119,152	-	-	1,177,355	-	-	4,744,298	
<b>Net Income</b>	-	127,353	-	-	291,141	-	-	(292,042)	-	-	(208,951)	-	-	(82,499)	
<b>Actual Student Enrollment</b>	-	190	-	-	190	-	-	190	-	-	190	-	-	(82,499)	
<b>CASH FLOW ADJUSTMENTS</b>															
<b>OPERATING ACTIVITIES (enter descriptions below)</b>															
Example - Add Back Depreciation															
Other															
Total Operating Activities															
<b>INVESTMENT ACTIVITIES (enter descriptions below)</b>															
Example - Subtract Property and Equipment Expenditures															
Other															
Total Investment Activities															
<b>FINANCING ACTIVITIES (enter descriptions below)</b>															
Example - Add Expected Proceeds from a Loan or Line of Credit															
Other															
Total Financing Activities															
<b>Total Cash Flow Adjustments</b>															
<b>NET INCOME</b>	-	127,353	-	-	291,141	-	-	(292,042)	-	-	(208,951)	-	-	(82,499)	
<b>Beginning Cash Balance</b>	-	-	-	-	127,353	-	-	418,495	-	-	126,452	-	-	-	
<b>ENDING CASH BALANCE</b>	-	127,353	-	-	418,495	-	-	126,452	-	-	(82,499)	-	-	(82,499)	

NEW VISIONS AIM CHARTER HIGH SCHOOL I

Budget / Operating Plan

2021-22

	2021-22		VARIANCE		DESCRIPTION OF ASSUMPTIONS
	Budget	Actual	Original Budget	Revised Budget	
Total Revenue	4,661,799	4,661,799	4,661,799	4,661,799	
Total Expenses	4,744,298	(4,744,298)	(4,744,298)	(4,744,298)	
Net Income	(82,499)	-	(82,499)	(82,499)	
Actual Student Enrollment					
	Total Year		Original Budget	Revised Budget	
	Revised Budget	Variance	Budget	Budget	
<b>CASH FLOW ADJUSTMENTS</b>					
OPERATING ACTIVITIES (enter descriptions below)					
Example - Add Back Depreciation	-	-	-	-	
Other	-	-	-	-	
Total Operating Activities	-	-	-	-	
INVESTMENT ACTIVITIES (enter descriptions below)					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	
Other	-	-	-	-	
Total Investment Activities	-	-	-	-	
FINANCING ACTIVITIES (enter descriptions below)					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	
Other	-	-	-	-	
Total Financing Activities	-	-	-	-	
Total Cash Flow Adjustments	-	-	-	-	
NET INCOME	(82,499)	-	(82,499)	(82,499)	
Beginning Cash Balance	-	-	-	-	
ENDING CASH BALANCE	(82,499)	-	(82,499)	(82,499)	

**NEW VISIONS AIM CHARTER HIGH SCHOOL I**  
**BALANCE SHEET**  
**2021-22**

Prior Year	Q1	Q2	Q3	Q4
2020-21	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<u>ASSETS</u>				
<b>CURRENT ASSETS</b>				
	-	-	-	-
Cash and cash equivalents	-	-	-	-
Grants and contracts receivable	-	-	-	-
Accounts receivables	-	-	-	-
Prepaid Expenses	-	-	-	-
Contributions and other receivables	-	-	-	-
	-	-	-	-
<b>TOTAL CURRENT ASSETS</b>	-	-	-	-
<b>PROPERTY, BUILDING AND EQUIPMENT, net</b>				
	-	-	-	-
	-	-	-	-
	-	-	-	-
	-	-	-	-
<b>TOTAL ASSETS</b>	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>				
<b>CURRENT LIABILITIES</b>				
	-	-	-	-
Accounts payable and accrued expenses	-	-	-	-
Accrued payroll and benefits	-	-	-	-
Deferred Revenue	-	-	-	-
Current maturities of long-term debt	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-
Other	-	-	-	-
	-	-	-	-
<b>TOTAL CURRENT LIABILITIES</b>	-	-	-	-
<b>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</b>				
	-	-	-	-
	-	-	-	-
<b>TOTAL LIABILITIES</b>	-	-	-	-
<b>NET ASSETS</b>				
	-	-	-	-
Unrestricted	-	-	-	-
Temporarily restricted	-	-	-	-
	-	-	-	-
<b>TOTAL NET ASSETS</b>	-	-	-	-
<b>TOTAL LIABILITIES AND NET ASSETS</b>				
	-	-	-	-
	-	-	-	-
<b>TOTAL LIABILITIES AND NET ASSETS</b>	-	-	-	-



**NEW VISIONS AIM CHARTER HIGH SCHOOL I**  
**Budget / Operating Plan**  
**2021-22**

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
Total Revenue	-	1,362,977	-	-	1,503,310	-	-	827,109	-	-	968,403	-
Total Expenses	-	1,235,624	-	-	1,212,169	-	-	1,119,152	-	-	1,177,355	-
Net Income	-	127,353	-	-	291,141	-	-	(292,042)	-	-	(208,951)	-
Actual Student Enrollment	-	190	-	-	190	-	-	190	-	-	190	-

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

	Quarter 0			Quarter 0			Quarter 0			Quarter 0		
	Actual	Current Budget	Variance									
<b>EXPENSES</b>												
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>												
Executive Management	-	49,161	-	-	49,161	-	-	49,161	-	-	49,161	-
Instructional Management	-	90,083	-	-	90,083	-	-	90,083	-	-	90,083	-
Deans, Directors & Coordinators	-	84,359	-	-	84,359	-	-	84,359	-	-	84,359	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	36,528	-	-	36,528	-	-	36,528	-	-	36,528	-
Administrative Staff	-	25,064	-	-	25,064	-	-	25,064	-	-	25,064	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	<b>285,195</b>	-									
<b>INSTRUCTIONAL PERSONNEL COSTS</b>												
Teachers - Regular	-	54,038	-	-	81,099	-	-	81,099	-	-	57,151	-
Teachers - SPED	-	213,979	-	-	243,840	-	-	243,840	-	-	218,493	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	33,555	-	-	35,812	-	-	35,812	-	-	38,069	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	56,296	-	-	56,296	-	-	56,296	-	-	56,296	-
Other	-	357,868	-	-	417,047	-	-	417,047	-	-	370,009	-
<b>TOTAL INSTRUCTIONAL</b>	-	<b>643,063</b>	-	-	<b>702,242</b>	-	-	<b>702,242</b>	-	-	<b>655,204</b>	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>												
Nurse	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	-	<b>643,063</b>	-	-	<b>702,242</b>	-	-	<b>702,242</b>	-	-	<b>655,204</b>	-
<b>PAYROLL TAXES AND BENEFITS</b>												
Payroll Taxes	-	56,268	-	-	61,446	-	-	61,446	-	-	57,240	-
Fringe / Employee Benefits	-	93,244	-	-	101,825	-	-	101,825	-	-	94,977	-
Retirement / Pension	-	43,407	-	-	47,401	-	-	47,401	-	-	44,226	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	<b>192,919</b>	-	-	<b>210,672</b>	-	-	<b>210,672</b>	-	-	<b>196,443</b>	-
<b>TOTAL PERSONNEL SERVICE COSTS</b>	-	<b>835,982</b>	-	-	<b>912,914</b>	-	-	<b>912,914</b>	-	-	<b>851,647</b>	-
<b>CONTRACTED SERVICES</b>												
Accounting / Audit	-	6,000	-	-	10,000	-	-	6,769	-	-	5,000	-
Legal	-	5,000	-	-	5,000	-	-	5,000	-	-	5,000	-
Management Company Fee	-	137,371	-	-	137,371	-	-	68,685	-	-	68,685	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	3,413	-	-	3,413	-	-	3,413	-	-	3,413	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	25,375	-	-	62,125	-	-	62,625	-	-	62,624	-
Other Purchased / Professional / Consulting	-	177,159	-	-	217,909	-	-	146,492	-	-	139,722	-
<b>TOTAL CONTRACTED SERVICES</b>	-	<b>177,159</b>	-	-	<b>217,909</b>	-	-	<b>146,492</b>	-	-	<b>139,722</b>	-

