

Application: New Visions AIM Charter High School II

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 is 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 II 321200861010

a1. Popular School Name

AIM II

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 #12 - BRONX

d. DATE OF INITIAL CHARTER

10/2017

e. DATE FIRST OPENED FOR INSTRUCTION

8/2017

h. SCHOOL WEB ADDRESS (URL)

<http://www.newvisions.org/aim2>

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

243

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

280

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	mwass@newvisions.org
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	1010 Rev. James A Polite Avenue Bronx, NY 10459	718-861-7515	NYC CSD 12	9-12	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Tameka Jackson			
Operational Leader	Walter Martin			
Compliance Contact	Matt Gill			
Complaint Contact	Matt Gill			
DASA Coordinator	Walter Martin			
Phone Contact for After Hours Emergencies	Walter Martin			

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 expansion 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	mwass@newvisions.org

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 reads "Pamela Johnson" in a cursive script. The first letter 'P' is large and loops back. The 'J' is also large and loops back. The 'n' at the end has a long, sweeping tail.

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, appearing to read "Leyland". It features several large loops and a long, sweeping tail that extends to the right.

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 II_Final](#)

Filename: 2020 21 Accountability Plan Progres 6v6O2BI.pdf **Size:** 634.5 kB

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 did 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^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

^[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$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-AIMII](#)

Filename: 2021 22 Budget and Quarterly Report AIMII.xlsx **Size:** 512.2 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 is accepted.

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

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

[2021-SUNY-Financial-Disclosure-Form_CHU](#)

Filename: 2021 SUNY Financial Disclosure Form AL4yB5w.pdf **Size:** 320.5 kB

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

Filename: 2021 SUNY Financial Disclosure Form C3oqcJn.pdf **Size:** 258.4 kB

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

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

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

Filename: 2021 SUNY Financial Disclosure Form ZkWYUC2.pdf **Size:** 390.4 kB

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

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

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>To meet recruitment and enrollment targets for economically disadvantaged students in 2020-2021, AIM II executed comprehensive recruitment strategies that included outreach to agencies and community-based organizations who serve our target population in Community School District (CSD) 12 and nearby districts. AIM II widely disseminated information about the target population, eligibility, and admissions process to the community, schools, referral center for high school alternatives and maintained continuous communication throughout the school year.</p> <p>In addition, in light of the COVID-19 pandemic, AIM II adjusted its recruitment effort to incorporate more virtual recruitment options for students, families, schools and CBOs. This effort centered on virtual open houses. AIM II attended both virtual community board meetings and transfer high school fairs to introduce participants to the AIM High School model.</p> <p>With the support of New Visions, AIM II admissions information and eligibility was shared with over 300 community partners, middle schools, and key city</p>	<p>To meet recruitment and enrollment targets for economically disadvantaged students in 2021-2022, AIM II will continue to execute comprehensive recruitment strategies that include outreach to agencies and community-based organizations who serve our target population in Community School District (CSD) 12 and nearby districts. AIM II will disseminate information about the target population, eligibility, and admissions process to the community, schools, referral center for high school alternatives and maintain continuous communication throughout the school year.</p> <p>AIM II will continue its practice of attending parent/teacher conferences and high school fairs hosted at area middle schools where AIM II has developed relationships with school staff and administrators.</p> <p>AIM II's additional recruitment strategies will include posting flyers in the community such as local businesses, community centers, and other high traffic areas, and disseminating information at community based meetings such as the South Bronx JCCA Community Partnership Program meetings where social service agencies and staff gather to share resources.</p>

	<p>agencies. Additional recruitment strategies included posting flyers in the community such as local businesses, community centers, and other high traffic areas and disseminating information at community-based meetings, like the South Bronx JCCA Community Partnership Program (CPP) meetings, where social service agencies and staff gather to share resources.</p>	<p>During the summer of 2021, AIM II will additionally outreach to several Summer Rising Programs (school-based summer program for K-8 students) throughout the Bronx and Manhattan.</p> <p>In addition, AIM II will continue to schedule virtual information sessions and open houses to the target groups listed above in an effort to broaden its reach in the community as this method did prove successful in SY 2020-2021.</p>
<p>English Language Learners</p>	<p>In order to recruit ELL/MLL students AIM II had bilingual staff available to speak to families during outreach and shared information on the school with non-English speaking families. This information promoted the school 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>AIM II benefits from the New Visions' network connections with agencies and organizations that support families of students with disabilities, ELLs/MLLs, and students who are economically disadvantaged. New Visions has an extensive network of</p>	<p>In 2021-2022, AIM II recruitment strategy for ELL/MLL students will follow our general recruitment strategy with the additional resource of assigning a bilingual staff member to speak to families during outreach and share information on the school with non-English speaking families of which the overwhelming majority are Spanish speakers. To facilitate the admissions process for families, the application is available in English and Spanish both online and in paper format. Families will have the choice to drop off, fax, email or mail their application and will have the option to apply over the phone with access to bilingual staff.</p> <p>AIM II will use the resources of the New Visions' network connections with agencies and organizations that support families of students with disabilities, ELLs/MLLs, and students who are economically</p>

	<p>community partners that we leveraged in our outreach efforts that supports families throughout the Bronx 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 II’s application and information about our recruitment process.</p>	<p>disadvantaged. New Visions has a vast network of community partners that AIM II can leverage in its outreach efforts that supports families throughout the Bronx and New York City, including organizations that provide social services to high-need families such as those in foster care and shelter systems. These include local community-based organizations, elected officials, faith-based groups, higher education institutions and other community institutions such as libraries, public housing complexes and local businesses. AIM II will connect with these entities via mailings, presentations at community meetings, phone calls and emails to promote AIM II’s application and information about our recruitment process.</p>
<p>Students with Disabilities</p>	<p>AIM II 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 knew we support students with disabilities. Our efforts to specifically target students with disabilities included outreach to various social service agencies such as the New York City Administration for Child Services, Catholic Charities, Good Shepherd Services, foster care and child welfare agencies, homeless shelters, and other community-based organizations</p>	<p>In 2021-2022, AIM II’s recruitment efforts will continue to be intentional in communicating to schools, CBOs and other organizations that AIM II specifically targets students with disabilities. AIM II will continue its outreach to social service agencies such as the New York City Administration for Child Services, Catholic Charities, Good Shepherd Services, foster care and child welfare agencies, homeless shelters and other community-based organizations serving our target student population.</p>

serving our target student population.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	<p>We made every effort to ensure the success and retention of our most vulnerable students by providing academic and social supports. The school used 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), literacy needs and math. 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.</p> <p>AIM II 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</p>	<p>In 2021-2022, AIM II will make every effort to ensure the success and retention of our most vulnerable students by providing academic and social support our economically disadvantaged students need. AIM II will monitor student progress in all grades, not just incoming students via the Response to Intervention (RtI) framework. AIM II will use RtI to continue to monitor and identify areas of need within the four domains of: number of Regents passed and credit accumulation, social emotional support (measured by average daily attendance), literacy needs and math.</p> <p>AIM II will continue to connect 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 their needs.</p> <p>Additional retention strategies are advisory classes, access to the LYFE Center for our young parents, attendance, social</p>

	<p>their needs.</p> <p>Additional retention efforts included: advisories, access to the Lyfe Center, attendance and academic incentive trips, data-informed interventions, and trauma-informed environment and restorative practices.</p>	<p>emotional and academic incentive trips, extended day, Saturday School, extracurricular activities, data-informed interventions, and trauma-informed environment and restorative practices.</p>
<p>English Language Learners</p>	<p>The school worked to identify ELL/MLL 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. To support the school staff, New Visions provided regular professional development opportunities for both special education and ELL staff and 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.</p> <p>Additionally, ELL students were also progress monitored using the RtI framework and assessed through the administration of</p>	<p>In 2021-2022, AIM II will continue its practice of identifying ELL/MLL students at the point of enrollment in order to immediately put a support plan in place. Families will complete the Home Language Identification Survey (HLIS) to determine if their students should be administered the New York State Identification Test for English Language Learners (NYSITELL). The results from the NYSITELL will determine the student's eligibility for English as a Second Language/English as a New Language (ESL/ENL) services.</p> <p>In order to support staff, New Visions will provide regular professional development opportunities for special education and ELL staff as well as resources to guide the development of AIM II'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.</p> <p>AIM II will progress monitor ELL students using the RtI framework</p>

	NYSESLAT.	and assessment via NYSELAT administration.
Students with Disabilities	The school worked to identify special needs students at the time of enrollment so that a support plan was put in place immediately. If a student is identified as having an IEP, the school staff met with the family to review the student's IEP and made sure the family understood the supports being offered to their child. 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.	In 2021-2022, AIM II will continue its practice of identifying special needs students at the time of enrollment to ensure a support plan is implemented immediately. Newly enrolled students who are identified as having an IEP, school staff will meet with the family to review the student's IEP and ensure that the family understands the supports being offered to their child. Additionally, students with disabilities will be provided additional 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.

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^[1] 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.

^[1] 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.

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>.

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 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)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category B: not to exceed 5	0

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)	
iv. 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 2nd 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 opif4Oe.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 II**

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)	https://drive.google.com/file/d/1BjsBkuvZ4cM3lszTjakdzP0eZyujfdDI/view?usp=sharing
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://www.newvisions.org/pages/aim-charter-schools-board-of-trustees-calendar
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://www.newvisions.org/pages/aim-charter-schools-board-of-trustees-calendar
3. Link to NYS School Report Card	https://data.nysed.gov/essa.php?instid=800000070534&year=2020&createreport=1&OverallStatus=1&section_1003=1&HSStatus=1&HSgradrate=1
4. Lottery Notice announcing date of lottery	https://www.newvisions.org/aim2/pages/how-to-apply4
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	https://documentcloud.adobe.com/link/review?uri=urn%3Aaaid%3Aascds%3AUS%3Ac2350dbb-70ef-4a2a-98a0-f5acc66062b3#pageNum=1
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://docs.google.com/document/d/1KP14D0I0BEK_A9CbcIMK9IM5Bw-O-hjjiCayAfmwKww/edit?usp=sharing
7. Authorizer-Approved FOIL Policy	https://docs.google.com/document/d/1KP14D0I0BEK_A9CbcIMK9IM5Bw-O-hjjiCayAfmwKww/edit?usp=sharing
8. Subject matter list of FOIL records	https://docs.google.com/document/d/1KP14D0I0BEK_A9CbcIMK9IM5Bw-O-hjjiCayAfmwKww/edit?usp=sharing

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 is teaching outside of their certification area.



**New Visions
AIM Charter High School II**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 17, 2021

By Tameka Jackson, Principal and
Melissa Wass, Senior Program Officer, Charter
1010 Rev. James A. Polite Avenue
Bronx, NY 10459

718-861-7515

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

- Tameka Jackson, 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

Tameka Jackson has served as Principal of New Visions AIM Charter High School II since August 2017.

SCHOOL OVERVIEW

New Visions AIM Charter High School II, formerly ROADS Charter School II, 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 II provides youth who face the greatest obstacles successful high school completion with the support, experience, and opportunity they need to graduate high school prepared for a successful transition into a post-secondary academic or work preparatory program.

STUDENT POPULATION

Located in the South Bronx, AIM II serves over-age 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, 219 students were enrolled in AIM II.

KEY DESIGN ELEMENTS

AIM II 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 II'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 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 II CURRICULUM

Designed by a team of instructional coaches, AIM II's academic curriculum is comprised of [New Visions' Curriculum](#) 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. AIM II also utilizes Read 180, a personalized, blended learning reading intervention program used to accelerate students' reading skills.

AIM II'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](#). In addition, for math and science content, AIM II uses [ExploreLearning's Gizmos](#) for virtual labs. AIM II's science department integrates Gizmos' interactive simulations into math and science instruction to increase content relevance and facilitate project-based learning. Gizmos provides a hands-on, inquiry-based approach to learning to build students' conceptual understanding of math and science.

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 using the [mastery planning guide](#) in a [two-week teaching cycle](#). Students must master content before moving from one unit to the next via the school's mastery assessments.

AIM II also offers CDOS approved courses taught by a certified CTE teacher to support attainment of postsecondary learning standards and partners with the following institutions to provide students an opportunity to learn more information about postsecondary options:

- Hope Foundation;
- Knowledge House; and
- ACCESS-VR.

AIM II's Career & Technical Education include G-Suite Certification courses and Coding. The G Suite certification measures a student's proficiency with Google applications to create professional-looking content and collaborate with others. In the Coding course students develop their understanding and implementation of computer programming, app design and development, as well as critical thinking skills.

The school's nonacademic curriculum is focused on social and emotional learning (SEL) opportunities which occur during student advisories, classroom instruction, student leadership activities, postsecondary workshops, 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.

AIM II INSTRUCTIONAL PRACTICES

AIM II employs a co-teaching model for instruction. Co-teachers utilize a range of scaffolds and instructional methods to meet each individual student's learning needs. Both teachers are tasked with helping students master performance targets. Both may apply similar or varying approaches to this goal including individualized student support. Co-teachers divide data collection and analysis [responsibilities](#).

AIM II has instituted [transfer learning routines](#) wherein co-teachers build student metacognition and literacy skills through modeling, deconstructing, practicing, and applying specific cognitive strategies that support students as independent readers. Co-teachers model select routines for students. Routine procedures are communicated to students in a checklist format. Students engage in independent practice and receive teacher feedback. Student use of the strategy is tracked, and students are engaged in reflection around how they applied the strategy and how it is transferable to other content or contexts. These routines support all students, but were also selected to support multilingual learners in the core as part of their SY20-21 Language Education Plan.

AIM II instructional staff also use several [group learning routines](#) including turn and talk, SQ3R, RSGS, Idea Carousel, and Visible Thinking among others. These routines support students' discourse, collaboration and deepen their understanding, and enable teachers to take running records of group learning performance and adjust instruction accordingly to meet students' needs.

To solicit deeper knowledge, teachers utilize [cross-content instructional routines](#) to solicit students' thoughts in response to assigned readings. Similarly, teachers promote critical thinking by employing [micro-routines](#). These instructional routines support the following purposes: launching the school year, developing ideas with peers, reflecting on learning, making connections, focusing on evidence, and retaining vocabulary.

Lastly, AIM II instructional staff facilitate [project-based learning](#) (PBL). AIM II's approach to PBL involves sustained inquiry around a rigorous, relevant and authentic question or problem, teacher modeling of project management skills, using exemplars, numerous check-ins to assess students' progress, and providing ongoing feedback during the project period

AIM II STUDENT ASSESSMENTS

Formative and Summative Core Content Assessments

During its first charter term, AIM II administered a robust set of student assessments. ELA and math assessments included [Scantron Performance Series](#) (literacy data summary found [here](#)), and [Renaissance STAR Math](#) (math data summary found [here](#)).

End-of-Course or Graduation Assessments

AIM II administers all Regents exams required for graduation. The school also offers multiple pathways for students to achieve graduation. The [CDOS](#) pathway includes a state approved CDOS exam.

English Language Screening

AIM II administers the [NYSESLAT](#) annually to English language learners (ELLs) to assess English language proficiency and this past year they administered in alignment with the COVID-19 [NVCHS ELL Assessment](#)

guidelines. See [here](#) for AIM II students' fall and spring performance data reviewed during professional development sessions).

Nonacademic Assessments

AIM II 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 SY2020-21 DESSA summary data.

AIM II STUDENT SUPPORTS

AIM II utilizes a [Comprehensive Counseling Model](#) to deploy several student support programs and services. These include:

- **Primary Person model:** Coaches and advisors are accountable for supporting students in their academics, attendance, social emotional supports, and postsecondary portfolio development through weekly check-ins, mandated counseling, behavior contracts, self care plans, safety plans, restorative circle, 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 form](#)** The intake form is used to identify students' Social emotional and non academic needs.
- **DESSA assessment:** The DESSA suite of assessments are used to empower the school community to build an actionable social emotional program. The DESSA results help inform advisory SEL lessons, SEL groups, and drive SEL themes in both the classroom and school community for the year. The Student Self Administered DESSA: provides an opportunity for students to choose areas of improvement and develop personal goals to execute.
- **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.
- **SEL peer groups:** Various SEL peer groups that assemble biweekly. Current groups include Men's Group, Women's Group, "Feel Your Feels" Groups, Anime SEL group, SEL Podcast group.
- Monthly Town Halls per camp for students and families are facilitated to build community within the school. Town halls are designed to reinforce Social Emotional and Post Secondary lessons of the month. Student achievement awards are presented.