**NEW VISIONS AIM CHARTER HIGH SCHOOL I**  
**Budget / Operating Plan**

**2021-22**

Total Revenue	-	1,362,977	-	1,503,310	-	827,109	-	968,403
Total Expenses	-	1,235,624	-	1,212,169	-	1,119,152	-	1,177,355
Net Income	-	127,353	-	291,141	-	(292,042)	-	(208,951)
Actual Student Enrollment	-	190	-	190	-	190	-	190

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

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
<b>SCHOOL OPERATIONS</b>												
Board Expenses												
Classroom / Teaching Supplies & Materials		7,000	-		1,000	-		3,000	-		3,250	-
Special Ed Supplies & Materials			-			-			-			-
Textbooks / Workbooks		1,500	-		1,500	-		500	-		1,250	-
Supplies & Materials other		16,000	-		11,000	-		2,500	-		16,500	-
Equipment / Furniture		1,000	-		500	-			-			-
Telephone		8,100	-		8,100	-		8,100	-		8,100	-
Technology		95,000	-		3,500	-		9,000	-		20,940	-
Student Testing & Assessment		500	-		1,500	-		3,500	-		4,000	-
Field Trips			-			-			-			-
Transportation (student)		500	-		500	-		500	-		1,000	-
Student Services - other			-		4,000	-		2,000	-		18,500	-
Office Expense		3,062	-		3,062	-		3,062	-		3,062	-
Staff Development		5,000	-		4,500	-		2,000	-		31,100	-
Staff Recruitment		1,500	-		3,000	-		2,500	-		3,500	-
Student Recruitment / Marketing		4,000	-		500	-		1,500	-		4,000	-
School Meals / Lunch			-			-			-			-
Travel (Staff)		500	-		500	-		500	-		1,500	-
Fundraising			-			-			-			-
Other		6,350	-		26,650	-		10,550	-		51,750	-
<b>TOTAL SCHOOL OPERATIONS</b>		<b>150,012</b>			<b>69,812</b>			<b>49,212</b>			<b>168,452</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>												
Insurance		40,937	-			-			-			-
Janitorial			-			-			-			-
Building and Land Rent / Lease / Facility Finance Interest		500	-		500	-		500	-		1,000	-
Repairs & Maintenance		6,000	-		2,000	-		1,000	-		4,000	-
Equipment / Furniture		4,000	-		1,000	-		1,000	-		1,500	-
Security			-			-			-			-
Utilities			-			-			-			-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>		<b>51,437</b>			<b>3,500</b>			<b>2,500</b>			<b>6,500</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>												
COVID-19 / CONTINGENCY		15,000	-		2,000	-		2,000	-		5,000	-
DEFERRED RENT		6,034	-		6,034	-		6,034	-		6,034	-
<b>TOTAL EXPENSES</b>		<b>1,235,624</b>			<b>1,212,169</b>			<b>1,119,152</b>			<b>1,177,355</b>	
<b>NET INCOME</b>		<b>127,353</b>			<b>291,141</b>			<b>(292,042)</b>			<b>(208,951)</b>	







NEW VISIONS AIM CHARTER HIGH SCHOOL I

Budget / Operating Plan

2021-22

	Actual		Current Budget		Current Budget - TY		Actual vs. Current Budget TY		Original Budget		Original Budget - TY		Actual vs. Original Budget TY		PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)		Actual CY vs. Actual PY	
Total Revenue	-	-	-	-	4,661,799	(4,661,799)	-	-	4,661,799	(4,661,799)	-	-	4,661,799	(4,661,799)	-	-	-	-
Total Expenses	-	-	-	-	4,744,298	(4,744,298)	-	-	4,744,298	(4,744,298)	-	-	4,744,298	(4,744,298)	-	-	-	-
Net Income	-	-	-	-	(82,499)	82,499	-	-	(82,499)	82,499	-	-	(82,499)	82,499	-	-	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed																		
<b>SCHOOL OPERATIONS</b>																		
Board Expenses	-	-	-	-	14,250	(14,250)	-	-	14,250	(14,250)	-	-	14,250	(14,250)	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	4,750	(4,750)	-	-	4,750	(4,750)	-	-	4,750	(4,750)	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	46,000	(46,000)	-	-	46,000	(46,000)	-	-	46,000	(46,000)	-	-	-	-
Textbooks / Workbooks	-	-	-	-	1,500	(1,500)	-	-	1,500	(1,500)	-	-	1,500	(1,500)	-	-	-	-
Supplies & Materials other	-	-	-	-	32,400	(32,400)	-	-	32,400	(32,400)	-	-	32,400	(32,400)	-	-	-	-
Equipment / Furniture	-	-	-	-	128,440	(128,440)	-	-	128,440	(128,440)	-	-	128,440	(128,440)	-	-	-	-
Telephone	-	-	-	-	9,500	(9,500)	-	-	9,500	(9,500)	-	-	9,500	(9,500)	-	-	-	-
Technology	-	-	-	-	2,500	(2,500)	-	-	2,500	(2,500)	-	-	2,500	(2,500)	-	-	-	-
Student Testing & Assessment	-	-	-	-	24,500	(24,500)	-	-	24,500	(24,500)	-	-	24,500	(24,500)	-	-	-	-
Field Trips	-	-	-	-	12,248	(12,248)	-	-	12,248	(12,248)	-	-	12,248	(12,248)	-	-	-	-
Transportation (student)	-	-	-	-	42,600	(42,600)	-	-	42,600	(42,600)	-	-	42,600	(42,600)	-	-	-	-
Student Services - other	-	-	-	-	10,500	(10,500)	-	-	10,500	(10,500)	-	-	10,500	(10,500)	-	-	-	-
Office Expense	-	-	-	-	10,000	(10,000)	-	-	10,000	(10,000)	-	-	10,000	(10,000)	-	-	-	-
Staff Development	-	-	-	-	3,000	(3,000)	-	-	3,000	(3,000)	-	-	3,000	(3,000)	-	-	-	-
Staff Recruitment	-	-	-	-	95,300	(95,300)	-	-	95,300	(95,300)	-	-	95,300	(95,300)	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	437,488	(437,488)	-	-	437,488	(437,488)	-	-	437,488	(437,488)	-	-	-	-
School Meals / Lunch	-	-	-	-	40,937	(40,937)	-	-	40,937	(40,937)	-	-	40,937	(40,937)	-	-	-	-
Travel (Staff)	-	-	-	-	2,500	(2,500)	-	-	2,500	(2,500)	-	-	2,500	(2,500)	-	-	-	-
Fundraising	-	-	-	-	13,000	(13,000)	-	-	13,000	(13,000)	-	-	13,000	(13,000)	-	-	-	-
Other	-	-	-	-	7,500	(7,500)	-	-	7,500	(7,500)	-	-	7,500	(7,500)	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	-	-	-	-	63,937	(63,937)	-	-	63,937	(63,937)	-	-	63,937	(63,937)	-	-	-	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>	-	-	-	-	24,000	(24,000)	-	-	24,000	(24,000)	-	-	24,000	(24,000)	-	-	-	-
Insurance	-	-	-	-	24,134	(24,134)	-	-	24,134	(24,134)	-	-	24,134	(24,134)	-	-	-	-
Janitorial	-	-	-	-	4,744,298	(4,744,298)	-	-	4,744,298	(4,744,298)	-	-	4,744,298	(4,744,298)	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	(82,499)	82,499	-	-	(82,499)	82,499	-	-	(82,499)	82,499	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	-	-	-	4,744,298	(4,744,298)	-	-	4,744,298	(4,744,298)	-	-	4,744,298	(4,744,298)	-	-	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
COVID-19 / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	-	-	-	-	4,744,298	(4,744,298)	-	-	4,744,298	(4,744,298)	-	-	4,744,298	(4,744,298)	-	-	-	-
<b>NET INCOME</b>	-	-	-	-	(82,499)	82,499	-	-	(82,499)	82,499	-	-	(82,499)	82,499	-	-	-	-





**Annual Report Requirement**  
*for SUNY Authorized Charter Schools*  
**NEW VISIONS AIM CHARTER HIGH SCHOOL I**  
**2021-22**

Administrative expenditures per pupil:

\$0.00

Per NYS Statute

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

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

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	New Visions AIM Charter High School I & II
Name of trustee (print):	Elizabeth Chu
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

■ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3)** 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature: 

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	New Visions AIM Charter High School I & II
Name of trustee (print):	Elizabeth Chu
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
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Questions	
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None

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Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

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Name of trustee (print):	Elizabeth Chu
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	

Home Address	
Please complete with <i>changes</i> only:	
Street:	
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Phone:	

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Please complete with <i>changes</i> only:	
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For the school year ended June 30, 2021

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Name of trustee (print):	Elizabeth Chu
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	

Home Address	
Please complete with <i>changes</i> only:	
Street:	
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For the school year ended June 30, 2021

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Name of trustee (print):	Elizabeth Chu
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	N/A
Email Address:	[REDACTED]

Home Address	
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**Trustee Signature**

Signature:

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**NEW VISIONS AIM  
CHARTER HIGH SCHOOL I**

**FINANCIAL STATEMENTS**  
JUNE 30, 2021 AND 2020

# NEW VISIONS AIM CHARTER HIGH SCHOOL I

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Fax: 212-576-1414  
www.bdo.com

600 Third Avenue, 3rd Floor  
New York, NY 10016

## **INDEPENDENT AUDITOR'S REPORT**

To the Board of Trustees  
New Visions AIM Charter High School I  
New York, New York

### **Report on the Financial Statements**

We have audited the accompanying financial statements of New Visions AIM Charter High School I (the "School"), which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses, and cash flows for the year 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.

### **Auditor's Responsibility**

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit 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 of 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 auditor's 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 School'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 School'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.

### **Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of New Visions AIM Charter High School I as of June 30, 2021, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.



### **Other Matters**

The financial statements of New Visions AIM Charter High School I as of and for the year ended June 30, 2020 were audited by MBAF CPAs, LLC ("MBAF"), whose partners and professional staff joined BDO USA, LLP as of January 16, 2021, and has subsequently ceased operations. MBAF expressed an unmodified opinion on those statements in their report dated October 28, 2020.

### **Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated October 29, 2021 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 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.

*BDO USA, LLP*

New York, NY  
October 29, 2021

**NEW VISIONS AIM CHARTER HIGH SCHOOL I**

STATEMENTS OF FINANCIAL POSITION

JUNE 30, 2021 AND 2020

<b>ASSETS</b>	<b>2021</b>	<b>2020</b>
Cash	\$ 340,668	\$ 800,084
Cash - restricted	76,466	76,419
Grants receivable	146,041	122,544
Due from NYC Department of Education	158,987	-
Due from related entities	-	196
Prepaid expenses and other assets	4,887	9,725
Property and equipment, net	21,277	27,953
	<u>\$ 748,326</u>	<u>\$ 1,036,921</u>
<b>LIABILITIES AND NET ASSETS</b>		
<b>LIABILITIES</b>		
Accounts payable and accrued expenses	\$ 35,180	\$ 24,926
Accrued salaries and other payroll related expenses	213,424	157,497
Refundable advance from Paycheck Protection Program	-	76,999
Due to related entities	83,686	92,026
Due to NYC Department of Education	-	44,744
	<u>332,290</u>	<u>396,192</u>
<b>NET ASSETS</b>		
Net assets - without donor restrictions	416,036	640,729
	<u>\$ 748,326</u>	<u>\$ 1,036,921</u>

See accompanying notes to the financial statements.

**NEW VISIONS AIM CHARTER HIGH SCHOOL I**  
**STATEMENTS OF ACTIVITIES**  
**FOR THE YEARS ENDED JUNE 30, 2021 AND 2020**

	<b>2021</b>	<b>2020</b>
<b>OPERATING REVENUE WITHOUT DONOR RESTRICTIONS</b>		
State and local per pupil operating revenue	\$ 3,733,485	\$ 3,675,528
Government grants and contracts	339,533	771,122
	<u>4,073,018</u>	<u>4,446,650</u>
<b>EXPENSES</b>		
Program services:		
General education	2,109,068	1,910,305
Special education	1,833,901	1,779,629
Management and general	612,301	499,269
	<u>4,555,270</u>	<u>4,189,203</u>
<b>SUPPORT AND OTHER INCOME</b>		
Contributions and other income	257,027	44,355
Interest income	532	4,691
	<u>257,559</u>	<u>49,046</u>
<b>CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS</b>	(224,693)	306,493
<b>NET ASSETS - BEGINNING OF YEAR</b>	<u>640,729</u>	<u>334,236</u>
<b>NET ASSETS - END OF YEAR</b>	<u><b>\$ 416,036</b></u>	<u><b>\$ 640,729</b></u>

See accompanying notes to the financial statements.