AIM II 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 their Primary Point Person assigned within the House Model
- 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 II 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.
- Targeted Advisory classes for Camp/House Model specific postsecondary milestones
- Summit Camp (senior) labs
- Peak and Base Camp labs
- Postsecondary student and family workshops
- Coding and GSuite courses

MODALITIES OF INSTRUCTION MODIFIED FOR COVID-19

During the 2020-2021 school year, AIM II 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 II 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.

In response to COVID-19, as mentioned above, in order to support teachers during the transition to remote learning, AIM II revised and extended its standardized [lesson planning format](#) to become a two-week format which was more conducive to remote instruction. This two-week instructional framework involved an initial delivery of the performance target or project based learning assignment in the first week, and in week two, the focus was on refining the performance target or completing work towards the project based assignment. Having a clear structure helped to improve instructional effectiveness and pedagogical capacity of teachers, as seen in their overall improvements on evidence-based observations using the Danielson Framework for Teaching. In turn, this helped to clarify student performance expectations during remote learning. The revised unit planning document also included explicit spaces for teachers to link in assessment data that informed their instructional decisions and to articulate the specific role that each co-teacher would play during instruction. AIM II plans to continue this instructional practice.

In addition, AIM II provided training and support to all teachers around the use of Google Classroom to structure 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 II teachers received professional development focused on integrating SEL strategies, interactive individual and group work, differentiation, and regular checks for understanding into their online lesson materials. When AIM II returns to in-person learning, teachers will continue to use Google Classroom to structure 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

- This past year we were fully staffed with special education teachers
- All ELLs with mandated standalone services received them, and we offered 3 integrated ELL classes.
- Related services: counseling provided in house, speech services provided by an outside provider; both services were provided virtually all year.
- Core classes were co-taught; a system was created for teachers to work together throughout the week for planning, data review, and progress monitoring. Our SpEd Manager was pivotal in making sure that SpEd teachers were assisted in caseload management to ensure that excellent services were provided.
- Coaching / supports for co-teachers:
 - forming agreements
 - planning agenda
 - weekly or biweekly coaching sessions address how pairs are working together and student progress, how to strengthen co-teaching relationships.
 - PDs on co-planning and co-teaching,
 - Models of co-teaching,
 - co-teaching roles (teacher led PD) -- how to have co-teachers work together seamlessly to deliver instruction
 - Using data in co-planning (1 co-planning meeting per week focused on data trackers)
 - Eliciting feedback from teachers around what's working and what's not
 - Clear unit planning document asks teachers to articulate their roles, how they are using data to inform their decisions around differentiation and scaffolding. Providing feedback and coaching on unit plans. Tweaked the planning documents along the way based on what was working/ to provide more clarity.

SUPPORTS TO SUSTAIN STUDENTS' AND FAMILIES' WELL-BEING

Pre-pandemic:

- AIM II's postsecondary team facilitated two family workshops entitled, "Preparing for College/College Preparation" and "FAFSA Support" facilitated by our counseling team.
- The Primary Point Person made weekly outreach to parents to discuss current academic standing, attendance, social emotional needs, and post secondary planning.
- Camp Night events
- Parent events including parent support groups
- Home visits at the beginning of the school year and consistent home visits throughout for students with attendance challenges and other challenges as deemed necessary.
- Every trimester contact was made with other entities who were involved with a student such as: foster care agency, therapist, probation officer, and any other community based organization who was connected with the student.

- To support a students well being they were provided a wrap around services within the school that includes access to a Licensed Masters Social Worker

Once the pandemic prompted remote or hybrid learning, AIM II counseling staff continued to connect with parents/guardians weekly to ensure that students' academic, social, and emotional barriers were mitigated, and achievements celebrated. Counseling staff also conducted weekly virtual workshops including anime and podcasts focused on SEL, current issues (entitled, "Today's Times"), and those focused on college preparation and career readiness. In addition, the school conducted virtual family workshops twice monthly focused on managing stress, self-care, and coping strategies. Monthly Camp town halls were held for both students and parents to reinforce the SEL lessons and postsecondary lessons discussed for that month in advisory and during check-ins with their Primary Point Person. In addition, postsecondary workshops were held for families once a trimester to assist parents in college preparation and FAFSA support.

AIM II will continue these workshop series for families since offering more frequent opportunities for engagement was well received by families

ENROLLMENT SUMMARY

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

School Enrollment by Grade Level and School Year as of BEDS day

School Year	9	10	11	12	Total
2017-18	81	54	38	27	200
2018-19	74	53	42	31	200
2019-20	63	68	51	35	217
2020-21	64	62	36	57	219

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The Accountability Cohort consists specifically of students who are in their sixth year of high school after entering the 9th grade. For example, the 2015 Accountability Cohort consists of students who entered the 9th 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 30th of that year.

Sixth-Year High School Accountability Cohorts

Sixth Year Cohort	Year Entered 9 th 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 30 th
2017-18	2012-13	2012	25	8	17
2018-19	2013-14	2013	32	0	32
2019-20	2014-15	2014	28	0	28
2020-21	2015-16	2015	48	0	48

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 grade. Students enrolled for at least one day in the school after entering the 9 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 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th 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	20	76	96
2018-19	2013-14	2013	31	76	107
2019-20	2014-15	2014	25	87	112
2020-21	2015-16	2015	44	54	98

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 II 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 II who were enrolled as of BEDS day and remain enrolled through June 30 earn at least ten credits.

RESULTS AND EVALUATION

Forty percent of students in their first year at AIM II 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, experience academic, social, cultural, and emotional challenges as they navigate a new building, new teachers, new rules, and expectations. The fact that the majority of our students are over-age and under-credited and more often than not have special needs makes navigating a new school 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 nine percentage point drop in first year students earning at least ten credits in 2020-21.

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

School Year	Number of Students in Their First Year at AIM II	Percent Earning at least Ten Credits
2017-18	50	36%
2018-19	68	44%
2019-20	78	49%
2020-21	47	40%

ADDITIONAL EVIDENCE

While AIM II did not achieve this goal, in Years 1-3, 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,

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

there was an eight percentage point and five 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 II 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 II for more than one year earn at least eight credits.

RESULTS AND EVALUATION

Thirty-eight percent of students who have been at AIM II 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. Many of our students experienced increased anxiety and trauma preventing them from earning eight credits in school year 2020-21. We believe that this very unprecedented year experienced by our students and staff and their families is the reason for the eleven percentage point drop in returning students earning at least eight credits in 2020-21.

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

School Year	Number of students who have been at AIM II more than one year	Percent Earning at least Eight Credits
2017-18	136	29%
2018-19	94	41%
2019-20	91	49%
2020-21	131	38%

ADDITIONAL EVIDENCE

While the school's credit attainment goal was not met during this charter period, the percent of AIM II students enrolled for more than one year who earned at least eight credits increased 12 percentage points from Year 1 to Year 2, and increased 8 percentage points in Year 3.

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 II, and who were enrolled on BEDS day, remained enrolled on June 30 of the reporting year.

RESULTS AND EVALUATION

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

AIM II has created a welcoming and supportive atmosphere through the hiring of key personnel to ensure that family and student engagement is a priority. AIM II utilizes a primary person model, where each student is assigned a counselor and an advocate counselor that supports them on their path of success. When students are disengaged or approaching disengagement, the school implements tailored interventions to support the student with re-engagement or a successful transition plan.

Retention Rate for Students in Their First Year at AIM II

School Year	Retention Rate for First Year Students at AIM II
2017-18	86%
2018-19	84%
2019-20	86%
2020-21	85%

ADDITIONAL EVIDENCE

During this charter period, the average retention rate for AIM II’s first year students was 85.2%, five percentage points above the goal.

The counseling units have developed systems to identify students who may be in need of support and interventions as well as systems for providing students and families the proper supports. This includes referrals to outside agencies which address the many barriers which hinder student attendance and academic achievement.

Social Emotional Learning has been embedded in advisory classes through the partnership with Urban Assembly and the use of the School Connect, Social Emotional Learning curriculum. School Connect curriculum is designed to improve high school students' social-emotional, and academic skills, and strengthen relationships among students and between students and teachers.

Through the Primary Point Person Model the counselors, social workers, and advisors developed partnerships with both students and families through student one to one check ins, advisory sections scheduled by Primary Point Person caseload, consistent parent outreach, and frequent virtual workshops.

All of the support implemented during remote instruction will remain in place to continue to engage families, and a tiered referral system to ensure students receive the wraparound services they need.

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 II students who were enrolled on BEDS day, remained enrolled on June 30 of the reporting year.

RESULTS AND EVALUATION

Eighty-one percent of all students who were enrolled as of BEDS day were retained through June 30, 2021. AIM II met this measure and exceeded it by 11 percentage points.

As described in the measure above, the school strived to create an atmosphere that was welcoming and supportive. When students were disengaged or approaching disengagement, the school implemented tailored interventions to support the student with re-engagement or a successful transition plan.

The counseling units have developed systems to identify students who may be in need of support and interventions as well as systems for providing students and families the proper supports. This includes referrals to outside agencies which address the many barriers which hinder student attendance and academic achievement.

Social Emotional Learning has been embedded in advisory classes through the partnership with Urban Assembly and the use of the School Connect, Social Emotional Learning curriculum. School Connect curriculum is designed to improve high school students' social-emotional, and academic skills, and strengthen relationships among students and between students and teachers.

Through the Primary Point Person Model the counselors, social workers, and advisors developed partnerships with both students and families through student one to one check ins, advisory sections scheduled by Primary Point Person caseload, consistent parent outreach, and frequent virtual workshops.

In addition, AIM II moved to a 1:1 device model for school year 2020-21 all students had devices and wifi to engage in remote instruction to support retention of students. This strategy worked because we were

able to get devices into the hands of the 162 students in the previous year who did not have consistent access to remote learning.

All of the support implemented during remote instruction will remain in place, especially more frequent workshops to engage families, and a tiered referral system to ensure students receive the wraparound services they need.

Retention Rate for All Students

School Year	Retention Rate
2017-18	76%
2018-19	84%
2019-20	78%
2020-21	81%

ADDITIONAL EVIDENCE

During this charter period, the average retention rate for AIM II students was 79.75%, nearly eight points above the goal. Furthermore, AIM II has increased its year-to-year student retention each year of the charter period. AIM II student retention trends include an eight percentage point increase in Year 2, followed by a six point dip in Year 3. Despite all of the challenges schools, students, and families faced during school year 2020-21, AIM II’s retention rate for all students increased by three percentage points from Year 3-4.

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-three 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. Although AIM II did not meet this measure, there was a 13 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 II has focused on re-engaging students of this cohort to ensure that their academic progress towards graduation can be fulfilled at our school. AIM II 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 II 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 II focused on supporting students with completing and passing classes aligned to Regents exams so they could be eligible for exemptions. This was accomplished through targeted outreach from counselors and teachers, as well as dedicated time at the end of each trimester supporting students with NX resolution.

The instructional focus on co-teaching, project based learning and the transfer learning routines also supported students across content areas and supported students in increasing the number of Regents exams passed.

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

School Year	Cohort Designation	Number in Cohort	Percent Passing Two Exams (including exemptions)
2017-18	2014	101	19%
2018-19	2015	89	38%
2019-20	2016	117	50%
2020-21	2017	111	63%

ADDITIONAL EVIDENCE

While AIM II did not achieve this absolute measure during this first charter term, each year brought a notable increase in the percent of students in the fourth year cohort passing two exams required for graduation. For example, from Years 1-2 the percent of students achieving this measure doubled from 19% to 38%. Years 2-3 and 3-4 saw a 12 and 15 percentage point increase respectively despite challenges incurred due to the COVID-19 pandemic. Department teaming structures and protocols, instituted during school year 2020-21, supported teacher team work around using assessment to inform instruction. These included regular assessment tuning and looking at student work. These practices increased shared understanding of student learning needs across departments and helped teachers to more effectively target instruction. We believe that with additional time and intensive focus on ELA and Math through a partnership with ANET, AIM II will meet this measure.

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 9th 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

Thirty-eight percent of students in AIM II's 2015 cohort graduated after six years, therefore not meeting this measure. Although AIM II fell short of meeting this measure, the graduation rate for the 2015 cohort is 19 percentage points higher than cohort 2014's graduation rate.

The AIM House Model, which was rolled out at the start of the 2018-2019 school year, continues to contribute to the increased graduation rate. The House Model consists of Base Camp, Peak, and Summit where credit needs and academic needs are balanced when planning for graduation.

Students enter AIM II at varying levels of literacy and numeracy, credit attainment, and Regents completion. The goal is to create a personalized program for each student that enables him/her to meet NYS graduation requirements. Guidance counselors and student advisors work together to create school schedules for new, current, and graduating students through a highly individualized process that requires careful assessment of students' transcripts, marking period grades, attendance and personal circumstances. The process is initiated four weeks before each new cycle begins (August, November, and February) to allow for course passing projections, a course needs tally, a master schedule, and student program creation.

In addition, AIM II utilizes 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 the New Visions Data Portal.

The implementation of these routines and tools have positively impacted both team growth and school systems over the last two years. School staff can now look at the same data and make collective decisions, thereby increasing the transparency of both information and the action taken in response. As a result of the numerous graduation planning, Regents planning and preparation, and credit gap SDCs conducted:

- Active students had graduation plans that reflect the best possible outcome (and therefore the highest expectations) in terms of graduation date and diploma type.

¹ 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/>.

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- 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 prepare them for the exams they are taking in January and June prior to COVID-19 and during the remote instruction year, students were prioritized for NX completion in alignment with Regents culminating courses.
- Active students were scheduled to earn 4 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	102	14%
2018-19	2013	107	17%
2019-20	2014	112	19%
2020-21	2015	98	38%

ADDITIONAL EVIDENCE

Given that students enter AIM II 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. Even though there was a decrease in graduates this past school year due to remote learning, we were able to graduate more students than the last full year of in person instruction. This positions well to continue to increase the total number of graduates next school year when we return to in person learning.

School Year	Annual Graduates (September 1-August 31)
2017-18	12
2018-19	27
2019-20	46
2020-21	32

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 1st 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 II’s 2015 cohort had a persistence rate of 40%. Although AIM II’s 2015 cohort did not meet this measure, their persistence rate is 20 percentage points higher than the previous cohort.

Over the last two school years staff focused on their outreach efforts and tracking recent alumni and plan to continue providing structured engagement and postsecondary opportunities for graduates. Under New Visions, the school has real time data about all students, active, graduated and discharged, from ATS, which allows the school to be proactive. This ability has resulted in a slight increase in persistence rate, because when students were identified as at-risk, an advisor reached out to provide support, references, and hands on assistance to other educational programs.

Total Graduation Cohort Persistence Rate

School Year	Cohort Designation	Persistence Rate
2017-18	2012	17%
2018-19	2013	21%
2019-20	2014	20%
2020-21	2015	40%

ADDITIONAL EVIDENCE

While the school was unable to achieve this Goal 1 absolute measure, the school did increase their persistence rate by 23 percentage points during the charter term. The largest increase of nine percentage points occurred between Years 3-4. We attribute the increase in persistence rate over time to a more targeted focus on consistent cycles of reviewing student progress data and making needed adjustments.

The New Visions Data Portal provides AIM II 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 II 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 also enabled AIM II to hold targeted senior meetings for students who were on-track or off-track to graduate. 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.

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 schools². 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

Thirty-eight percent of students in AIM II's 2015 cohort graduated after six years compared to 53% of students in the 2014 cohort from comparable transfer high schools. AIM II fell short of meeting this measure by 15 percentage points. School data for comparable transfer high school's 2015 cohort was not available for comparison at the time of this report.

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	102	14%	1,176	44%
2018-19	2013	107	17%	1,163	52%
2019-20	2014	112	19%	1,229	53%
2020-21	2015	98	38%	TBD	TBD

ADDITIONAL EVIDENCE

While AIM II did not meet this measure, as mentioned above, the school experienced a 24 percentage point total increase in the percent of students in the total graduation cohort who graduated in six years during Years 1-4 of the charter term. The largest increase occurred between Years 3-4. Additionally, none of the comparable schools have a similarly high rate of students with disabilities entering year over year. The rolling average is 50%.