**NEW VISIONS AIM CHARTER HIGH SCHOOL I**

STATEMENT OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED JUNE 30, 2021

	No. of Positions	Program Services			Total	Supporting Services	
		Regular Education	Special Education			Management and General	2021
Personnel service costs							
Administrative staff personnel	16	\$ 525,812	\$ 389,816	\$ 915,628	\$ 445,203	\$ 1,360,831	
Instructional personnel	22	728,457	756,080	1,484,537	-	1,484,537	
Total salaries and staff	38	1,254,269	1,145,896	2,400,165	445,203	2,845,368	
Fringe benefits and payroll taxes		232,494	229,066	461,560	76,587	538,147	
Retirement		83,222	76,031	159,253	29,539	188,792	
Management company fee		205,651	146,433	352,084	20,885	372,969	
Accounting and audit services		7,719	5,497	13,216	8,469	21,685	
Other purchases of professional and consulting services		116,377	84,420	200,797	11,995	212,792	
Repairs and maintenance		3,837	2,732	6,569	390	6,959	
Insurance		21,498	15,307	36,805	2,183	38,988	
Utilities		25,311	18,223	43,534	3,084	46,618	
Instructional supplies and materials		1,363	866	2,229	-	2,229	
Equipment and furnishings		375	315	690	167	857	
Staff development		1,287	1,174	2,461	317	2,778	
Marketing and recruitment		1,812	1,173	2,985	499	3,484	
Technology		75,050	52,656	127,706	6,297	134,003	
Food service		1,925	1,261	3,186	89	3,275	
Student services		13,904	9,539	23,443	-	23,443	
Office expense		34,411	23,849	58,260	4,432	62,692	
Depreciation		6,820	4,857	11,677	693	12,370	
Other		21,743	14,606	36,349	1,472	37,821	
		<b>\$ 2,109,068</b>	<b>\$ 1,833,901</b>	<b>\$ 3,942,969</b>	<b>\$ 612,301</b>	<b>\$ 4,555,270</b>	

**NEW VISIONS AIM CHARTER HIGH SCHOOL I**

STATEMENT OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED JUNE 30, 2020

	No. of Positions	Program Services			Total	Supporting Services	
		Regular Education	Special Education	Total		Management and General	
						2019	2020
Personnel service costs							
Administrative staff personnel	16	\$ 475,152	\$ 367,744	\$ 842,896	\$ 384,168	\$ 1,227,064	
Instructional personnel	19	656,224	691,225	1,347,449	-	1,347,449	
Total salaries and staff	35	1,131,376	1,058,969	2,190,345	384,168	2,574,513	
Fringe benefits and payroll taxes		202,862	202,588	405,450	64,170	469,620	
Retirement		50,453	47,223	97,676	17,131	114,807	
Management company fee		190,469	170,713	361,182	10,366	371,548	
Legal services		215	143	358	-	358	
Accounting and audit services		7,177	6,432	13,609	5,825	19,434	
Other purchases of professional and consulting services		114,507	125,846	240,353	5,955	246,308	
Repairs and maintenance		15,207	13,630	28,837	868	29,705	
Insurance		17,854	16,002	33,856	972	34,828	
Utilities		18,283	15,806	34,089	1,111	35,200	
Instructional supplies and materials		8,593	5,701	14,294	-	14,294	
Equipment and furnishings		2,167	2,145	4,312	1,245	5,557	
Staff development		3,529	2,918	6,447	466	6,913	
Marketing and recruitment		952	719	1,671	73	1,744	
Technology		62,330	48,946	111,276	2,699	113,975	
Food service		18,578	14,086	32,664	791	33,455	
Student services		22,432	15,630	38,062	-	38,062	
Office expense		19,630	15,293	34,923	2,940	37,863	
Depreciation		2,450	2,195	4,645	133	4,778	
Other		21,241	14,644	35,885	356	36,241	
		<b>\$ 1,910,305</b>	<b>\$ 1,779,629</b>	<b>\$ 3,689,934</b>	<b>\$ 499,269</b>	<b>\$ 4,189,203</b>	

**NEW VISIONS AIM CHARTER HIGH SCHOOL I**STATEMENTS OF CASH FLOWS  
FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

	<b>2021</b>	<b>2020</b>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Cash received from operating revenue	\$ 3,890,730	\$ 4,412,840
Other cash received	257,559	49,046
Cash paid to employees and suppliers	<u>(4,601,964)</u>	<u>(4,177,116)</u>
NET CASH (USED IN) PROVIDED BY OPERATING ACTIVITIES	(453,675)	284,770
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Purchase of property and equipment	<u>(5,694)</u>	<u>(30,327)</u>
NET (DECREASE) INCREASE IN CASH	(459,369)	254,443
CASH AND CASH - RESTRICTED - BEGINNING OF YEAR	<u>876,503</u>	<u>622,060</u>
CASH AND CASH - RESTRICTED - END OF YEAR	<u><b>\$ 417,134</b></u>	<u><b>\$ 876,503</b></u>
<b>Reconciliation of change in net assets to net cash (used in) provided by operating activities:</b>		
Change in net assets	\$ (224,693)	\$ 306,493
Adjustments to reconcile change in net assets to net cash (used in) provided by operating activities:		
Depreciation	12,370	4,778
Changes in operating assets and liabilities:		
Grants receivable	(23,497)	(38,820)
Due from NYC Department of Education	(158,987)	-
Due from related entities	196	501,117
Prepaid expenses and other assets	4,838	20,146
Accounts payable and accrued expenses	10,254	(686,663)
Accrued salaries and other payroll related expenses	55,927	67,377
Refundable advance from Paycheck Protection Program	(76,999)	76,999
Due to related entities	(8,340)	28,333
Due to NYC Department of Education	<u>(44,744)</u>	<u>5,010</u>
NET CASH (USED IN) PROVIDED BY OPERATING ACTIVITIES	<u><b>\$ (453,675)</b></u>	<u><b>\$ 284,770</b></u>
<b>Cash and cash - restricted consist of:</b>		
Cash	\$ 340,668	\$ 800,084
Cash - restricted	<u>76,466</u>	<u>76,419</u>
	<u><b>\$ 417,134</b></u>	<u><b>\$ 876,503</b></u>

See accompanying notes to the financial statements.

# NEW VISIONS AIM CHARTER HIGH SCHOOL I

## NOTES TO FINANCIAL STATEMENTS JUNE 30, 2021 AND 2020

### 1. NATURE OF THE ORGANIZATION

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New Visions AIM Charter High School I (the "School") is a New York State not-for-profit educational corporation that was incorporated on April 5, 2011 to operate a charter school pursuant to Article 56 of the Educational Law of the State of New York. The School was granted a provisional charter on April 5, 2011, valid for a term of five years and renewable by the Board of Regents of the University of the State of New York. The School's charter was renewed and restructured for an additional five years, expiring in July 2022.

The School opened its doors in the fall of 2012 in Brooklyn with a rigorous academic program and a highly structured and supportive school culture. While the School is comprised of students from many backgrounds, it is uniquely designed to meet the needs of at-risk students who are currently in the foster care and child welfare system.

The School, as determined by the Internal Revenue Service, is exempt from federal income tax under Section 501(a) of the Internal Revenue Code ("IRC") as an organization described in Section 501(c)(3) of the IRC. It is also exempt under a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) of the IRC and qualifies for deductible contributions as provided in Section 170(b)(1)(A)(ii) of the IRC.

### 2. SIGNIFICANT ACCOUNTING POLICIES

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#### Financial Statement Presentation

The School's financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP").

The classification of the School's net assets and its support, revenues, and expenses is based on the existence or absence of donor-imposed restrictions. It requires that the amounts for each of the two classes of net assets – with donor restrictions or without donor restrictions – be displayed in a statement of financial position and that the amount of the change in each of those classes of net assets be displayed in a statement of activities.

These classes are defined as follows:

Net Assets with Donor Restrictions consist of contributions and other inflows of assets whose use is subject to donor-imposed restrictions that are more specific than broad limits reflecting the nature of the not-for-profit entity, the environment in which it operates and the purposes specified in its articles of incorporation or bylaws or comparable documents. Donor-imposed restrictions may be temporary in nature, such as stipulating that resources may be used only after a specified date or limited to specific programs or services. Certain donor-imposed restrictions are perpetual in nature.

Net Assets without Donor Restrictions consist of contributions and other inflows of assets whose use is not subject to donor-imposed restrictions. This net asset category includes both contributions not subject to donor restrictions and exchange transactions, and are, therefore, available for general operations.

At June 30, 2021 and 2020, the School had no assets with donor restrictions.

#### Cash - Restricted

An escrow account in the amount of \$76,466 and \$76,419 was held aside under the provisions of the School's charter to pay for legal and audit expenses that would be associated with a dissolution should it occur, as required by the New York State Education Department for the years ended June 30, 2021 and 2020.

# NEW VISIONS AIM CHARTER HIGH SCHOOL I

## NOTES TO FINANCIAL STATEMENTS JUNE 30, 2021 AND 2020

### 2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

#### Grants Receivable

Grants receivable represent federal and state entitlements and grants. Grants receivable are expected to be collected within one year, are recorded at net realizable value, and amount to \$146,041 and \$122,544 at June 30, 2021 and 2020, respectively. The School evaluates the collectability of the receivables and employs the allowance method. The School has determined that no allowance for uncollectible accounts is necessary at June 30, 2021 and 2020. Such estimate is based on management's assessment of the aged basis of its receivables, as well as current economic conditions and historical information.

#### Contributions

Transfers of cash or other assets or settlement of liabilities that are both voluntary and nonreciprocal are recognized as contributions.

Contributions may either be conditional or unconditional. A contribution is considered conditional when the donor imposes both a measurable barrier and a right of return. Conditional contributions are recognized as revenue on the date all donor-imposed barriers are overcome or explicitly waived by the donor. Barriers may include specific and measurable outcomes, limitations on the performance of an activity and other stipulations related to the contribution. A donor has a right of return of any assets transferred or a right of release of its obligation to transfer any assets in the event the School fails to overcome one or more barriers. Assets received before the barrier is overcome are accounted for as refundable advances.

Unconditional contributions may or may not be subject to donor-imposed restrictions. Donor-imposed restrictions limit the use of the donated assets as to time or purpose restrictions.

Contributions subject to donor restrictions are recognized in changes in net assets with donor restrictions. When a purpose restriction is satisfied or when a time restriction expires, the contribution is reported as net assets released from restrictions and is recognized in changes in net assets without donor restrictions in the statement of activities.

#### Revenue Recognition

##### Per-Pupil Revenue

The School recognizes revenues from per-pupil funding in the fiscal year in which the academic programs are provided. Per-pupil revenue is billed and received based on the total number of full-time equivalent ("FTE") students and the basic charter school tuition rate for the school district of residence of the students attending the School in any given fiscal year for general education and special education. The FTE is formula-driven and based on the number of days the student has been with the School as a proportion of the number of days in the entire school year (the calculation is done by using the New York State calculator online). The School's total student population includes general education and special education students. The School has determined that revenue from its students has the same performance obligations, types of contract, and services rendered. As a result, the student body is viewed as one customer base for revenue purposes. The School uses a portfolio approach to account for per-pupil contracts as a collective group rather than recognizing revenue on an individual-contract basis. The School believes that revenue recognized by utilizing the portfolio approach approximates the revenue that would have been recognized if an individual contract approach were used.

Per-pupil invoicing is managed on a bi-monthly basis to the funding source (local school district). Billing is a function of student enrollment for the upcoming fiscal year, which is the basis for the first two invoices per-pupil due June 1<sup>st</sup> and July 31<sup>st</sup>, which is a projection. Subsequent invoices are due bi-monthly. With the implementation of an automated-invoicing process through a dedicated website, the submission of each invoice is done online. After the year is complete, the School submits the FTE per-pupil reconciliation, listing every student who attended any part of the year, and the FTE each represents. Based on this final count, it calculates how much should have been paid to the School and included in the reconciliation will be any amounts due from the funding source included in grants and other receivables on the statement of financial position at year end, or any amounts payable to the funding source included as a liability on the statement of financial position at year end, as amounts are trued up to actual based on actual numbers submitted at year end.

# NEW VISIONS AIM CHARTER HIGH SCHOOL I

## NOTES TO FINANCIAL STATEMENTS JUNE 30, 2021 AND 2020

### 2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

#### Revenue Recognition (continued)

##### Per-Pupil Revenue (continued)

Additional funding is also provided to support special education services. All students who are identified to need special education services or settings have an Individualized Education Program ("IEP"), formalized for his or her unique needs. Based on this IEP, the student is categorized into one of three levels of service: 0-20% service, 20-60% service, or 60% or more service required and provided by the School. For a student receiving less than 20% in services, no additional funding is received. For a student receiving services between 20% and 60% and 60% or more services of the school day, additional funding per FTE is received. Billing for this support is incorporated into the per-pupil invoices and is also settled in the same FTE per-pupil reconciliation process.

As the students receive the benefit of these services simultaneously as the School is providing them, the School recognizes per-pupil revenue from these services over time. The School believes that this method provides a reasonable depiction of the transfer of services over the term of the performance obligation based on the services needed to satisfy the obligation. Generally, performance obligations satisfied over time relate to students receiving academic or school services. The School measures the performance obligation from admission or enrollment into the School to the point when the student is discharged or the end of the school year where it is no longer required to provide services to the student, which is generally at the time of discharge or the completion of the school year. All of these services are bundled and considered a single-performance obligation, and as such, the School accounts for these bundled-performance obligations under state and local per pupil operating revenue in the statement of activities and recognizes the per-pupil revenue over time.

##### Government Grants

Revenue from federal, state, and local government grants and contracts is recognized by the School when qualifying expenditures are incurred and billable to the government, or when required services have been provided.