² The NV data team has established criteria to determine comparable transfer high schools using an unsupervised clustering model.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2020-21, AIM II met two 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 th 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 th 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 th 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.	Not 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

ACTION PLAN

While AIM II met only two of five leading indicators for Goal 1, during Years 1-4 of the charter period, the school posted an increase in the percent of students who met these leading indicators. We believe, over time, this will result in a greater percentage of students achieving the two absolute measures for high school graduation. Similarly, AIM II did not meet Goal 1’s absolute measures, but experienced a gradual increase in percent of students who did so.

We attribute the aforementioned gains to our school’s ongoing tuning of targeted programmatic and student support services. These include:

1. Mastery Model. In order to accelerate learning and provide opportunities for students to build foundational skills while engaging in grade level content at a more differentiated pace, AIM II has taken steps to move toward a mastery model of instruction. In all courses, teachers will 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 using the mastery planning guide in a two-week teaching cycle. Students must master content before moving from one

unit to the next via the school's mastery assessments. This transition will continue in school year 2021-22 and we expect to fully implement the mastery model during the next charter term

2. House Model. AIM II's House Model concept is in its fourth year of implementation. Three houses comprise the model including Base Camp, Peak, and Summit. In SY2020-21, staff members of each house were expected to analyze student data within their respective houses on a weekly basis, and to use it to 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.
3. Primary Person Model (PPM). Coaches and advisors are accountable for supporting students in their academics, attendance, social emotional supports, 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 next year along with our comprehensive counseling model outlined above.
4. Enhanced Intake Process. AIM II'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. Beginning in the new charter term (SY 22-23), we plan to utilize an Individualized Development Plan (IDP) to more deeply integrate all aspects of the student support work and enable us to better monitor the impact of specific interventions for each student in order to support them in reaching their postsecondary goals.
5. Urban Assembly Resilient Scholars Program. For school year 2021-22, AIM II 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 II in the implementation, integration, and sustainability of high-quality SEL programming to improve school-wide and out of school outcomes for all students. AIM II will institute the SEL competencies as a universal language: self-awareness, self-management, social awareness, and social management.
6. SEL Advisory & Curriculum. AIM II 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 II 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.
7. SEL Assessment. AIM II 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.
8. Emphasis on Literacy and Numeracy. In order to ensure that our students successfully master academic content AIM II 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.
9. Deepening Formative Assessment Systems. AIM II 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 II 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 II has lived up to its mission is whether students are prepared for and pursue postsecondary options. AIM II 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	Cohort	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	2012	12	25%
2018-19	2013	27	24%
2019-20	2014	46	13%
2020-21	2015	32	TBD

ADDITIONAL EVIDENCE

Postsecondary preparedness is an area of growth for AIM II. From Years 1-3 of this charter term, AIM II has experienced a year-to-year decrease in the percent of graduates enrolling in postsecondary education, military service, technical/occupational education, or gained employment. Specifically, from Years 1-2 and Years 2-3, the school experienced a one percentage point and an 11 percentage point decrease in graduates pursuing postsecondary education and/or employment. We attribute some of the

decline to higher education and employment challenges to the COVID-19 global pandemic. Colleges, universities, and other postsecondary education institutions experienced a sharp decrease in enrollments, and employers shuttered their doors.

In service of meeting this measure, AIM II has focused their postsecondary work on designing and implementing systems for tracking students' postsecondary planning, applications, and decision-making processes. While our work the past year to build structures and routines did not yield in higher rates of postsecondary preparedness due to struggles with student engagement during a year of remote learning, these initiatives position AIM II well to meet this measure in the coming years. These initiatives and structures include:

- **Postsecondary Teams:** Developing defined roles for their Postsecondary team members, meeting regularly with a standing agenda that includes: learning arc from New Visions' [Postsecondary Advising Model \(PAM\)](#), sharing best practices with AIM I on implementation of Xello, Postsecondary portfolio and CDOS, consistent data entry in New Visions' data portal, and postsecondary data reviews.
- **Implementing Xello,** an online software for career interest surveys, career research, and postsecondary planning. Every AIM II student and teacher received a Xello license. Students complete surveys that inquire about their interests, skills, and learning styles. The software walks them through the process of building a comprehensive career plan, aligned to the state's CDOS requirements. Also, Xello offers career development lessons and tools such as resume builders and labor market guides. Schools receive weekly engagement updates on Xello's progress.
- **CDOS and Postsecondary Portfolio tracking:** AIM II implemented a system for tracking CDOS hour completion and CDOS learning objectives. AIM II has developed 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.

To strengthen postsecondary pathways into college and career, AIM II leverages career partnerships developed through the New Visions/JobsFirst Transfer to Career (T2C) Initiative. The HOPE Program and The Knowledge House are the dedicated partners for the AIMs which build sector-based career pathways in technology and skills trades. The Postsecondary Access and Success team at New Visions have developed three postsecondary pathways for the New Visions' network which streamlines the application and enrollment process into three popular CUNY Community Colleges for AIM students. This includes Borough of Manhattan Community College (BMCC), Bronx Community College (BCC), and with LaGuardia Community College (LGCC), an NVPS-only CUNY Math START program for students with Math remedial needs.

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Total Applications and Acceptances

	Total Applicants	Students Accepted to at Least 1 School
CUNY	34 Students	20 Students*
SUNY	6 Students	12 Students *

Students Accepted to 6 Schools	1 Student*
Students Accepted to 5 schools	6 Student *
Students Accepted to 4 schools	8 Students *
Students Accepted to 3 schools	15 Students *
Students Accepted to 2 schools	17 Students *

*COVID -19 impacted obtaining of information

Applications & Acceptances for the 2020-2021 Seniors

CUNY 2-Year	CUNY 4-Year	SUNY 2-Year	SUNY 4-Year
Borough of Manhattan Community College	Baruch College	Broome Community College	Albany State University
Bronx Community College	Brooklyn College	Canton Community College	Afred State University
Guttman Community College	City College	Columbia Community College	Buffalo State University
Hostos Community College	College of Staten Island	Essex Community College (South)	SUNY Canton
Laguardia Community College	Hunter College	Herkimer Community College	SUNY Oswego
Queensborough Community College	John Jay College	SUNY Adirondack Community	SUNY Oneonta
Kingsborough Community College	York College	Dutchess Community College	SUNY Canton
	Medgar Evers College	SUNY Broome Community College	University at Buffalo
	Baruch College	Onondaga Community College	Binghamton University
			Fisher College
			SUNY Plattsburgh
			SUNY Cortland

Vocational Training Programs	Specific Program/ Trade
Mosholu Montefiore Community Center	Culinary Arts Training Program
Universal Technical Institute	Technician
The HOPE Program	OSHA certification, Construction
Knowledge House	Technology

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 II 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

Fifty percent of students in AIM II’s 2015 cohort demonstrated proficiency of CDOS learning standards, therefore not meeting this measure. However, the percent of students in AIM II’s 2015 cohort demonstrating proficiency of CDOS learning standards was seven percentage points higher than the previous cohort.

We attribute this increase to a multi-year effort focused on expanding opportunities to take career readiness course work. Initially focused on Summit camp students, we expanded to Base and Peak, as well as infusing advisory classes with key postsecondary milestones and building routines for tracking students' work based learning hours. During the last year, the AIM II CTE teacher worked with a targeted group of students to support them with mastery career readiness standards and passing the Career Essentials Exam.

In addition, during this past year, AIM II 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 II 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.

Proficiency Rate of CDOS Learning Standards by Sixth Year Accountability Cohort

School Year	Cohort Designation	Number in Cohort	Percent Demonstrating Proficiency of CDOS Learning Standards
2017-18	2012	17	12%
2018-19	2013	32	28%
2019-20	2014	28	43%
2020-21	2015	48	50%

ADDITIONAL EVIDENCE

While AIM II has not yet achieved this measure, the school reported a 38 percentage point increase in the percent of students in the sixth year accountability cohort demonstrating proficiency on the

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

SkillsUSA Career Essentials: Career-Ready Assessment in Years 1-4 of the charter period. Currently, 27% of cohort 2016 have met this measure.

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

Sixty-four percent of students who were planned to graduate completed a career readiness portfolio. Although this measure was not met, AIM II continues to make progress toward meeting this goal each year.

At the beginning of the school year all students in all camps completed the Xello college and career interest profile, which Summit Camp utilized to drive conversations in one to one planning sessions, advisory sessions, and workshops. In addition to the above, college and career readiness transition portfolio preparation was discussed during graduation on track/graduation in jeepodary meetings.

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	30	20%
2019-20	50	60% *
2020-21	66	64%

ADDITIONAL EVIDENCE

The 2019-2020 school year was designed for students to work on college exploration and preparation for the first half of the school year with the second half of the school year preparing for career readiness activities. Due to the pandemic, we paused the advisory focus on career readiness to focus on social emotional needs from March through June to successfully transition students to remote learning. During this past school year we resumed the postsecondary advisory curriculum. We continued the use of Xello as the curriculum, developed clear postsecondary milestones, and built better systems to track progress towards those milestones. As a result, more students are on track to completing their postsecondary portfolios by the time of graduation.

While AIM II did not meet this measure, each year of the charter term, more students completed a career readiness portfolio. In fact, between Years 2-4 (years for which data is available), 44 percent more students completed a career readiness portfolio. Based on this trajectory of achievement, we believe

that the steady increase in students who meet this absolute measure will continue to improve.

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 II 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

At AIM II, we will continue to work to ensure that each student graduates with a viable postsecondary plan. The planning process begins when the student first enters AIM II and meets with his/her Primary Point Person. Students engage in a range of experiences such as resume writing, college tours, work site visits, and FAFSA workshops. Seniors also participate in Senior Meetings where they are able to support each other through the sharing of plans, challenges, and expectations.

The postsecondary team at AIM II has partnered with the community workforce development organizations The Hope Program and Knowledge House as a part of their participation in the JFNY/NV Transfer to Career pilot. The organizations are collaboratively building out a Career Readiness Pathway which begins with Career Awareness and Exploration while in high school and bridges into sectoral training and ultimately employment. Students will be offered and engage in a continuum of work-based learning activities which prepare them for the world of work.

AIM II will continue to provide students with postsecondary pathways that all students can engage in throughout their experience at the school. The pathways were developed to provide students with a

clear path towards success. AIM II will work to ensure that all students have an outlined route, no matter when they enter the school.

Career Development and Occupational Studies Credential (CDOS):

AIM II 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) classes, AIM II 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 II 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.

Advisory

The school has established advisories to support youth while in school and after leaving AIM II, including work, postsecondary education and program options. Students will be exposed to on-the-job training programs and other related resources, including JobsFirst initiatives. Students will also be exposed to topics related to postsecondary readiness and exploration/competency developments (i.e. resume writing, interviewing skills, completing job applications, investigating postsecondary options, etc.) and the completion of the CDOS credential.

AIM II also engaged students in college and career exploration this past school year, but was faced with challenges when creating virtual opportunities to continue the exposure for college and career exploration during remote learning.

- In person college exploration tours once allowed again: Borough of Manhattan Community College and Fashion Institute of Technology
- Virtual college tours: SUNY Oswego and Bronx Community College.

As we enter the 2021-2022 school year AIM II will continue to create and define a plan that includes the following opportunities:

- Postsecondary exploration virtual trips to CUNY Colleges and SUNY Colleges.
- Speakers from CUNY, SUNY and other organizations to speak to seniors about the programs offered at their campuses and locations.
- Summit camp students will participate in postsecondary planning meetings aimed to explore college, trade/ vocational and military pathways.
- Post Secondary Labs will continue to be held providing all students an opportunity to explore postsecondary pathways during non academic hours.
- Participation in Javits Center's Vision Expo, which exposes future CTE students to the field of optometry; including certification, business practices, and optical fashion will be explored during remote learning, if held again
- Exposure to green energy, construction, technology, food handling certifications and more through The HOPE Program and Knowledge House will be explored during remote learning.

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 administered 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 requirements for graduation as scoring 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 II 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-eight percent of students in AIM II'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 10 students, three with no valid score and seven who had previously sat for the exam, earned Regents waivers. Therefore 75% of students in cohort 2015 met the ELA Regents requirement for graduation. The decline from the previous year can be attributed to cohort 2015 missing three opportunities to resit for the ELA Regents exam.

AIM II was able to meet this measure by providing co-taught core classes for all students and building co-teacher capacity to analyze student data and plan for instruction. Google Classroom and Zoom were utilized to provide individualized and small group instruction. We provided professional development focused on utilizing technology platforms to increase interaction and meaningful assessment opportunities during remote instruction, such as the use of Nearpod, which resulted in an increase in teacher ability to facilitate interactive remote lessons that could be accessed synchronously or asynchronously and integrated discussion routines and targeted formative assessments. Instructional leaders supported teachers with looking at student work to analyze trends and plan for instruction. The

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two-week planning template (discussed above) allowed teachers to focus on building foundational skills integrated with the ELA content, including using the Transfer Learning Routine, to build student reading comprehension. The associate director of special education and ENL teacher worked together to provide support for teachers about specific student needs. These collaborative efforts helped ELA teacher teams to provide targeted support to students.

Additionally, the ELA team implemented a series of project based learning assignments that allowed students to apply concepts to real world problems. This increased student interest and supported teachers with analyzing student progress towards mastering concepts.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on Regents English Common Core Exam by Sixth Year Accountability Cohort³

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	14	82%
2013	2018-19	31	0	21	66%
2014	2019-20	28	0	19	68%
2015	2020-21	48	3	26	58%

ADDITIONAL EVIDENCE

As indicated in the table below, 48% of students in the 2016 cohort (with valid scores) have passed the ELA Regents prior to entering their sixth year. Further, an additional 23 students earned Regents exemption waivers. Therefore, 86% of students in cohort 2016 have met the ELA Regents requirement for graduation prior to the start of their sixth year. In addition, 53% of students in cohort 2017 have passed or earned Regents waivers for the ELA Regents required for graduation.

Further, the average number of years enrolled for cohort 2015 was 3.7 years showing that students who remain enrolled at AIM II develop the skills needed to successfully master the ELA Regents standards.

We continue to work on improving and increasing students' knowledge and skills, to ensure they are equipped to successfully pass standardized tests and are prepared for college and/or career. AIM II is partnering with ANET in the new school year to focus on increasing ELA curriculum alignment to standards and implementing a mastery curriculum and grading system. The increased use of formative assessment data will help drive instructional design.

In addition, throughout 2020-2021, AIM II focused on strengthening its supports for multilingual learners through offering both a standalone ENL course and ENL teacher collaborative support in one strategically-selected ELA course and one US history course. The ENL specialist also consulted with the ELA department on a regular basis about strategies to implement to better support multilingual learners in their courses. A writing assessment administered at the beginning, middle, and end of the year helped

³ Based on the highest score for each student on the English Regents exam

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to monitor student progress and design instructional interventions; from beginning to end of year, the average score on the writing rubric increased from 2.1 (out of 4) to 3.14.

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 ⁴
2015	60	35%	46	58%	48	58%
2016	63	11%	60	38%	51	48%
2017	24	0%	62	22%	70	25%
2018	19	0%	34	3%	64	7%
2019			22	0%	35	0%
2020					27	0%

Percent Passing / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2015	48	10	26	75%
2016	51	23	21	86%
2017	70	22	15	53%
2018	64	19	3	34%
2019	35	3	0	9%
2020	27	1	0	4%

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.⁵

⁴Percent passing among students with valid score

⁵ The New Visions data team has established criteria to determine comparable transfer high schools using an unsupervised clustering model.

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

Forty-nine 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 II did not meet this measure, there was a nine percentage point increase since school year 2018-19, when data was last reported.

Due to school closure during school year 2019-20, AIM II was unable to administer the Performance Series assessment a second time, and therefore cannot report out data for this measure for last school year. While both administrations occurred in school year 2020-21, the ongoing upheaval to students and families' lives contributed to attendance challenges. Attendance challenges and the lack of in-person interaction and supports (particularly for the young people we serve with disabilities) had significant adverse effects on our students' ability to practice and improve upon their reading skills. Nevertheless, AIM II experienced a slight uptick in the percent of students who achieved Lexile growth, despite the challenges associated with the COVID-19 pandemic.

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	144	32	53%
2018-19	165	75	45%
2019-20	N/A	N/A	N/A
2020-21	225	65	49%

ADDITIONAL EVIDENCE

To support all students with literacy development, we implemented the use of transfer learning routines across all core classrooms to support literacy practices that focus on comprehension through student metacognition and self-monitoring that allow them to read purposefully, for meaning, and transfer these skills across content areas. Teachers also chunked texts and created individualized supports for students, such as read alouds. These school wide efforts contributed to the continued Lexile growth for students tested in fall and spring.

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Goal 3: Growth Measure

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

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

Forty-five 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 not meeting this measure. However, there was a 16 percentage point increase since school year 2018-19, when data was last reported.

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	46	16	19%
2018-19	36	14	29%
2019-20	16	N/A	N/A
2020-21	22	11	45%

ADDITIONAL EVIDENCE

While the school did not meet this growth measure, during the charter period, AIM II reported a net increase of 26 percent of students who met or exceeded their expected Lexile growth. AIM II will continue to identify a small group of students who will benefit from targeted literacy support in READ 180 and continue to focus on strong literacy routines in the core to support all students.

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.

⁶ Expected growth is calculated based on research conducted by Schoenfeldt and MetaMetrics. These growth targets set high goals for students who start off with a lower entering Lexile.

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 II cohort 2015's ELA pass rate of 58% is lower than cohort 2014's ELA pass rate of 68%, 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 Cohort⁷

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	14	82%
2013	2018-19	31	0	21	66%
2014	2019-20	28	0	19	68%
2015	2020-21	48	3	26	58%

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In school year 2020-21, AIM II achieved one 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

⁷ 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.	Not 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

During school year 2021-22, AIM II will continue its focus on achieving and exceeding all measures in the English language arts goal. We will do so by partnering with ANET to focus on skill development in ELA and to support teachers with stronger formative assessment and planning cycles. This partnership will also support teachers with planning rigorous instruction aligned to standards. During the upcoming school year, the priority will be deepening teacher knowledge of grade level standards and aligning performance targets to standards. This work will support developing consistent structures and protocols for how teachers are regularly analyzing student data to make informed decisions about upcoming lessons and addressing student learning strengths or needs. We will also incorporate personalized, targeted student feedback, and enhance our student/teacher conferencing activities based on student progress towards standards. AIM II also plans to deepen its work around project-based learning and the use of the Transfer Learning Routines across classrooms to engage students in authentic performance-based tasks and build their metacognitive self-monitoring strategies to strengthen their reading comprehension and writing.

In addition, the AIM schools will continue to work across campuses to coordinate their efforts and maximize their potential. In addition to collaborating around the ANET partnership, the AIM schools will support each other in building out their approaches to mastery learning. New Visions Instructional Specialists will continue to support AIM II instructional leaders in coaching teachers around these routines and support teachers to meaningfully adjust instruction. In addition, New Visions will continue to provide direct coaching around literacy assessments and intervention strategies.

All students will continue to take the Performance Series Reading diagnostic assessment during orientation at the start of the school year to provide teachers, administrators, and students with a Lexile level. Lexile levels will 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. Based on the data collected we will continue to identify struggling readers and determine if they will benefit from an ELA credit bearing Read 180 course. We will 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.

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 II 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

Sixty-two percent of students in AIM II'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 meeting this measure. In addition, It should be noted that a total of 15 students, three with no valid score and 12 who had previously sat for the exam, earned Regents waivers. Therefore, 90% of students in cohort 2015 met the math Regents requirement for graduation.

AIM II was able to meet this measure by providing co-taught core classes for all students and building co-teacher capacity to analyze student data and plan for instruction. Google classroom and Zoom were utilized to provide individualized and small group instruction. Instructional leaders supported teachers with looking at student work to analyze trends and plan for instruction. The associate director of special education and ENL teacher worked together to provide support for teachers about specific student needs. These collaborative efforts helped math teacher teams to provide targeted support to students.

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Additionally, the math team implemented a series of project based learning assignments that allowed students to apply mathematical concepts to real world problems. This increased student interest and supported teachers with analyzing student progress towards mastering concepts.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on a Regents Mathematics Common Core Exam by Sixth Year Accountability Cohort⁸

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	14	82%
2013	2018-19	32	0	23	72%
2014	2019-20	28	0	15	54%
2015	2020-21	48	3	28	62%

ADDITIONAL EVIDENCE

As indicated in the table below, 48% of students in the 2016 cohort (with valid scores) have passed a math Regents prior to entering their sixth year. Further, an additional 25 students earned Regents waivers. Therefore, 94% of students in cohort 2016 have met the math Regents requirement for graduation prior to the start of their sixth year. In addition, 93% of students in cohort 2017 have passed or earned Regents waivers for the math Regents requirement for graduation.

In addition, cohort 2015 students have been enrolled at AIM II for an average of 3.7 years. This demonstrates students who remain enrolled at AIM II develop the skills needed to master Math Regents standards.

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 ⁹	Number in Cohort	Percent Passing ¹⁰
2015	60	57%	46	62%	48	62%
2016	63	24%	60	47%	51	48%
2017	24	8%	62	25%	70	28%
2018	19	5%	34	25%	64	33%
2019			22	0%	35	15%
2020					27	0%

⁸ Based on the highest score for each student on a mathematics Regents exam

⁹ Percent passing among students with valid score

¹⁰ Percent passing among students with valid score

Percent Passing / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2015	48	15	28	90%
2016	51	25	23	94%
2017	70	49	16	93%
2018	64	36	14	78%
2019	35	22	2	69%
2020	27	9	0	33%

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.

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 and spring testing windows will grow from fall to spring according to their scaled score using STAR Math.

RESULTS AND EVALUATION

Sixty-two percent of students who were tested during both testing windows, increased their scaled score from fall to spring based on the STAR Math assessment, therefore meeting this measure.

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	165	65	52%
2019-20	N/A	N/A	N/A
2020-21	225	47	62%

ADDITIONAL EVIDENCE

The math department implemented regular looking at student work protocols that enabled them to identify trends and plan for instruction. They used project based learning to introduce mathematical concepts, provided exemplars, individualized and small group instruction. While a smaller number of students tested in both fall and spring, the growth for these students indicates these instructional efforts are increasing student math proficiency.

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.

RESULTS AND EVALUATION

Sixty-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 II'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 from 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	15	4	25%
2019-20	N/A	N/A	N/A
2020-21	225	47	62%

ADDITIONAL EVIDENCE

A targeted group of students were identified for math academic intervention services. These students received one-on-one remote support from teachers using supplemental materials from Transitions to Algebra and IXL. The students regularly attending these sessions met or exceeded their growth goal.

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 II cohort 2015’s math passage rate of 62% exceeds cohort 2014’s math passage rate of 54%, therefore meeting this measure.

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 Cohort¹¹

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	14	82%
2013	2018-19	32	0	23	72%
2014	2019-20	28	0	15	54%
2015	2020-21	48	3	28	62%

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2020-21, AIM II achieved four 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.	Achieved
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.	Achieved

¹¹ Based on the highest score for each student on a mathematics Regents exam

ACTION PLAN

In school year 2020-21, AIM II met its goal for students to become proficient in the application of mathematical skills and concepts as evidenced by the absolute and growth measures cited above. We accomplished this goal by supporting teachers with analyzing student performance data to make instructional decisions. To ensure that we maintain and build upon this achievement, AIM II will partner with ANET to continue to build the capacity of instructional leaders and teachers to use formative assessment data to drive instructional design.

AIM II is committed to continuing to meet all of the measures for the high school mathematics goal in the coming school year and plans to continue improving outcomes by implementing proven strategies, interventions and prioritizing schoolwide data-informed decision making. AIM II's instructional framework will continue to include the regular and coordinated use of diagnostic and formative assessments to understand the content and skills students have mastered and where they struggle. All school staff will engage in professional development around analyzing data and making data-informed decisions which will allow teachers to identify discrepancies between current and desired outcomes. Time in department meetings and common-planning time will be dedicated to analyzing formative and summative data that directly correlates with student academic goals and achievement.

STAR Math will continue to serve as the school's universal screener and diagnostic assessment until we fully integrate ANET into the community. All students will take the STAR Math numeracy diagnostic assessment during orientation at the start of the school year to provide teachers, administrators, and students with numeracy baseline data. These scaled scores will be used to identify students who are in need of additional diagnostic testing through the use of nationally normed assessments designed to inform intervention strategies.

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 II 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-six percent of students in AIM II'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 meeting this measure. In addition, it should be noted that a total of 17 students, five with no valid score and 12 who had previously sat for the exam, earned Regents waivers. Therefore 85% of students in cohort 2015 met the science Regents requirement for graduation. The decline from the previous cohort can be attributed to cohort 2015 missing three opportunities to resit for a science Regents exam.

AIM II was able to meet this measure by providing co-taught core classes for all students and building co-teacher capacity to analyze student data and plan for instruction. Google classroom and Zoom were utilized to provide individualized and small group instruction. Instructional leaders supported teachers with looking at student work to analyze trends and plan for instruction. The associate director of special education and ENL teacher worked together to provide support for teachers about specific student needs. These collaborative efforts helped science teacher teams to provide targeted support to students.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Additionally, the science team implemented a series of project based learning assignments that allowed students to apply concepts to real world problems. This increased student interest and supported teachers with analyzing student progress towards mastering concepts.

Science Regents Passing Rate with a Score of 65 or 55 for Safety Net Eligible Students by Sixth Year Accountability Cohort¹²

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	32	0	20	63%
2014	2019-20	28	1	20	74%
2015	2020-21	48	5	24	56%

ADDITIONAL EVIDENCE

As indicated in the table below, 36% of students in the 2016 cohort (with valid scores) have passed a science Regents prior to entering their sixth year. Further, an additional 33 students earned Regents waivers. Therefore, 96% of students in cohort 2016 have met the science Regents requirement for graduation prior to the start of their sixth year. In addition, 79% 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 ¹³	Number in Cohort	Percent Passing ¹⁴
2015	60	37%	46	57%	48	56%
2016	63	19%	60	33%	51	36%
2017	24	13%	62	29%	70	31%
2018	19	0%	34	21%	64	22%
2019			22	0%	35	0%
2020					27	5%

¹² Based on the highest score for each student on any science Regents exam

¹³ Percent passing among students with valid score

¹⁴ Percent passing among students with valid score

Percent Passing / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2015	48	17	24	85%
2016	51	33	16	96%
2017	70	39	16	79%
2018	64	28	10	61%
2019	35	13	0	37%
2020	27	5	1	22%

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 II 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-seven percent of students in AIM II'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 by only three percentage points. It should be noted that a total of 18 students, five with no valid score and 13 who had previously sat for the exam, earned Regents waivers. Therefore 79% 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 social studies Regents exam.

AIM II provided co-taught core classes for all students and built co-teacher capacity to analyze student data and plan for instruction. Google classroom and Zoom were utilized to provide individualized and small group instruction. Instructional leaders supported teachers with looking at student work to analyze trends and plan for instruction. The associate director of special education and ENL teacher worked together to provide support for teachers about specific student needs. These collaborative efforts helped social studies teacher teams to provide targeted support to students.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Additionally, the social studies team implemented a series of project based learning assignments that allowed students to apply concepts to real world problems. This increased student interest and supported teachers with analyzing student progress towards mastering concepts.

Social Studies Regents Passing Rate with a Score of 65 or 55 for Safety Net Eligible Students
By Sixth Year Accountability Cohort¹⁵

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	14	82%
2013	2018-19	32	0	15	47%
2014	2019-20	28	0	17	61%
2015	2020-21	48	5	20	47%

ADDITIONAL EVIDENCE

As indicated in the table below, 26% of students in the 2016 cohort (with valid scores) have passed a social studies Regents prior to entering their sixth year. Further, an additional 34 students earned Regents exemption waivers. Therefore, 88% of students in cohort 2016 have met the social studies Regents requirement for graduation prior to the start of their sixth year. In addition, 79% 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 ¹⁶
2015	60	37%	46	47%	48	47%
2016	63	6%	60	25%	51	26%
2017	24	0%	62	18%	70	24%
2018	19	0%	34	0%	64	2%
2019			22	0%	35	0%
2020					27	0%

¹⁵ Based on the highest score for each student on a social studies Regents exam

¹⁶ Percent passing among students with valid score

Percent Passing / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2015	48	18	20	79%
2016	51	34	11	88%
2017	70	40	15	79%
2018	64	26	1	42%
2019	35	5	0	14%
2020	27	3	0	11%

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, SY2020-21 school accountability statuses are the same as those assigned for the SY2019-20. Similarly, SY2019-20 accountability statuses were based on SY2018-19 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 II’s ESSA accountability status for 2020-21 was Comprehensive Support and Improvement School (CSI), therefore not meeting this measure.

It should be noted that the ESSA accountability system evaluates fourth year cohort outcomes, which does not align to our school’s model of serving overage and under-credited students.

Accountability Status by Year

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



**New Visions
AIM Charter High School II**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 17, 2021

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

- Tameka Jackson, 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

Tameka Jackson has served as Principal of New Visions AIM Charter High School II since August 2017.

SCHOOL OVERVIEW

New Visions AIM Charter High School II, formerly ROADS Charter School II, 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 II provides youth who face the greatest obstacles successful high school completion with the support, experience, and opportunity they need to graduate high school prepared for a successful transition into a post-secondary academic or work preparatory program.

STUDENT POPULATION

Located in the South Bronx, AIM II serves over-age 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, 219 students were enrolled in AIM II.

KEY DESIGN ELEMENTS

AIM II 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 II'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 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 II CURRICULUM

Designed by a team of instructional coaches, AIM II's academic curriculum is comprised of [New Visions' Curriculum](#) 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. AIM II also utilizes Read 180, a personalized, blended learning reading intervention program used to accelerate students' reading skills.

AIM II'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](#). In addition, for math and science content, AIM II uses [ExploreLearning's Gizmos](#) for virtual labs. AIM II's science department integrates Gizmos' interactive simulations into math and science instruction to increase content relevance and facilitate project-based learning. Gizmos provides a hands-on, inquiry-based approach to learning to build students' conceptual understanding of math and science.

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 using the [mastery planning guide](#) in a [two-week teaching cycle](#). Students must master content before moving from one unit to the next via the school's mastery assessments.

AIM II also offers CDOS approved courses taught by a certified CTE teacher to support attainment of postsecondary learning standards and partners with the following institutions to provide students an opportunity to learn more information about postsecondary options:

- Hope Foundation;
- Knowledge House; and
- ACCESS-VR.

AIM II's Career & Technical Education include G-Suite Certification courses and Coding. The G Suite certification measures a student's proficiency with Google applications to create professional-looking content and collaborate with others. In the Coding course students develop their understanding and implementation of computer programming, app design and development, as well as critical thinking skills.

The school's nonacademic curriculum is focused on social and emotional learning (SEL) opportunities which occur during student advisories, classroom instruction, student leadership activities, postsecondary workshops, 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.

AIM II INSTRUCTIONAL PRACTICES

AIM II employs a co-teaching model for instruction. Co-teachers utilize a range of scaffolds and instructional methods to meet each individual student's learning needs. Both teachers are tasked with helping students master performance targets. Both may apply similar or varying approaches to this goal including individualized student support. Co-teachers divide data collection and analysis [responsibilities](#).

AIM II has instituted [transfer learning routines](#) wherein co-teachers build student metacognition and literacy skills through modeling, deconstructing, practicing, and applying specific cognitive strategies that support students as independent readers. Co-teachers model select routines for students. Routine procedures are communicated to students in a checklist format. Students engage in independent practice and receive teacher feedback. Student use of the strategy is tracked, and students are engaged in reflection around how they applied the strategy and how it is transferable to other content or contexts. These routines support all students, but were also selected to support multilingual learners in the core as part of their SY20-21 Language Education Plan.

AIM II instructional staff also use several [group learning routines](#) including turn and talk, SQ3R, RSGS, Idea Carousel, and Visible Thinking among others. These routines support students' discourse, collaboration and deepen their understanding, and enable teachers to take running records of group learning performance and adjust instruction accordingly to meet students' needs.

To solicit deeper knowledge, teachers utilize [cross-content instructional routines](#) to solicit students' thoughts in response to assigned readings. Similarly, teachers promote critical thinking by employing [micro-routines](#). These instructional routines support the following purposes: launching the school year, developing ideas with peers, reflecting on learning, making connections, focusing on evidence, and retaining vocabulary.

Lastly, AIM II instructional staff facilitate [project-based learning](#) (PBL). AIM II's approach to PBL involves sustained inquiry around a rigorous, relevant and authentic question or problem, teacher modeling of project management skills, using exemplars, numerous check-ins to assess students' progress, and providing ongoing feedback during the project period

AIM II STUDENT ASSESSMENTS

Formative and Summative Core Content Assessments

During its first charter term, AIM II administered a robust set of student assessments. ELA and math assessments included [Scantron Performance Series](#) (literacy data summary found [here](#)), and [Renaissance STAR Math](#) (math data summary found [here](#)).