##### Contract Assets and Contract Liabilities

In accordance with Accounting Standards Codification ("ASC") 606, contract assets are to be recognized when an entity has the right to receive consideration in exchange for goods or services that have been transferred to a customer when that right is conditional on something other than the passage of time. The School does not recognize contract assets, as the right to receive consideration is unconditional in accordance with the passage of time criteria. Also, in accordance with ASC 606, contract liabilities are to be recognized when an entity is obligated to transfer goods or services for which consideration has already been received. The School does not receive consideration prior to the transfer of goods or services and, therefore, does not recognize contract liabilities.

#### Contributions of Nonfinancial Assets

The School may receive contributed services that are an integral part of its operations. Such services are only recorded as contributions of nonfinancial assets, at their fair value, provided the services create or enhance nonfinancial assets, require specified skills provided by individuals possessing those skills, and typically need to be purchased, if not provided by donation.

The School receives donated space from the New York City Department of Education ("NYCDOE") that it shares with a New York City public school (Note 9). The donated space will be used for operating, general, and administrative activities. In valuing the donated space, which is located in Brooklyn, New York, the School estimated the fair value on the basis of recent comparable sales prices in Brooklyn, New York's real estate market, taking into account the restriction on use of the space.

## NEW VISIONS AIM CHARTER HIGH SCHOOL I

### NOTES TO FINANCIAL STATEMENTS JUNE 30, 2021 AND 2020

## 2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

### Property and Equipment

Purchased property and equipment are recorded at cost. Property and equipment acquired with certain government funding are recorded as expenses pursuant to the terms of the contract in which ownership of such property and equipment is retained by the funding source. Maintenance and repairs are expensed as they occur. The School has established a \$3,000 threshold above which assets are evaluated to be capitalized. The School expenses leasehold improvements because it has no lease and is uncertain that the space will be available beyond the close of the current fiscal year. Removable equipment that can be transferred to new space, if necessary, is capitalized, based on the established threshold. Depreciation is provided on the straight-line method over the estimated useful lives, which is three years for computer equipment.

### Impairment

The School reviews long-lived assets to determine whether there has been any permanent impairment whenever events or circumstances indicate the carrying amount of an asset may not be recoverable. If the sum of the expected future undiscounted cash flows is less than the carrying amount of the assets, the School recognizes an impairment loss. No impairment losses were recognized for the years ended June 30, 2021 and 2020.

### Advertising

The School expenses advertising costs as incurred. The School incurred \$3,484 and \$1,744 of advertising costs for the years ended June 30, 2021 and 2020, respectively, which is included in the accompanying statements of functional expenses under marketing and recruitment.

### Functional Allocation of Expenses

The costs of providing programs and other activities have been summarized on a functional basis and by natural classification in the accompanying statement of activities. Accordingly, certain costs have been allocated among the respective programs and activities according to the functional categories, as follows:

Program Services – This category represents expenses related to general education and special education for certain students requiring additional attention and guidance. These costs are allocated based on the FTE allocation method.

Management and General – This category represents expenses related to the overall administration and operation of the School that are not specific to any program services or development. These costs are allocated based on the FTE allocation method.

### Estimates

The preparation of financial statements in conformity with U.S. GAAP 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. Actual results could differ from those estimates.

### Subsequent Events

The School has evaluated events through October 29, 2021, which is the date the financial statements were available to be issued.

# NEW VISIONS AIM CHARTER HIGH SCHOOL I

## NOTES TO FINANCIAL STATEMENTS JUNE 30, 2021 AND 2020

### 2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

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#### Income Taxes

The School is exempt from federal, state and local income taxes under Section 501(c)(3) of the Internal Revenue Code (the "IRC") and, therefore, has made no provision for income taxes in the accompanying financial statements. In addition, the School has been determined by the Internal Revenue Service not to be a "private foundation" within the meaning of Section 509(a) of the IRC. There was no unrelated business income for the year ended June 30, 2021.

Under U.S. GAAP, an organization must recognize the tax benefit associate with tax positions taken for tax-return purposes when it is more likely than not that the position will not be sustained upon examination by a taxing authority. The School does not believe it has taken any material uncertain tax positions and, accordingly, it has not recorded any liability for unrecognized tax benefits. The School is subject to routine audits by a taxing authority. As of June 30, 2021, the School was not subject to any examination by a taxing authority.

#### Adoption of Accounting Pronouncement

##### Revenue from Contracts with Customers (Topic 606)

During the year ended June 30, 2021, the School adopted Accounting Standards Update ("ASU") 2014-09, Revenue from Contracts with Customers (Topic 606), as of July 1, 2020 using the modified-retrospective approach. This guidance requires an entity to recognize revenue to depict the transfer of promised goods and services to customers in an amount that reflects the consideration to which the entity expects to be entitled in exchange for these goods or services. The School's revenue is derived primarily from per-pupil revenue for services provided to students. Per-pupil revenues are recognized as revenue over the course of the academic school year or program for which it is earned. The adoption of ASU 2014-09 did not result in a material change to the timing of when revenue is recognized.

#### Recent Accounting Pronouncements

##### Lease Accounting

In February 2016, the Financial Accounting Standards Board ("FASB") issued ASU 2016-02, Leases, which will require lessees to recognize a lease liability, which is a lessee's obligation to make lease payments arising from a lease, measured on a discounted basis; and a right-of-use asset, which is an asset that represents the lessee's right to use, or control the use of, a specified asset for the lease term. The standard is effective for non-public business entities for fiscal years beginning after December 15, 2021. The School is currently evaluating the impact of the adoption of ASU 2016-02.

##### Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets

In September 2020, the FASB issued ASU 2020-07, Presentation and Disclosures by Not-For-Profit Entities for Contributed Nonfinancial Assets (Topic 958). The update requires not-for-profits to present contributed nonfinancial assets as a separate line item on the statement of activities, and to disclose information regarding each type of contributed nonfinancial assets. The update is effective for financial statements issued for fiscal years beginning after June 15, 2021, and interim periods within fiscal years beginning after June 15, 2022, with early application permitted. The School is currently evaluating the impact of the adoption of ASU 2020-07.

### 3. LIQUIDITY AND AVAILABILITY OF RESOURCES

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The School maintains a policy of structuring its financial assets to be available as its general expenditures, liabilities and other obligations come due. The School strives to maintain a cash reserve equal to a minimum of three months of operating expenses, with a target of three to six months. Cash is kept in interest-bearing bank accounts to maximize returns.