End-of-Course or Graduation Assessments

AIM II administers all Regents exams required for graduation. The school also offers multiple pathways for students to achieve graduation. The [CDOS](#) pathway includes a state approved CDOS exam.

English Language Screening

AIM II administers the [NYSESLAT](#) annually to English language learners (ELLs) to assess English language proficiency and this past year they administered in alignment with the COVID-19 [NVCHS ELL Assessment](#)

guidelines. See [here](#) for AIM II students' fall and spring performance data reviewed during professional development sessions).

Nonacademic Assessments

AIM II 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 SY2020-21 DESSA summary data.

AIM II STUDENT SUPPORTS

AIM II utilizes a [Comprehensive Counseling Model](#) to deploy several student support programs and services. These include:

- **Primary Person model:** Coaches and advisors are accountable for supporting students in their academics, attendance, social emotional supports, and postsecondary portfolio development through weekly check-ins, mandated counseling, behavior contracts, self care plans, safety plans, restorative circle, 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 form](#)** The intake form is used to identify students' Social emotional and non academic needs.
- **DESSA assessment:** The DESSA suite of assessments are used to empower the school community to build an actionable social emotional program. The DESSA results help inform advisory SEL lessons, SEL groups, and drive SEL themes in both the classroom and school community for the year. The Student Self Administered DESSA: provides an opportunity for students to choose areas of improvement and develop personal goals to execute.
- **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.
- **SEL peer groups:** Various SEL peer groups that assemble biweekly. Current groups include Men's Group, Women's Group, "Feel Your Feels" Groups, Anime SEL group, SEL Podcast group.
- Monthly Town Halls per camp for students and families are facilitated to build community within the school. Town halls are designed to reinforce Social Emotional and Post Secondary lessons of the month. Student achievement awards are presented.

AIM II 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 their Primary Point Person assigned within the House Model
- 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 II 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.
- Targeted Advisory classes for Camp/House Model specific postsecondary milestones
- Summit Camp (senior) labs
- Peak and Base Camp labs
- Postsecondary student and family workshops
- Coding and GSuite courses

MODALITIES OF INSTRUCTION MODIFIED FOR COVID-19

During the 2020-2021 school year, AIM II 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 II 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.

In response to COVID-19, as mentioned above, in order to support teachers during the transition to remote learning, AIM II revised and extended its standardized [lesson planning format](#) to become a two-week format which was more conducive to remote instruction. This two-week instructional framework involved an initial delivery of the performance target or project based learning assignment in the first week, and in week two, the focus was on refining the performance target or completing work towards the project based assignment. Having a clear structure helped to improve instructional effectiveness and pedagogical capacity of teachers, as seen in their overall improvements on evidence-based observations using the Danielson Framework for Teaching. In turn, this helped to clarify student performance expectations during remote learning. The revised unit planning document also included explicit spaces for teachers to link in assessment data that informed their instructional decisions and to articulate the specific role that each co-teacher would play during instruction. AIM II plans to continue this instructional practice.

In addition, AIM II provided training and support to all teachers around the use of Google Classroom to structure 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 II teachers received professional development focused on integrating SEL strategies, interactive individual and group work, differentiation, and regular checks for understanding into their online lesson materials. When AIM II returns to in-person learning, teachers will continue to use Google Classroom to structure 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

- This past year we were fully staffed with special education teachers
- All ELLs with mandated standalone services received them, and we offered 3 integrated ELL classes.
- Related services: counseling provided in house, speech services provided by an outside provider; both services were provided virtually all year.
- Core classes were co-taught; a system was created for teachers to work together throughout the week for planning, data review, and progress monitoring. Our SpEd Manager was pivotal in making sure that SpEd teachers were assisted in caseload management to ensure that excellent services were provided.
- Coaching / supports for co-teachers:
 - forming agreements
 - planning agenda
 - weekly or biweekly coaching sessions address how pairs are working together and student progress, how to strengthen co-teaching relationships.
 - PDs on co-planning and co-teaching,
 - Models of co-teaching,
 - co-teaching roles (teacher led PD) -- how to have co-teachers work together seamlessly to deliver instruction
 - Using data in co-planning (1 co-planning meeting per week focused on data trackers)
 - Eliciting feedback from teachers around what's working and what's not
 - Clear unit planning document asks teachers to articulate their roles, how they are using data to inform their decisions around differentiation and scaffolding. Providing feedback and coaching on unit plans. Tweaked the planning documents along the way based on what was working/ to provide more clarity.

SUPPORTS TO SUSTAIN STUDENTS' AND FAMILIES' WELL-BEING

Pre-pandemic:

- AIM II's postsecondary team facilitated two family workshops entitled, "Preparing for College/College Preparation" and "FAFSA Support" facilitated by our counseling team.
- The Primary Point Person made weekly outreach to parents to discuss current academic standing, attendance, social emotional needs, and post secondary planning.
- Camp Night events
- Parent events including parent support groups
- Home visits at the beginning of the school year and consistent home visits throughout for students with attendance challenges and other challenges as deemed necessary.
- Every trimester contact was made with other entities who were involved with a student such as: foster care agency, therapist, probation officer, and any other community based organization who was connected with the student.

- To support a students well being they were provided a wrap around services within the school that includes access to a Licensed Masters Social Worker

Once the pandemic prompted remote or hybrid learning, AIM II counseling staff continued to connect with parents/guardians weekly to ensure that students' academic, social, and emotional barriers were mitigated, and achievements celebrated. Counseling staff also conducted weekly virtual workshops including anime and podcasts focused on SEL, current issues (entitled, "Today's Times"), and those focused on college preparation and career readiness. In addition, the school conducted virtual family workshops twice monthly focused on managing stress, self-care, and coping strategies. Monthly Camp town halls were held for both students and parents to reinforce the SEL lessons and postsecondary lessons discussed for that month in advisory and during check-ins with their Primary Point Person. In addition, postsecondary workshops were held for families once a trimester to assist parents in college preparation and FAFSA support.

AIM II will continue these workshop series for families since offering more frequent opportunities for engagement was well received by families

ENROLLMENT SUMMARY

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

School Enrollment by Grade Level and School Year as of BEDS day

School Year	9	10	11	12	Total
2017-18	81	54	38	27	200
2018-19	74	53	42	31	200
2019-20	63	68	51	35	217
2020-21	64	62	36	57	219

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The Accountability Cohort consists specifically of students who are in their sixth year of high school after entering the 9th grade. For example, the 2015 Accountability Cohort consists of students who entered the 9th 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 30th of that year.

Sixth-Year High School Accountability Cohorts

Sixth Year Cohort	Year Entered 9 th 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 30 th
2017-18	2012-13	2012	25	8	17
2018-19	2013-14	2013	32	0	32
2019-20	2014-15	2014	28	0	28
2020-21	2015-16	2015	48	0	48

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 grade. Students enrolled for at least one day in the school after entering the 9 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 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th 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	20	76	96
2018-19	2013-14	2013	31	76	107
2019-20	2014-15	2014	25	87	112
2020-21	2015-16	2015	44	54	98

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 II 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 II who were enrolled as of BEDS day and remain enrolled through June 30 earn at least ten credits.

RESULTS AND EVALUATION

Forty percent of students in their first year at AIM II 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, experience academic, social, cultural, and emotional challenges as they navigate a new building, new teachers, new rules, and expectations. The fact that the majority of our students are over-age and under-credited and more often than not have special needs makes navigating a new school 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 nine percentage point drop in first year students earning at least ten credits in 2020-21.

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

School Year	Number of Students in Their First Year at AIM II	Percent Earning at least Ten Credits
2017-18	50	36%
2018-19	68	44%
2019-20	78	49%
2020-21	47	40%

ADDITIONAL EVIDENCE

While AIM II did not achieve this goal, in Years 1-3, 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,

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there was an eight percentage point and five 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 II 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 II for more than one year earn at least eight credits.

RESULTS AND EVALUATION

Thirty-eight percent of students who have been at AIM II 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. Many of our students experienced increased anxiety and trauma preventing them from earning eight credits in school year 2020-21. We believe that this very unprecedented year experienced by our students and staff and their families is the reason for the eleven percentage point drop in returning students earning at least eight credits in 2020-21.

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

School Year	Number of students who have been at AIM II more than one year	Percent Earning at least Eight Credits
2017-18	136	29%
2018-19	94	41%
2019-20	91	49%
2020-21	131	38%

ADDITIONAL EVIDENCE

While the school's credit attainment goal was not met during this charter period, the percent of AIM II students enrolled for more than one year who earned at least eight credits increased 12 percentage points from Year 1 to Year 2, and increased 8 percentage points in Year 3.

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 II, and who were enrolled on BEDS day, remained enrolled on June 30 of the reporting year.

RESULTS AND EVALUATION

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

AIM II has created a welcoming and supportive atmosphere through the hiring of key personnel to ensure that family and student engagement is a priority. AIM II utilizes a primary person model, where each student is assigned a counselor and an advocate counselor that supports them on their path of success. When students are disengaged or approaching disengagement, the school implements tailored interventions to support the student with re-engagement or a successful transition plan.

Retention Rate for Students in Their First Year at AIM II

School Year	Retention Rate for First Year Students at AIM II
2017-18	86%
2018-19	84%
2019-20	86%
2020-21	85%

ADDITIONAL EVIDENCE

During this charter period, the average retention rate for AIM II’s first year students was 85.2%, five percentage points above the goal.

The counseling units have developed systems to identify students who may be in need of support and interventions as well as systems for providing students and families the proper supports. This includes referrals to outside agencies which address the many barriers which hinder student attendance and academic achievement.

Social Emotional Learning has been embedded in advisory classes through the partnership with Urban Assembly and the use of the School Connect, Social Emotional Learning curriculum. School Connect curriculum is designed to improve high school students' social-emotional, and academic skills, and strengthen relationships among students and between students and teachers.

Through the Primary Point Person Model the counselors, social workers, and advisors developed partnerships with both students and families through student one to one check ins, advisory sections scheduled by Primary Point Person caseload, consistent parent outreach, and frequent virtual workshops.

All of the support implemented during remote instruction will remain in place to continue to engage families, and a tiered referral system to ensure students receive the wraparound services they need.

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 II students who were enrolled on BEDS day, remained enrolled on June 30 of the reporting year.

RESULTS AND EVALUATION

Eighty-one percent of all students who were enrolled as of BEDS day were retained through June 30, 2021. AIM II met this measure and exceeded it by 11 percentage points.

As described in the measure above, the school strived to create an atmosphere that was welcoming and supportive. When students were disengaged or approaching disengagement, the school implemented tailored interventions to support the student with re-engagement or a successful transition plan.

The counseling units have developed systems to identify students who may be in need of support and interventions as well as systems for providing students and families the proper supports. This includes referrals to outside agencies which address the many barriers which hinder student attendance and academic achievement.

Social Emotional Learning has been embedded in advisory classes through the partnership with Urban Assembly and the use of the School Connect, Social Emotional Learning curriculum. School Connect curriculum is designed to improve high school students' social-emotional, and academic skills, and strengthen relationships among students and between students and teachers.

Through the Primary Point Person Model the counselors, social workers, and advisors developed partnerships with both students and families through student one to one check ins, advisory sections scheduled by Primary Point Person caseload, consistent parent outreach, and frequent virtual workshops.

In addition, AIM II moved to a 1:1 device model for school year 2020-21 all students had devices and wifi to engage in remote instruction to support retention of students. This strategy worked because we were

able to get devices into the hands of the 162 students in the previous year who did not have consistent access to remote learning.

All of the support implemented during remote instruction will remain in place, especially more frequent workshops to engage families, and a tiered referral system to ensure students receive the wraparound services they need.

Retention Rate for All Students

School Year	Retention Rate
2017-18	76%
2018-19	84%
2019-20	78%
2020-21	81%

ADDITIONAL EVIDENCE

During this charter period, the average retention rate for AIM II students was 79.75%, nearly eight points above the goal. Furthermore, AIM II has increased its year-to-year student retention each year of the charter period. AIM II student retention trends include an eight percentage point increase in Year 2, followed by a six point dip in Year 3. Despite all of the challenges schools, students, and families faced during school year 2020-21, AIM II’s retention rate for all students increased by three percentage points from Year 3-4.

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-three 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. Although AIM II did not meet this measure, there was a 13 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 II has focused on re-engaging students of this cohort to ensure that their academic progress towards graduation can be fulfilled at our school. AIM II 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 II 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 II focused on supporting students with completing and passing classes aligned to Regents exams so they could be eligible for exemptions. This was accomplished through targeted outreach from counselors and teachers, as well as dedicated time at the end of each trimester supporting students with NX resolution.

The instructional focus on co-teaching, project based learning and the transfer learning routines also supported students across content areas and supported students in increasing the number of Regents exams passed.

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

School Year	Cohort Designation	Number in Cohort	Percent Passing Two Exams (including exemptions)
2017-18	2014	101	19%
2018-19	2015	89	38%
2019-20	2016	117	50%
2020-21	2017	111	63%

ADDITIONAL EVIDENCE

While AIM II did not achieve this absolute measure during this first charter term, each year brought a notable increase in the percent of students in the fourth year cohort passing two exams required for graduation. For example, from Years 1-2 the percent of students achieving this measure doubled from 19% to 38%. Years 2-3 and 3-4 saw a 12 and 15 percentage point increase respectively despite challenges incurred due to the COVID-19 pandemic. Department teaming structures and protocols, instituted during school year 2020-21, supported teacher team work around using assessment to inform instruction. These included regular assessment tuning and looking at student work. These practices increased shared understanding of student learning needs across departments and helped teachers to more effectively target instruction. We believe that with additional time and intensive focus on ELA and Math through a partnership with ANET, AIM II will meet this measure.

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 9th 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

Thirty-eight percent of students in AIM II's 2015 cohort graduated after six years, therefore not meeting this measure. Although AIM II fell short of meeting this measure, the graduation rate for the 2015 cohort is 19 percentage points higher than cohort 2014's graduation rate.

The AIM House Model, which was rolled out at the start of the 2018-2019 school year, continues to contribute to the increased graduation rate. The House Model consists of Base Camp, Peak, and Summit where credit needs and academic needs are balanced when planning for graduation.

Students enter AIM II at varying levels of literacy and numeracy, credit attainment, and Regents completion. The goal is to create a personalized program for each student that enables him/her to meet NYS graduation requirements. Guidance counselors and student advisors work together to create school schedules for new, current, and graduating students through a highly individualized process that requires careful assessment of students' transcripts, marking period grades, attendance and personal circumstances. The process is initiated four weeks before each new cycle begins (August, November, and February) to allow for course passing projections, a course needs tally, a master schedule, and student program creation.

In addition, AIM II utilizes 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 the New Visions Data Portal.

The implementation of these routines and tools have positively impacted both team growth and school systems over the last two years. School staff can now look at the same data and make collective decisions, thereby increasing the transparency of both information and the action taken in response. As a result of the numerous graduation planning, Regents planning and preparation, and credit gap SDCs conducted:

- Active students had graduation plans that reflect the best possible outcome (and therefore the highest expectations) in terms of graduation date and diploma type.

¹ The state's guidance for the 4+1 graduation pathway can be found here: http://www.p12.nysed.gov/c_a/multi-pathways/.

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- 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 prepare them for the exams they are taking in January and June prior to COVID-19 and during the remote instruction year, students were prioritized for NX completion in alignment with Regents culminating courses.
- Active students were scheduled to earn 4 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	102	14%
2018-19	2013	107	17%
2019-20	2014	112	19%
2020-21	2015	98	38%

ADDITIONAL EVIDENCE

Given that students enter AIM II 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. Even though there was a decrease in graduates this past school year due to remote learning, we were able to graduate more students than the last full year of in person instruction. This positions well to continue to increase the total number of graduates next school year when we return to in person learning.

School Year	Annual Graduates (September 1-August 31)
2017-18	12
2018-19	27
2019-20	46
2020-21	32

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 1st 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 II’s 2015 cohort had a persistence rate of 40%. Although AIM II’s 2015 cohort did not meet this measure, their persistence rate is 20 percentage points higher than the previous cohort.

Over the last two school years staff focused on their outreach efforts and tracking recent alumni and plan to continue providing structured engagement and postsecondary opportunities for graduates. Under New Visions, the school has real time data about all students, active, graduated and discharged, from ATS, which allows the school to be proactive. This ability has resulted in a slight increase in persistence rate, because when students were identified as at-risk, an advisor reached out to provide support, references, and hands on assistance to other educational programs.