## NEW VISIONS AIM CHARTER HIGH SCHOOL I

### NOTES TO FINANCIAL STATEMENTS JUNE 30, 2021 AND 2020

#### 3. LIQUIDITY AND AVAILABILITY OF RESOURCES (CONTINUED)

The School's financial assets available within one year of the statements of financial position date for general expenditures are as follows:

June 30,	2021	2020
Cash	\$ 340,668	\$ 800,084
Cash - restricted	76,466	76,419
Grants receivable	146,041	122,544
Due from NYC Department of Education	158,987	-
Due from related entities	-	196
Total financial assets	<u>722,162</u>	<u>999,243</u>
Less amounts unavailable for general expenditures within one year due to:		
Restricted by contract	<u>(76,466)</u>	<u>(76,419)</u>
Total financial assets available to management for general expenditures within one year	<u>\$ 645,696</u>	<u>\$ 922,824</u>

#### 4. RELATED PARTY TRANSACTIONS

New Visions for Public Schools ("New Visions") is a not-for-profit organization dedicated to supporting public schools and helping start and manage charter schools. Pursuant to the terms of the educational services agreement by and between the School and New Visions beginning in fiscal year 2018, New Visions provides educational management, operational, and fundraising services to the School. As compensation to New Visions for these services rendered, the School pays 10% of per-pupil revenues, received by the School during the year.

The balance due to New Visions from the School at June 30, 2021 and 2020 amounted to \$82,921 and \$85,308, respectively, which is comprised of management fees. Total management fees incurred by the School for the years ended June 30, 2021 and 2020 totaled \$372,969 and \$371,548, respectively.

For operational efficiency and purchasing power, the School also shares expenses with other charter schools related by common management. There was no balance due from other charter schools at June 30, 2021. At June 30, 2020, the balance due from other charter schools was \$196. At June 30, 2021, the balance due to other charter schools was \$765. At June 30, 2020, the balance due to other charter schools was \$6,718.

#### 5. PROPERTY AND EQUIPMENT

Property and equipment consist of the following at June 30,:

	2021	2020
Computer equipment	\$ 40,306	\$ 34,612
Less: accumulated depreciation	<u>(19,029)</u>	<u>(6,659)</u>
	<u>\$ 21,277</u>	<u>\$ 27,953</u>

Depreciation expense was \$12,370 and \$4,778 for the years ended June 30, 2021 and 2020, respectively.

**NEW VISIONS AIM CHARTER HIGH SCHOOL I**

NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2021 AND 2020

**6. GRANTS RECEIVABLE**

Grants receivable consist of federal and state entitlements and grants. The School expects to collect these receivables within one year. Grants receivable consist of the following as of June 30,:

	2021	2020
E-Rate Reimbursement	\$ 24,181	\$ 20,347
Title I	43,262	45,503
Title II	1,335	4,541
Title IV	6,000	6,000
ESSER I	42,152	-
CSP	25,800	-
NYS Additional Funding	-	39,951
Other	3,311	6,202
	<u>\$ 146,041</u>	<u>\$ 122,544</u>

**7. REFUNDABLE ADVANCE FROM PAYCHECK PROTECTION PROGRAM**

In April 2020, the School received proceeds in the amount of \$610,067, under the Paycheck Protection Program (“PPP”). The PPP was established as part of the Coronavirus Aid, Relief and Economic Security Act (“CARES Act”) which was enacted March 27, 2020. PPP are considered conditional contributions, with a right-of return in the form of an obligation to be repaid if a barrier to entitlement is not met. The barrier is that PPP funds must be used by the School during the 24-week period after the loan origination for certain eligible purposes including payroll costs, interest on certain mortgage obligations, rent payments on certain leases, and certain qualified utility payments, provided that at least 60% of the loan amount is used for eligible payroll costs; the employer maintaining or rehiring employees and maintaining salaries at certain levels; and other factors.

The School recognized \$76,999 and \$533,068 of the amount received as government grant revenue in the statement of activities based on the qualifying expenditures incurred and barriers to entitlement being met during the years ended June 30, 2021 and 2020, respectively.

At June 30, 2021, there was no balance recorded as a refundable advance from the Paycheck Protection Program due to qualifying expenditures being incurred and barriers to entitlement being met. At June 30, 2020, the School recorded \$76,999 as a refundable advance from the Paycheck Protection program for funds received in advance for which qualifying expenditures have not yet been incurred and barriers to entitlement have not been met.

Subject to other requirements and limitations on forgiveness, only proceeds spent on payroll and other eligible costs during a covered eight-week or twenty-four-week period qualify for forgiveness. Any forgiveness of the PPP is subject to approval by the Small Business Administration (“SBA”). As of June 30, 2021, the School has incurred eligible expenditures equal to the proceeds and an application for forgiveness has been made.

On July 7, 2021, the School received notification from the Small Business Administration that the School’s forgiveness application of the PPP and accrued interest was approved in full, and the School has no further obligations related to the PPP.

## NEW VISIONS AIM CHARTER HIGH SCHOOL I

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### NOTES TO FINANCIAL STATEMENTS JUNE 30, 2021 AND 2020

#### 8. PENSION PLAN

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The School has adopted the New Visions for Public Schools' pension plan (the "Plan") which is qualified under Internal Revenue Code 403(b) for the benefit of its eligible employees. The Plan is an elective contribution plan. Employees are eligible to enroll in the Plan once they have completed at least one full year of service and completion of 1,000 work hours, and are also eligible for discretionary employer contributions. The School's contribution becomes fully vested after the sixth year of the employee's service. Pension expense amounted to \$188,792 and \$114,807, net of forfeitures, for the years ended June 30, 2021 and 2020, respectively, and is included in retirement in the accompanying statements of functional expenses.

#### 9. AGREEMENT WITH SCHOOL FACILITY

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The School shares space with a New York City public school, located at 1150 East New York Avenue, Brooklyn, New York 11212. As part of the New York City Chancellor's Charter School Initiative, the NYCDOE has provided this space to the School at no charge. The services provided by the NYCDOE to the charter school, such as rent, utilities, custodial services, maintenance and school safety services are provided at no cost.

The School is using a relative valuation model to measure the fair value of the donated space. The NYCDOE has not provided a value for the space and there is no lease agreement in place. In applying the valuation model, significant inputs include the total square footage allocated the School, the average cost per square foot based on comparable sales prices in Brooklyn, New York, and the estimated discount factor applied to the cost per square foot to account for the restricted use of the space. Based on such assumptions, the School applies a relative cost per square foot calculated using all available market information in Brooklyn, New York.

Square footage totaling 7,620 feet is allocated to the School. The value of the space and related utilities and services calculated by applying the relative valuation model is not significant and, therefore, is not recorded in the financial statements.

#### 10. RISK MANAGEMENT

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The School is exposed to various risks of loss related to torts; thefts of, damage to, and destruction of assets; injuries to employees; and natural disasters. The School maintains commercial insurance to help protect itself from such risks. The School also intends to defend its positions on these matters. As of June 30, 2021, there are no matters for which the School believes the ultimate outcome would have a material adverse effect on the School's financial position.

The School entered into contractual relationships with certain governmental funding sources. The governmental agencies may request return of funds as a result of noncompliance by the School, as well as additional funds for the use of facilities. The accompanying financial statements make no provision for the possible disallowance or refund. The School is of the opinion that such cost disallowances, if any, will not have a material effect in the School's financial statements.

On March 27, 2020, the CARES Act was signed into law in response to the coronavirus ("COVID-19") pandemic. The CARES Act includes many measures to provide relief to companies and organizations. Under the CARES Act, the Local Education Agencies ("LEAs") received funds from the Elementary and Secondary School Emergency Relief ("ESSER") fund to provide equitable services to students and teachers in non-public schools. The School was granted funds to defray the COVID-19 outbreak costs under the aforementioned ESSER fund during the year ended June 30, 2021.

**NEW VISIONS AIM CHARTER HIGH SCHOOL I**

**NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2021 AND 2020**

**11. COMMITMENTS**

The School leases office equipment and copiers under non-cancellable operating leases which will expire at various times during the next two years. The leasing expense for the years ended June 30, 2021 and 2020 was \$5,552 and \$5,618, respectively, which is included in the accompanying statements of functional expenses under office expense. Future minimum lease payments are as follows:

<u>June 30,</u>	
2022	\$ 1,725
2023	<u>396</u>
	<b><u>\$ 2,121</u></b>

**12. CONCENTRATIONS**

Financial instruments that potentially subject the School to a concentration of credit risk include cash accounts at a major financial institution that, at times, exceeded the Federal Deposit Insurance Corporation insured limits of \$250,000.

The School received approximately 86% and 82% of its total revenue from per pupil funding from the NYCDOE for the years ended June 30, 2021 and 2020, respectively.

The School's grants receivable consists of two major grantors accounting for approximately 98% at June 30, 2021 and two major grantors accounting for 95% at June 30, 2020.

The School's payables consist of four major vendors accounting for approximately 79% at June 30, 2021 and four major vendors accounting for approximately 56% at June 30, 2020.



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**Independent Auditor's 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**

To the Board of Trustees  
New Visions AIM Charter High School I  
New York, New York

We have audited, 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, the financial statements of New Visions AIM Charter High School I (the "School"), which comprise the statement of financial position as of June 30, 2021, 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 October 29, 2021.

**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") 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 a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School'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.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the School's financial statements are free of 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 financial statements. 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.

*BDO USA, LLP*

New York, NY  
October 29, 2021



# New Visions Charter High Schools

## 2021-2022 School Calendar - Trimesters

### School Start Date

Thursday, September 9th

### 180 Days Required by NYSED (September-June instructional days, Regents days, and PD days total 181 days)

September – June:

- 166 instructional/attendance days
- 11 Regents days (including rating days)
- 4 professional development days (September 3<sup>rd</sup>, November 2<sup>nd</sup>, January 31<sup>st</sup>, June 9<sup>th</sup>)
- Last day of school is June 24<sup>th</sup>

### Trimester Instructional Days

- Trimester 1: 56 instructional days
- Trimester 2: 55 instructional days
- Trimester 3: 55 instructional days

### Assessment Dates & Windows

Fall PSAT/SAT: October 2021

Spring PSAT/SAT: March 2022

NYSESTELL: August 2021 – September 2021

Fall Performance Series Reading: July 2021 – November 2021

Winter Performance Series Reading (optional): December 2021 – February 2022 & Spring Performance Series Reading: March 2022 – May 2022

NYSESLAT Speaking: April 2022 – May 2022 / NYSESLAT LRW: May 2022 – May 2022

Fall On-Demand Writing: August 2021 – October 2021 / Spring On-Demand Writing: March 2022 – April 2022

AP Exams: May 2022 – May 2022

Spring Mock Regents: March 2022 – May 2022

STAR Math Fall (AIMs only): July 2021 – November 2021 / STAR Math Spring (AIMs only): March 2022 – May 2022

Purple numbers in right corner indicate instructional days: 181 total (166 attendance days from September to June + 11 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per trimester.

# July 2021

## New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	
4	5 Holiday (July 4 <sup>th</sup> Observed)	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

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# August 2021

## New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
	New Teacher Report Date: ALL SCHOOLS	New Staff Onboarding	New Staff Onboarding	New Staff Onboarding		
22	23	24	25	26	27	28
	Returning Teacher Report Date: ALL SCHOOLS					
29	30	31				

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# October 2021

## New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6 BEDS Day	7	8	9
	17	18	19	20	21	
10	11	12	13	14	15	16
	Indigenous Peoples' Day – No School	22	23	24	Progress Reports (T1)	25
17	18	19	20	21	22	23
	26	27	28	29	30	
24	25	26	27	28	29	30
	31	32	33	34	35	

v.5.13.21

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# November 2021

## New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
		Election Day – No School for Students Professional Development Day 36	37		38	39
7	8	9	10	11	12	13
		40	41	Veteran's Day – No School		
14	15	16	17	18	19	20
		44	45		46	47
21	22	23	24	25	26	27
		49	50	Thanksgiving – No School	Day After Thanksgiving – No School	
28	29	30				
		52	53			

v.5.13.21

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# December 2021

## New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
			54	55	End of Trimester #1	56
5	6	7	8	9	10	11
	Beginning of Trimester #2					
	1	2	3	4	5	
12	13	14	15	16	17	18
					Report Cards (T1)	
	6	7	8	9	10	
19	20	21	22	23	24	25
					Winter Break No School	
			12	13	14	
26	27	28	29	30	31	
	Winter Break No School					

v.5.13.21

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# January 2022

## New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
	Martin Luther King Jr. Day – No School	Progress Reports (T2)				
23	24	25	26	27	28	29
		Regents - TBD	Regents - TBD	Regents - TBD	Regents Rating Day	
30	31					
	No School for Students Regents Scoring (if needed) Professional Development Day					

v.5.13.21

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# March 2022

## New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	
6	7	8	9	10	11	12
		44	45	46	47	
	48	49	50	51	52	
13	14	15	16	17	18	19
			End of Trimester #2	Beginning of Trimester #3		
	53	54	55	1	2	
20	21	22	23	24	25	26
	3	4	5	6	7	
27	28	29	30	31		
				Report Cards (T2)		
	8	9	10	11		

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# April 2022

## New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
	13	14	15	16	17	
10	11	12	13	14	15	16
	18	19	20	21	Spring Break – No School	
17	18	19	20	21	22	23
	Spring Break – No School					
24	25	26	27	28	29	30
	22	23	24	25	Progress Reports (T3)	26

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# May 2022

## New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
		Eid al-Fitr – No School				
	27		28	29	30	
8	9	10	11	12	13	14
	31	32	33	34	35	
15	16	17	18	19	20	21
	36	37	38	39	40	
22	23	24	25	26	27	28
	41	42	43	44	45	
29	30	31				
	Memorial Day – No School					
		46				

v.5.13.21

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# June 2022

## New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	47 8	48 9	49 10	11
	50 51		52 53	No School for Students Professional Development Day		
12	13	14	15	16	17	18
	54 55		Regents - TBD	Regents - TBD	Regents - TBD	
19	20	21	22	23	24	25
	Juneteenth – No School	Regents - TBD	Regents - TBD	Regents - TBD	Regents Rating Day Last Day of School for Students Report Cards (T3)	
26	27	28	29	30		
				Last Day of School for Teachers		

v.5.13.21

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