Total Graduation Cohort Persistence Rate

School Year	Cohort Designation	Persistence Rate
2017-18	2012	17%
2018-19	2013	21%
2019-20	2014	20%
2020-21	2015	40%

ADDITIONAL EVIDENCE

While the school was unable to achieve this Goal 1 absolute measure, the school did increase their persistence rate by 23 percentage points during the charter term. The largest increase of nine percentage points occurred between Years 3-4. We attribute the increase in persistence rate over time to a more targeted focus on consistent cycles of reviewing student progress data and making needed adjustments.

The New Visions Data Portal provides AIM II 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 II 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 also enabled AIM II to hold targeted senior meetings for students who were on-track or off-track to graduate. 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.

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 schools². 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

Thirty-eight percent of students in AIM II's 2015 cohort graduated after six years compared to 53% of students in the 2014 cohort from comparable transfer high schools. AIM II fell short of meeting this measure by 15 percentage points. School data for comparable transfer high school's 2015 cohort was not available for comparison at the time of this report.

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	102	14%	1,176	44%
2018-19	2013	107	17%	1,163	52%
2019-20	2014	112	19%	1,229	53%
2020-21	2015	98	38%	TBD	TBD

ADDITIONAL EVIDENCE

While AIM II did not meet this measure, as mentioned above, the school experienced a 24 percentage point total increase in the percent of students in the total graduation cohort who graduated in six years during Years 1-4 of the charter term. The largest increase occurred between Years 3-4. Additionally, none of the comparable schools have a similarly high rate of students with disabilities entering year over year. The rolling average is 50%.

² The NV data team has established criteria to determine comparable transfer high schools using an unsupervised clustering model.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2020-21, AIM II met two 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 th 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 th 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 th 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.	Not 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

ACTION PLAN

While AIM II met only two of five leading indicators for Goal 1, during Years 1-4 of the charter period, the school posted an increase in the percent of students who met these leading indicators. We believe, over time, this will result in a greater percentage of students achieving the two absolute measures for high school graduation. Similarly, AIM II did not meet Goal 1’s absolute measures, but experienced a gradual increase in percent of students who did so.

We attribute the aforementioned gains to our school’s ongoing tuning of targeted programmatic and student support services. These include:

1. Mastery Model. In order to accelerate learning and provide opportunities for students to build foundational skills while engaging in grade level content at a more differentiated pace, AIM II has taken steps to move toward a mastery model of instruction. In all courses, teachers will 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 using the mastery planning guide in a two-week teaching cycle. Students must master content before moving from one

unit to the next via the school's mastery assessments. This transition will continue in school year 2021-22 and we expect to fully implement the mastery model during the next charter term

2. House Model. AIM II's House Model concept is in its fourth year of implementation. Three houses comprise the model including Base Camp, Peak, and Summit. In SY2020-21, staff members of each house were expected to analyze student data within their respective houses on a weekly basis, and to use it to 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.
3. Primary Person Model (PPM). Coaches and advisors are accountable for supporting students in their academics, attendance, social emotional supports, 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 next year along with our comprehensive counseling model outlined above.
4. Enhanced Intake Process. AIM II'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. Beginning in the new charter term (SY 22-23), we plan to utilize an Individualized Development Plan (IDP) to more deeply integrate all aspects of the student support work and enable us to better monitor the impact of specific interventions for each student in order to support them in reaching their postsecondary goals.
5. Urban Assembly Resilient Scholars Program. For school year 2021-22, AIM II 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 II in the implementation, integration, and sustainability of high-quality SEL programming to improve school-wide and out of school outcomes for all students. AIM II will institute the SEL competencies as a universal language: self-awareness, self-management, social awareness, and social management.
6. SEL Advisory & Curriculum. AIM II 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 II 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.
7. SEL Assessment. AIM II 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.
8. Emphasis on Literacy and Numeracy. In order to ensure that our students successfully master academic content AIM II 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.
9. Deepening Formative Assessment Systems. AIM II 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 II 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 II has lived up to its mission is whether students are prepared for and pursue postsecondary options. AIM II 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	Cohort	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	2012	12	25%
2018-19	2013	27	24%
2019-20	2014	46	13%
2020-21	2015	32	TBD

ADDITIONAL EVIDENCE

Postsecondary preparedness is an area of growth for AIM II. From Years 1-3 of this charter term, AIM II has experienced a year-to-year decrease in the percent of graduates enrolling in postsecondary education, military service, technical/occupational education, or gained employment. Specifically, from Years 1-2 and Years 2-3, the school experienced a one percentage point and an 11 percentage point decrease in graduates pursuing postsecondary education and/or employment. We attribute some of the

decline to higher education and employment challenges to the COVID-19 global pandemic. Colleges, universities, and other postsecondary education institutions experienced a sharp decrease in enrollments, and employers shuttered their doors.

In service of meeting this measure, AIM II has focused their postsecondary work on designing and implementing systems for tracking students' postsecondary planning, applications, and decision-making processes. While our work the past year to build structures and routines did not yield in higher rates of postsecondary preparedness due to struggles with student engagement during a year of remote learning, these initiatives position AIM II well to meet this measure in the coming years. These initiatives and structures include:

- **Postsecondary Teams:** Developing defined roles for their Postsecondary team members, meeting regularly with a standing agenda that includes: learning arc from New Visions' [Postsecondary Advising Model \(PAM\)](#), sharing best practices with AIM I on implementation of Xello, Postsecondary portfolio and CDOS, consistent data entry in New Visions' data portal, and postsecondary data reviews.
- **Implementing Xello,** an online software for career interest surveys, career research, and postsecondary planning. Every AIM II student and teacher received a Xello license. Students complete surveys that inquire about their interests, skills, and learning styles. The software walks them through the process of building a comprehensive career plan, aligned to the state's CDOS requirements. Also, Xello offers career development lessons and tools such as resume builders and labor market guides. Schools receive weekly engagement updates on Xello's progress.
- **CDOS and Postsecondary Portfolio tracking:** AIM II implemented a system for tracking CDOS hour completion and CDOS learning objectives. AIM II has developed 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.

To strengthen postsecondary pathways into college and career, AIM II leverages career partnerships developed through the New Visions/JobsFirst Transfer to Career (T2C) Initiative. The HOPE Program and The Knowledge House are the dedicated partners for the AIMs which build sector-based career pathways in technology and skills trades. The Postsecondary Access and Success team at New Visions have developed three postsecondary pathways for the New Visions' network which streamlines the application and enrollment process into three popular CUNY Community Colleges for AIM students. This includes Borough of Manhattan Community College (BMCC), Bronx Community College (BCC), and with LaGuardia Community College (LGCC), an NVPS-only CUNY Math START program for students with Math remedial needs.

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Total Applications and Acceptances

	Total Applicants	Students Accepted to at Least 1 School
CUNY	34 Students	20 Students*
SUNY	6 Students	12 Students *

Students Accepted to 6 Schools	1 Student*
Students Accepted to 5 schools	6 Student *
Students Accepted to 4 schools	8 Students *
Students Accepted to 3 schools	15 Students *
Students Accepted to 2 schools	17 Students *

*COVID -19 impacted obtaining of information

Applications & Acceptances for the 2020-2021 Seniors

CUNY 2-Year	CUNY 4-Year	SUNY 2-Year	SUNY 4-Year
Borough of Manhattan Community College	Baruch College	Broome Community College	Albany State University
Bronx Community College	Brooklyn College	Canton Community College	Afred State University
Guttman Community College	City College	Columbia Community College	Buffalo State University
Hostos Community College	College of Staten Island	Errie Community College (South)	SUNY Canton
Laguardia Community College	Hunter College	Herkimer Community College	SUNY Oswego
Queensborough Community College	John Jay College	SUNY Adirondack Community	SUNY Oneonta
Kingsborough Community College	York College	Dutchess Community College	SUNY Canton
	Medgar Evers College	SUNY Broome Community College	University at Buffalo
	Baruch College	Onondaga Community College	Binghamton University
			Fisher College
			SUNY Plattsburgh
			SUNY Cortland

Vocational Training Programs	Specific Program/ Trade
Mosholu Montefiore Community Center	Culinary Arts Training Program
Universal Technical Institute	Technician
The HOPE Program	OSHA certification, Construction
Knowledge House	Technology

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 II 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

Fifty percent of students in AIM II’s 2015 cohort demonstrated proficiency of CDOS learning standards, therefore not meeting this measure. However, the percent of students in AIM II’s 2015 cohort demonstrating proficiency of CDOS learning standards was seven percentage points higher than the previous cohort.

We attribute this increase to a multi-year effort focused on expanding opportunities to take career readiness course work. Initially focused on Summit camp students, we expanded to Base and Peak, as well as infusing advisory classes with key postsecondary milestones and building routines for tracking students' work based learning hours. During the last year, the AIM II CTE teacher worked with a targeted group of students to support them with mastery career readiness standards and passing the Career Essentials Exam.

In addition, during this past year, AIM II 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 II 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.

Proficiency Rate of CDOS Learning Standards by Sixth Year Accountability Cohort

School Year	Cohort Designation	Number in Cohort	Percent Demonstrating Proficiency of CDOS Learning Standards
2017-18	2012	17	12%
2018-19	2013	32	28%
2019-20	2014	28	43%
2020-21	2015	48	50%

ADDITIONAL EVIDENCE

While AIM II has not yet achieved this measure, the school reported a 38 percentage point increase in the percent of students in the sixth year accountability cohort demonstrating proficiency on the

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SkillsUSA Career Essentials: Career-Ready Assessment in Years 1-4 of the charter period. Currently, 27% of cohort 2016 have met this measure.

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

Sixty-four percent of students who were planned to graduate completed a career readiness portfolio. Although this measure was not met, AIM II continues to make progress toward meeting this goal each year.

At the beginning of the school year all students in all camps completed the Xello college and career interest profile, which Summit Camp utilized to drive conversations in one to one planning sessions, advisory sessions, and workshops. In addition to the above, college and career readiness transition portfolio preparation was discussed during graduation on track/graduation in jeepodary meetings.

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	30	20%
2019-20	50	60% *
2020-21	66	64%

ADDITIONAL EVIDENCE

The 2019-2020 school year was designed for students to work on college exploration and preparation for the first half of the school year with the second half of the school year preparing for career readiness activities. Due to the pandemic, we paused the advisory focus on career readiness to focus on social emotional needs from March through June to successfully transition students to remote learning. During this past school year we resumed the postsecondary advisory curriculum. We continued the use of Xello as the curriculum, developed clear postsecondary milestones, and built better systems to track progress towards those milestones. As a result, more students are on track to completing their postsecondary portfolios by the time of graduation.

While AIM II did not meet this measure, each year of the charter term, more students completed a career readiness portfolio. In fact, between Years 2-4 (years for which data is available), 44 percent more students completed a career readiness portfolio. Based on this trajectory of achievement, we believe

that the steady increase in students who meet this absolute measure will continue to improve.

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 II 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

At AIM II, we will continue to work to ensure that each student graduates with a viable postsecondary plan. The planning process begins when the student first enters AIM II and meets with his/her Primary Point Person. Students engage in a range of experiences such as resume writing, college tours, work site visits, and FAFSA workshops. Seniors also participate in Senior Meetings where they are able to support each other through the sharing of plans, challenges, and expectations.

The postsecondary team at AIM II has partnered with the community workforce development organizations The Hope Program and Knowledge House as a part of their participation in the JFNY/NV Transfer to Career pilot. The organizations are collaboratively building out a Career Readiness Pathway which begins with Career Awareness and Exploration while in high school and bridges into sectoral training and ultimately employment. Students will be offered and engage in a continuum of work-based learning activities which prepare them for the world of work.

AIM II will continue to provide students with postsecondary pathways that all students can engage in throughout their experience at the school. The pathways were developed to provide students with a

clear path towards success. AIM II will work to ensure that all students have an outlined route, no matter when they enter the school.

Career Development and Occupational Studies Credential (CDOS):

AIM II 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) classes, AIM II 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 II 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.

Advisory

The school has established advisories to support youth while in school and after leaving AIM II, including work, postsecondary education and program options. Students will be exposed to on-the-job training programs and other related resources, including JobsFirst initiatives. Students will also be exposed to topics related to postsecondary readiness and exploration/competency developments (i.e. resume writing, interviewing skills, completing job applications, investigating postsecondary options, etc.) and the completion of the CDOS credential.

AIM II also engaged students in college and career exploration this past school year, but was faced with challenges when creating virtual opportunities to continue the exposure for college and career exploration during remote learning.

- In person college exploration tours once allowed again: Borough of Manhattan Community College and Fashion Institute of Technology
- Virtual college tours: SUNY Oswego and Bronx Community College.

As we enter the 2021-2022 school year AIM II will continue to create and define a plan that includes the following opportunities:

- Postsecondary exploration virtual trips to CUNY Colleges and SUNY Colleges.
- Speakers from CUNY, SUNY and other organizations to speak to seniors about the programs offered at their campuses and locations.
- Summit camp students will participate in postsecondary planning meetings aimed to explore college, trade/ vocational and military pathways.
- Post Secondary Labs will continue to be held providing all students an opportunity to explore postsecondary pathways during non academic hours.
- Participation in Javits Center's Vision Expo, which exposes future CTE students to the field of optometry; including certification, business practices, and optical fashion will be explored during remote learning, if held again
- Exposure to green energy, construction, technology, food handling certifications and more through The HOPE Program and Knowledge House will be explored during remote learning.

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 administered 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 requirements for graduation as scoring 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 II 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-eight percent of students in AIM II'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 10 students, three with no valid score and seven who had previously sat for the exam, earned Regents waivers. Therefore 75% of students in cohort 2015 met the ELA Regents requirement for graduation. The decline from the previous year can be attributed to cohort 2015 missing three opportunities to resit for the ELA Regents exam.

AIM II was able to meet this measure by providing co-taught core classes for all students and building co-teacher capacity to analyze student data and plan for instruction. Google Classroom and Zoom were utilized to provide individualized and small group instruction. We provided professional development focused on utilizing technology platforms to increase interaction and meaningful assessment opportunities during remote instruction, such as the use of Nearpod, which resulted in an increase in teacher ability to facilitate interactive remote lessons that could be accessed synchronously or asynchronously and integrated discussion routines and targeted formative assessments. Instructional leaders supported teachers with looking at student work to analyze trends and plan for instruction. The

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two-week planning template (discussed above) allowed teachers to focus on building foundational skills integrated with the ELA content, including using the Transfer Learning Routine, to build student reading comprehension. The associate director of special education and ENL teacher worked together to provide support for teachers about specific student needs. These collaborative efforts helped ELA teacher teams to provide targeted support to students.

Additionally, the ELA team implemented a series of project based learning assignments that allowed students to apply concepts to real world problems. This increased student interest and supported teachers with analyzing student progress towards mastering concepts.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on Regents English Common Core Exam by Sixth Year Accountability Cohort³

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	14	82%
2013	2018-19	31	0	21	66%
2014	2019-20	28	0	19	68%
2015	2020-21	48	3	26	58%

ADDITIONAL EVIDENCE

As indicated in the table below, 48% of students in the 2016 cohort (with valid scores) have passed the ELA Regents prior to entering their sixth year. Further, an additional 23 students earned Regents exemption waivers. Therefore, 86% of students in cohort 2016 have met the ELA Regents requirement for graduation prior to the start of their sixth year. In addition, 53% of students in cohort 2017 have passed or earned Regents waivers for the ELA Regents required for graduation.

Further, the average number of years enrolled for cohort 2015 was 3.7 years showing that students who remain enrolled at AIM II develop the skills needed to successfully master the ELA Regents standards.

We continue to work on improving and increasing students' knowledge and skills, to ensure they are equipped to successfully pass standardized tests and are prepared for college and/or career. AIM II is partnering with ANET in the new school year to focus on increasing ELA curriculum alignment to standards and implementing a mastery curriculum and grading system. The increased use of formative assessment data will help drive instructional design.

In addition, throughout 2020-2021, AIM II focused on strengthening its supports for multilingual learners through offering both a standalone ENL course and ENL teacher collaborative support in one strategically-selected ELA course and one US history course. The ENL specialist also consulted with the ELA department on a regular basis about strategies to implement to better support multilingual learners in their courses. A writing assessment administered at the beginning, middle, and end of the year helped

³ Based on the highest score for each student on the English Regents exam

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to monitor student progress and design instructional interventions; from beginning to end of year, the average score on the writing rubric increased from 2.1 (out of 4) to 3.14.

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 ⁴
2015	60	35%	46	58%	48	58%
2016	63	11%	60	38%	51	48%
2017	24	0%	62	22%	70	25%
2018	19	0%	34	3%	64	7%
2019			22	0%	35	0%
2020					27	0%

Percent Passing / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2015	48	10	26	75%
2016	51	23	21	86%
2017	70	22	15	53%
2018	64	19	3	34%
2019	35	3	0	9%
2020	27	1	0	4%

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.⁵

⁴Percent passing among students with valid score

⁵ The New Visions data team has established criteria to determine comparable transfer high schools using an unsupervised clustering model.

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

Forty-nine 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 II did not meet this measure, there was a nine percentage point increase since school year 2018-19, when data was last reported.

Due to school closure during school year 2019-20, AIM II was unable to administer the Performance Series assessment a second time, and therefore cannot report out data for this measure for last school year. While both administrations occurred in school year 2020-21, the ongoing upheaval to students and families’ lives contributed to attendance challenges. Attendance challenges and the lack of in-person interaction and supports (particularly for the young people we serve with disabilities) had significant adverse effects on our students’ ability to practice and improve upon their reading skills. Nevertheless, AIM II experienced a slight uptick in the percent of students who achieved Lexile growth, despite the challenges associated with the COVID-19 pandemic.

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	144	32	53%
2018-19	165	75	45%
2019-20	N/A	N/A	N/A
2020-21	225	65	49%

ADDITIONAL EVIDENCE

To support all students with literacy development, we implemented the use of transfer learning routines across all core classrooms to support literacy practices that focus on comprehension through student metacognition and self-monitoring that allow them to read purposefully, for meaning, and transfer these skills across content areas. Teachers also chunked texts and created individualized supports for students, such as read alouds. These school wide efforts contributed to the continued Lexile growth for students tested in fall and spring.

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Goal 3: Growth Measure

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

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

Forty-five 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 not meeting this measure. However, there was a 16 percentage point increase since school year 2018-19, when data was last reported.

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	46	16	19%
2018-19	36	14	29%
2019-20	16	N/A	N/A
2020-21	22	11	45%

ADDITIONAL EVIDENCE

While the school did not meet this growth measure, during the charter period, AIM II reported a net increase of 26 percent of students who met or exceeded their expected Lexile growth. AIM II will continue to identify a small group of students who will benefit from targeted literacy support in READ 180 and continue to focus on strong literacy routines in the core to support all students.

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.

⁶ Expected growth is calculated based on research conducted by Schoenfeldt and MetaMetrics. These growth targets set high goals for students who start off with a lower entering Lexile.

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 II cohort 2015's ELA pass rate of 58% is lower than cohort 2014's ELA pass rate of 68%, 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 Cohort⁷

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	14	82%
2013	2018-19	31	0	21	66%
2014	2019-20	28	0	19	68%
2015	2020-21	48	3	26	58%

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In school year 2020-21, AIM II achieved one 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

⁷ 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.	Not 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

During school year 2021-22, AIM II will continue its focus on achieving and exceeding all measures in the English language arts goal. We will do so by partnering with ANET to focus on skill development in ELA and to support teachers with stronger formative assessment and planning cycles. This partnership will also support teachers with planning rigorous instruction aligned to standards. During the upcoming school year, the priority will be deepening teacher knowledge of grade level standards and aligning performance targets to standards. This work will support developing consistent structures and protocols for how teachers are regularly analyzing student data to make informed decisions about upcoming lessons and addressing student learning strengths or needs. We will also incorporate personalized, targeted student feedback, and enhance our student/teacher conferencing activities based on student progress towards standards. AIM II also plans to deepen its work around project-based learning and the use of the Transfer Learning Routines across classrooms to engage students in authentic performance-based tasks and build their metacognitive self-monitoring strategies to strengthen their reading comprehension and writing.

In addition, the AIM schools will continue to work across campuses to coordinate their efforts and maximize their potential. In addition to collaborating around the ANET partnership, the AIM schools will support each other in building out their approaches to mastery learning. New Visions Instructional Specialists will continue to support AIM II instructional leaders in coaching teachers around these routines and support teachers to meaningfully adjust instruction. In addition, New Visions will continue to provide direct coaching around literacy assessments and intervention strategies.

All students will continue to take the Performance Series Reading diagnostic assessment during orientation at the start of the school year to provide teachers, administrators, and students with a Lexile level. Lexile levels will 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. Based on the data collected we will continue to identify struggling readers and determine if they will benefit from an ELA credit bearing Read 180 course. We will 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.

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 II 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

Sixty-two percent of students in AIM II'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 meeting this measure. In addition, It should be noted that a total of 15 students, three with no valid score and 12 who had previously sat for the exam, earned Regents waivers. Therefore, 90% of students in cohort 2015 met the math Regents requirement for graduation.

AIM II was able to meet this measure by providing co-taught core classes for all students and building co-teacher capacity to analyze student data and plan for instruction. Google classroom and Zoom were utilized to provide individualized and small group instruction. Instructional leaders supported teachers with looking at student work to analyze trends and plan for instruction. The associate director of special education and ENL teacher worked together to provide support for teachers about specific student needs. These collaborative efforts helped math teacher teams to provide targeted support to students.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Additionally, the math team implemented a series of project based learning assignments that allowed students to apply mathematical concepts to real world problems. This increased student interest and supported teachers with analyzing student progress towards mastering concepts.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on a Regents Mathematics Common Core Exam by Sixth Year Accountability Cohort⁸

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	14	82%
2013	2018-19	32	0	23	72%
2014	2019-20	28	0	15	54%
2015	2020-21	48	3	28	62%

ADDITIONAL EVIDENCE

As indicated in the table below, 48% of students in the 2016 cohort (with valid scores) have passed a math Regents prior to entering their sixth year. Further, an additional 25 students earned Regents waivers. Therefore, 94% of students in cohort 2016 have met the math Regents requirement for graduation prior to the start of their sixth year. In addition, 93% of students in cohort 2017 have passed or earned Regents waivers for the math Regents requirement for graduation.

In addition, cohort 2015 students have been enrolled at AIM II for an average of 3.7 years. This demonstrates students who remain enrolled at AIM II develop the skills needed to master Math Regents standards.

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 ⁹	Number in Cohort	Percent Passing ¹⁰
2015	60	57%	46	62%	48	62%
2016	63	24%	60	47%	51	48%
2017	24	8%	62	25%	70	28%
2018	19	5%	34	25%	64	33%
2019			22	0%	35	15%
2020					27	0%

⁸ Based on the highest score for each student on a mathematics Regents exam

⁹ Percent passing among students with valid score

¹⁰ Percent passing among students with valid score

Percent Passing / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2015	48	15	28	90%
2016	51	25	23	94%
2017	70	49	16	93%
2018	64	36	14	78%
2019	35	22	2	69%
2020	27	9	0	33%

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.

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 and spring testing windows will grow from fall to spring according to their scaled score using STAR Math.

RESULTS AND EVALUATION

Sixty-two percent of students who were tested during both testing windows, increased their scaled score from fall to spring based on the STAR Math assessment, therefore meeting this measure.

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	165	65	52%
2019-20	N/A	N/A	N/A
2020-21	225	47	62%

ADDITIONAL EVIDENCE

The math department implemented regular looking at student work protocols that enabled them to identify trends and plan for instruction. They used project based learning to introduce mathematical concepts, provided exemplars, individualized and small group instruction. While a smaller number of students tested in both fall and spring, the growth for these students indicates these instructional efforts are increasing student math proficiency.

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.

RESULTS AND EVALUATION

Sixty-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 II’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 from 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	15	4	25%
2019-20	N/A	N/A	N/A
2020-21	225	47	62%

ADDITIONAL EVIDENCE

A targeted group of students were identified for math academic intervention services. These students received one-on-one remote support from teachers using supplemental materials from Transitions to Algebra and IXL. The students regularly attending these sessions met or exceeded their growth goal.

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 II cohort 2015’s math passage rate of 62% exceeds cohort 2014’s math passage rate of 54%, therefore meeting this measure.

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 Cohort¹¹

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	14	82%
2013	2018-19	32	0	23	72%
2014	2019-20	28	0	15	54%
2015	2020-21	48	3	28	62%

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2020-21, AIM II achieved four 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.	Achieved
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.	Achieved

¹¹ Based on the highest score for each student on a mathematics Regents exam

ACTION PLAN

In school year 2020-21, AIM II met its goal for students to become proficient in the application of mathematical skills and concepts as evidenced by the absolute and growth measures cited above. We accomplished this goal by supporting teachers with analyzing student performance data to make instructional decisions. To ensure that we maintain and build upon this achievement, AIM II will partner with ANET to continue to build the capacity of instructional leaders and teachers to use formative assessment data to drive instructional design.

AIM II is committed to continuing to meet all of the measures for the high school mathematics goal in the coming school year and plans to continue improving outcomes by implementing proven strategies, interventions and prioritizing schoolwide data-informed decision making. AIM II's instructional framework will continue to include the regular and coordinated use of diagnostic and formative assessments to understand the content and skills students have mastered and where they struggle. All school staff will engage in professional development around analyzing data and making data-informed decisions which will allow teachers to identify discrepancies between current and desired outcomes. Time in department meetings and common-planning time will be dedicated to analyzing formative and summative data that directly correlates with student academic goals and achievement.

STAR Math will continue to serve as the school's universal screener and diagnostic assessment until we fully integrate ANET into the community. All students will take the STAR Math numeracy diagnostic assessment during orientation at the start of the school year to provide teachers, administrators, and students with numeracy baseline data. These scaled scores will be used to identify students who are in need of additional diagnostic testing through the use of nationally normed assessments designed to inform intervention strategies.

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 II 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-six percent of students in AIM II'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 meeting this measure. In addition, it should be noted that a total of 17 students, five with no valid score and 12 who had previously sat for the exam, earned Regents waivers. Therefore 85% of students in cohort 2015 met the science Regents requirement for graduation. The decline from the previous cohort can be attributed to cohort 2015 missing three opportunities to resit for a science Regents exam.

AIM II was able to meet this measure by providing co-taught core classes for all students and building co-teacher capacity to analyze student data and plan for instruction. Google classroom and Zoom were utilized to provide individualized and small group instruction. Instructional leaders supported teachers with looking at student work to analyze trends and plan for instruction. The associate director of special education and ENL teacher worked together to provide support for teachers about specific student needs. These collaborative efforts helped science teacher teams to provide targeted support to students.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Additionally, the science team implemented a series of project based learning assignments that allowed students to apply concepts to real world problems. This increased student interest and supported teachers with analyzing student progress towards mastering concepts.

Science Regents Passing Rate with a Score of 65 or 55 for Safety Net Eligible Students by Sixth Year Accountability Cohort¹²

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	32	0	20	63%
2014	2019-20	28	1	20	74%
2015	2020-21	48	5	24	56%

ADDITIONAL EVIDENCE

As indicated in the table below, 36% of students in the 2016 cohort (with valid scores) have passed a science Regents prior to entering their sixth year. Further, an additional 33 students earned Regents waivers. Therefore, 96% of students in cohort 2016 have met the science Regents requirement for graduation prior to the start of their sixth year. In addition, 79% 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 ¹³	Number in Cohort	Percent Passing ¹⁴
2015	60	37%	46	57%	48	56%
2016	63	19%	60	33%	51	36%
2017	24	13%	62	29%	70	31%
2018	19	0%	34	21%	64	22%
2019			22	0%	35	0%
2020					27	5%

¹² Based on the highest score for each student on any science Regents exam

¹³ Percent passing among students with valid score

¹⁴ Percent passing among students with valid score

Percent Passing / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2015	48	17	24	85%
2016	51	33	16	96%
2017	70	39	16	79%
2018	64	28	10	61%
2019	35	13	0	37%
2020	27	5	1	22%

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 II 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-seven percent of students in AIM II'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 by only three percentage points. It should be noted that a total of 18 students, five with no valid score and 13 who had previously sat for the exam, earned Regents waivers. Therefore 79% 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 social studies Regents exam.

AIM II provided co-taught core classes for all students and built co-teacher capacity to analyze student data and plan for instruction. Google classroom and Zoom were utilized to provide individualized and small group instruction. Instructional leaders supported teachers with looking at student work to analyze trends and plan for instruction. The associate director of special education and ENL teacher worked together to provide support for teachers about specific student needs. These collaborative efforts helped social studies teacher teams to provide targeted support to students.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Additionally, the social studies team implemented a series of project based learning assignments that allowed students to apply concepts to real world problems. This increased student interest and supported teachers with analyzing student progress towards mastering concepts.

Social Studies Regents Passing Rate with a Score of 65 or 55 for Safety Net Eligible Students
By Sixth Year Accountability Cohort¹⁵

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	14	82%
2013	2018-19	32	0	15	47%
2014	2019-20	28	0	17	61%
2015	2020-21	48	5	20	47%

ADDITIONAL EVIDENCE

As indicated in the table below, 26% of students in the 2016 cohort (with valid scores) have passed a social studies Regents prior to entering their sixth year. Further, an additional 34 students earned Regents exemption waivers. Therefore, 88% of students in cohort 2016 have met the social studies Regents requirement for graduation prior to the start of their sixth year. In addition, 79% 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 ¹⁶
2015	60	37%	46	47%	48	47%
2016	63	6%	60	25%	51	26%
2017	24	0%	62	18%	70	24%
2018	19	0%	34	0%	64	2%
2019			22	0%	35	0%
2020					27	0%

¹⁵ Based on the highest score for each student on a social studies Regents exam

¹⁶ Percent passing among students with valid score

Percent Passing / Exempted by Cohort				
Cohort Designation	Number in Cohort	Total Number Exempted	Number Passing	Percent Passing/Exempted
2015	48	18	20	79%
2016	51	34	11	88%
2017	70	40	15	79%
2018	64	26	1	42%
2019	35	5	0	14%
2020	27	3	0	11%

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, SY2020-21 school accountability statuses are the same as those assigned for the SY2019-20. Similarly, SY2019-20 accountability statuses were based on SY2018-19 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 II’s ESSA accountability status for 2020-21 was Comprehensive Support and Improvement School (CSI), therefore not meeting this measure.

It should be noted that the ESSA accountability system evaluates fourth year cohort outcomes, which does not align to our school’s model of serving overage and under-credited students.

Accountability Status by Year

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



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

Charter School Name:	New Visions AIM Charter High School II
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 II

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 3,653,506	\$ -	\$ 3,653,506	\$ 3,438,958
Students with disabilities	1,577,739	-	1,577,739	918,221
Grants and Contracts				
State and local	17,117	-	17,117	107,809
Federal - Title and IDEA	361,229	-	361,229	228,024
Federal - Other	30,556	-	30,556	20,347
Other	146,122	-	146,122	548,858
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	5,786,269	-	5,786,269	5,262,217
EXPENSES				
Program Services				
Regular Education	\$ 2,107,431	\$ -	\$ 2,107,431	\$ 2,327,179
Special Education	2,488,656	-	2,488,656	1,851,111
Other Programs	-	-	-	-
Total Program Services	4,596,087	-	4,596,087	4,178,290
Management and general	699,565	-	699,565	588,001
Fundraising	-	-	-	-
TOTAL OPERATING EXPENSES	5,295,652	-	5,295,652	4,766,291
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	490,617	-	490,617	495,926
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ -
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	803	-	803	4,507
Miscellaneous income	3,416	-	3,416	35,806
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	4,219	-	4,219	40,313
CHANGE IN NET ASSETS	494,836	-	494,836	536,239
NET ASSETS BEGINNING OF YEAR	807,610	-	807,610	271,371
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 1,302,446	\$ -	\$ 1,302,446	\$ 807,610

NEW VISIONS AIM CHARTER HIGH SCHOOL II
Statement of Cash Flows
as of June 30, 2021

	<u>2020-21</u>	<u>2019-20</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 494,836	\$ 536,239
Revenues from School Districts	-	
Accounts Receivable	-	
Due from School Districts	-	
Depreciation	17,689	13,254
Grants Receivable	(60,906)	(50,079)
Due from NYS	-	
Grant revenues	-	
Prepaid Expenses	(12,884)	20,827
Accounts Payable	35,438	(639,539)
Accrued Expenses	-	
Accrued Liabilities	46,050	59,233
Contributions and fund-raising activities	-	
Miscellaneous sources	(146,122)	146,122
Deferred Revenue	60,247	(80,526)
Interest payments	-	
Other	9,843	55,884
Other	(428)	500,968
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 443,763	\$ 562,383
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(5,694)	(25,629)
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (5,694)	\$ (25,629)
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ 438,069	\$ 536,754
Cash at beginning of year	1,073,044	536,290
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 1,511,113	\$ 1,073,044

NEW VISIONS AIM CHARTER HIGH SCHOOL II
Statement of Functional Expenses
as of June 30, 2021

	No. of Positions	2020-21							2019-20	
		Program Services				Supporting Services			Total	Total
		Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total		
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	16.00	417,532	373,505	-	791,037	-	527,544	527,544	1,318,581	1,201,919
Instructional Personnel	26.00	838,573	1,201,879	-	2,040,452	-	-	-	2,040,452	1,850,497
Non-Instructional Personnel	-	-	-	-	-	-	-	-	-	-
Total Salaries and Staff	42.00	1,256,105	1,575,384	-	2,831,489	-	527,544	527,544	3,359,033	3,052,416
Fringe Benefits & Payroll Taxes		226,009	302,553	-	528,562	-	90,393	90,393	618,955	566,225
Retirement		80,066	100,417	-	180,483	-	33,626	33,626	214,109	142,083
Management Company Fees		263,150	246,763	-	509,913	-	13,212	13,212	523,125	444,982
Legal Service		398	374	-	772	-	20	20	792	8,593
Accounting / Audit Services		-	-	-	-	-	21,742	21,742	21,742	19,457
Other Purchased / Professional / Consulting Services		16,118	37,098	-	53,216	-	2,886	2,886	56,102	143,937
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	-	-	-	-	-
Repairs & Maintenance		6,454	5,789	-	12,243	-	255	255	12,498	12,479
Insurance		20,997	19,690	-	40,687	-	1,054	1,054	41,741	36,725
Utilities		23,973	22,076	-	46,049	-	2,256	2,256	48,305	41,427
Supplies / Materials		3,282	2,462	-	5,744	-	-	-	5,744	23,391
Equipment / Furnishings		16,474	12,645	-	29,119	-	50	50	29,169	14,715
Staff Development		876	1,273	-	2,149	-	352	352	2,501	6,806
Marketing / Recruitment		870	1,360	-	2,230	-	942	942	3,172	1,374
Technology		141,307	115,598	-	256,905	-	3,314	3,314	260,219	109,305
Food Service		2,484	2,360	-	4,844	-	491	491	5,335	33,316
Student Services		12,076	10,030	-	22,106	-	-	-	22,106	43,601
Office Expense		20,545	18,376	-	38,921	-	764	764	39,685	40,117
Depreciation		8,898	8,344	-	17,242	-	447	447	17,689	13,254
OTHER		7,349	6,064	-	13,413	-	217	217	13,630	12,086
Total Expenses		\$ 2,107,431	\$ 2,488,656	\$ -	\$ 4,596,087	\$ -	\$ 699,565	\$ 699,565	\$ 5,295,652	\$ 4,766,291



**GENERAL INSTRUCTIONS FOR
ANNUAL BUDGET/QUARTERLY REPORT**

TEMPLATE TABS

1- GRAY tab contains the Instructions

Instructions	Provides description of tabs and input requirements.
Funding by District	Charter School Tuition Rates

2- BLUE tabs require input of information

1.) Name of School	>Select school name from list. >Enter contact information.
2.) Enrollment	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	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 Quarter 2 Actuals are being submitted.
4.) Yearly Budget	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.
5.) Balance Sheet	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 Quarter 2 Actuals are being submitted
6.) Quarterly Report	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
7.) Annual Report Requirement	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 II

SCHOOL

Name:	New Visions AIM Charter High School II
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CONTACT INFORMATION

Contact Name:	Cynthia Rietscha
Contact Title:	Chief Operating Officer
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]

REPORT PERIOD

Current Academic Year:	2021-22
Prior Academic Year:	2020-21

**NEW VISIONS AIM CHARTER HIGH SCHOOL II
2021-22**

ENROLLMENT BY GRADES

GRADES	K	1	2	3	4	5	6	7	8	9	10	11	12
INITIAL BUDGETED ENROLLMENT													
TOTAL ENROLLMENT =													

ENROLLMENT BY DISTRICT

		PRIOR YEAR	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER								ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
		ACTUAL	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
			Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual
NUMBER OF SCHOOL DISTRICTS ENROLLED:		0	1	0	1	0	1	0	1	0	0	0	0	0
NUMBER OF STUDENTS ENROLLED:		0	240	0	240	0	240	0	240	0	0	0	0	0
*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.														
		PRIOR YEAR	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
		2020-21	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
			Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual
PRIMARY/OTHER	DISTRICT NAME(S)	Actual Enrollment	Budgeted Enrollment	Budgeted Enrollment	Budgeted Enrollment	Budgeted Enrollment	Budgeted Enrollment	Budgeted Enrollment	Budgeted Enrollment	Budgeted Enrollment	Enrollment	Enrollment	Enrollment	Enrollment
1	PRIMARY District NYC CHANCELLOR'S OFFICE		240		240		240		240					
2	SECONDARY District (Select from drop-down list) →													

		PRIOR YEAR	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
		2020-21	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
PRIMARY/OTHER	DISTRICT NAME(S)	Actual Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

**NEW VISIONS AIM CHARTER HIGH SCHOOL II
2021-22**

STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")

***NOTE:** Enter the number of FTE positions in the "blue" cells.

***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.

***NOTE:** Each quarter, the actual FTE should be input.

***NOTE:** State the assumptions that are being made for personnel FTE levels.

ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR 2020-21 ACTUAL	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Executive Management		1.0		1.0		1.0		1.0						
Instructional Management		2.0		2.0		2.0		2.0						
Deans, Directors & Coordinators		5.0		5.0		5.0		5.0						
CFO / Director of Finance		1.0		1.0		1.0		1.0						
Operation / Business Manager		5.0		5.0		5.0		5.0						
Administrative Staff		2.0		2.0		2.0		2.0						
TOTAL ADMINISTRATIVE STAFF	0.0	16.0	0.0	16.0	0.0	16.0	0.0	16.0	0.0	0.0	0.0	0.0	0.0	
INSTRUCTIONAL PERSONNEL FTE														
	PRIOR YEAR 2020-21 ACTUAL	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Teachers - Regular		8.0		8.0		8.0		8.0						
Teachers - SPED		9.0		9.0		9.0		9.0						
Substitute Teachers														
Teaching Assistants														
Specialty Teachers		6.0		6.0		6.0		6.0						
Aides														
Therapists & Counselors		5.0		5.0		5.0		5.0						
Other														
TOTAL INSTRUCTIONAL	0.0	28.0	0.0	28.0	0.0	28.0	0.0	28.0	0.0	0.0	0.0	0.0	0.0	
NON-INSTRUCTIONAL PERSONNEL FTE														
	PRIOR YEAR 2020-21 ACTUAL	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Nurse														
Librarian														
Custodian														
Security														
Other														
TOTAL NON-INSTRUCTIONAL	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	
TOTAL PERSONNEL SERVICE FTE	0.0	44.0	0.0	44.0	0.0	44.0	0.0	44.0	0.0	0.0	0.0	0.0	0.0	

NEW VISIONS AIM CHARTER HIGH SCHOOL II
Budget / Operating Plan
2021-22

		NEW VISIONS AIM CHARTER HIGH SCHOOL II Budget / Operating Plan 2021-22												
Total Revenue		-	1,899,831	-	-	2,132,243	-	-	1,192,018	-	-	1,407,659	-	-
Total Expenses		-	1,611,727	-	-	1,616,990	-	-	1,450,870	-	-	1,604,912	-	-
Net Income		-	288,104	-	-	515,253	-	-	(258,852)	-	-	(197,253)	-	-
Actual Student Enrollment		-	240	-	-	240	-	-	240	-	-	240	-	-
		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
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions												
Executive Management	1.00		47,567		-	47,567		-	47,567		-	47,567		-
Instructional Management	2.00		67,888		-	67,888		-	67,888		-	67,888		-
Deans, Directors & Coordinators	5.00		71,735		-	71,735		-	71,735		-	71,735		-
CFO / Director of Finance	1.00		27,104		-	27,104		-	27,104		-	27,104		-
Operation / Business Manager	5.00		101,530		-	101,530		-	101,530		-	101,530		-
Administrative Staff	2.00		23,658		-	23,658		-	23,658		-	23,658		-
TOTAL ADMINISTRATIVE STAFF	16.00		339,482		-	339,482		-	339,482		-	339,482		-
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	8.00		167,102		-	173,312		-	173,312		-	175,707		-
Teachers - SPED	9.00		161,014		-	167,224		-	167,224		-	169,619		-
Substitute Teachers	-				-			-			-			-
Teaching Assistants	-				-			-			-			-
Specialty Teachers	6.00		125,782		-	131,993		-	131,993		-	134,389		-
Aides	-				-			-			-			-
Therapists & Counselors	5.00		97,669		-	97,669		-	97,669		-	97,669		-
Other	-				-			-			-			-
TOTAL INSTRUCTIONAL	28.00		551,567		-	570,198		-	570,198		-	577,384		-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-				-			-			-			-
Librarian	-				-			-			-			-
Custodian	-				-			-			-			-
Security	-				-			-			-			-
Other	-				-			-			-			-
TOTAL NON-INSTRUCTIONAL	-		-		-	-		-	-		-	-		-
SUBTOTAL PERSONNEL SERVICE COSTS	44.00		891,049		-	909,680		-	909,680		-	916,866		-
PAYROLL TAXES AND BENEFITS														
Payroll Taxes			77,967		-	79,597		-	79,597		-	70,886		-
Fringe / Employee Benefits			129,202		-	131,904		-	131,904		-	132,946		-
Retirement / Pension			60,146		-	61,403		-	61,403		-	61,888		-
TOTAL PAYROLL TAXES AND BENEFITS			267,315		-	272,904		-	272,904		-	265,720		-
TOTAL PERSONNEL SERVICE COSTS	44.00		1,158,364		-	1,182,584		-	1,182,584		-	1,182,586		-
CONTRACTED SERVICES														
Accounting / Audit			7,829		-	10,000		-	5,000		-	-		-
Legal			5,000		-	5,000		-	5,000		-	5,000		-
Management Company Fee			191,339		-	191,339		-	95,669		-	95,669		-
Nurse Services					-			-			-			-
Food Service / School Lunch					-			-			-			-
Payroll Services			3,850		-	3,850		-	3,850		-	3,850		-
Special Ed Services					-			-			-			-
Titlement Services (i.e. Title I)					-			-			-			-
Other Purchased / Professional / Consulting			31,875		-	70,875		-	54,375		-	54,625		-
TOTAL CONTRACTED SERVICES			239,893		-	281,064		-	163,894		-	159,144		-

NEW VISIONS AIM CHARTER HIGH SCHOOL II													
Budget / Operating Plan													
2021-22													
Total Revenue	-	1,899,831	-	-	2,132,243	-	-	1,192,018	-	-	1,407,659	-	-
Total Expenses	-	1,611,727	-	-	1,616,990	-	-	1,450,870	-	-	1,604,912	-	-
Net Income	-	288,104	-	-	515,253	-	-	(258,852)	-	-	(197,253)	-	-
Actual Student Enrollment	-	240	-	-	240	-	-	240	-	-	240	-	-
	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
SCHOOL OPERATIONS													
Board Expenses				-			-			-			-
Classroom / Teaching Supplies & Materials		12,000		-	11,000		-	7,000		-	3,600		-
Special Ed Supplies & Materials				-			-			-			-
Textbooks / Workbooks		1,000		-	2,000		-	4,000		-	5,000		-
Supplies & Materials other		20,000		-	15,000		-	8,250		-	12,551		-
Equipment / Furniture		1,000		-	2,000		-	500		-	1,000		-
Telephone		13,380		-	13,380		-	13,380		-	13,380		-
Technology		60,000		-	39,000		-	24,000		-	38,539		-
Student Testing & Assessment		2,000		-	2,000		-	4,000		-	4,000		-
Field Trips				-			-			-			-
Transportation (student)		-		-	3,000		-	-		-	19,100		-
Student Services - other		-		-	4,000		-	-		-	9,000		-
Office Expense		4,625		-	4,625		-	4,625		-	6,625		-
Staff Development		3,000		-	7,500		-	6,500		-	56,500		-
Staff Recruitment		2,000		-	2,600		-	1,500		-	3,400		-
Student Recruitment / Marketing		1,500		-	500		-	500		-	3,500		-
School Meals / Lunch				-			-			-			-
Travel (Staff)		250		-	250		-	250		-	750		-
Fundraising				-			-			-			-
Other		19,150		-	32,250		-	19,150		-	65,000		-
TOTAL SCHOOL OPERATIONS	-	139,905	-	-	139,105	-	-	93,655	-	-	241,945	-	-
FACILITY OPERATION & MAINTENANCE													
Insurance		43,828		-			-			-			-
Janitorial				-			-			-			-
Building and Land Rent / Lease / Facility Finance Interest		2,000.00		-	500		-	-		-	2,000		-
Repairs & Maintenance		6,000		-	4,000		-	3,000		-	3,500		-
Equipment / Furniture		5,000		-	2,000		-	-		-	2,000		-
Security				-			-			-			-
Utilities				-			-			-			-
TOTAL FACILITY OPERATION & MAINTENANCE	-	56,828	-	-	6,500	-	-	3,000	-	-	7,500	-	-
DEPRECIATION & AMORTIZATION													
COVID-19 / CONTINGENCY		9,000		-			-			-	6,000		-
DEFERRED RENT		7,737		-	7,737		-	7,737		-	7,737		-
TOTAL EXPENSES	-	1,611,727	-	-	1,616,990	-	-	1,450,870	-	-	1,604,912	-	-
NET INCOME	-	288,104	-	-	515,253	-	-	(258,852)	-	-	(197,253)	-	-

NEW VISIONS AIM CHARTER HIGH SCHOOL II													
Budget / Operating Plan													
2021-22													
	-	1,899,831	-	-	2,132,243	-	-	1,192,018	-	-	1,407,659	-	
Total Revenue	-	1,899,831	-	-	2,132,243	-	-	1,192,018	-	-	1,407,659	-	
Total Expenses	-	1,611,727	-	-	1,616,990	-	-	1,450,870	-	-	1,604,912	-	
Net Income	-	288,104	-	-	515,253	-	-	(258,852)	-	-	(197,253)	-	
Actual Student Enrollment	-	240	-	-	240	-	-	240	-	-	240	-	
	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
ENROLLMENT - *School Districts Are Linked To Above Entries*													
Number of Districts:	-	1	-	-	1	-	-	1	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	-	240	-	-	240	-	-	240	-	-	240	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
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-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	240	-	-	240	-	-	240	-	-	240	-	-
REVENUE PER PUPIL	-	7,916	-	-	8,884	-	-	4,967	-	-	5,865	-	-
EXPENSES PER PUPIL	-	6,716	-	-	6,737	-	-	6,045	-	-	6,687	-	-

		NEW VISIONS AIM CHARTER HIGH SCHOOL II					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan			2021-22		
		6,631,752	6,631,752	-	6,631,752	6,631,752	
		6,284,499	6,284,499	-	(6,284,499)	(6,284,499)	
Total Revenue		6,631,752	6,631,752	-	6,631,752	6,631,752	
Total Expenses		6,284,499	6,284,499	-	(6,284,499)	(6,284,499)	
Net Income		347,253	347,253	-	347,253	347,253	
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions					
Executive Management	1.00	190,268	190,268	-	(190,268)	(190,268)	
Instructional Management	2.00	271,552	271,552	-	(271,552)	(271,552)	
Deans, Directors & Coordinators	5.00	286,940	286,940	-	(286,940)	(286,940)	
CFO / Director of Finance	1.00	108,416	108,416	-	(108,416)	(108,416)	
Operation / Business Manager	5.00	406,120	406,120	-	(406,120)	(406,120)	
Administrative Staff	2.00	94,632	94,632	-	(94,632)	(94,632)	
TOTAL ADMINISTRATIVE STAFF	16.00	1,357,928	1,357,928	-	(1,357,928)	(1,357,928)	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	8.00	689,433	689,433	-	(689,433)	(689,433)	
Teachers - SPED	9.00	665,081	665,081	-	(665,081)	(665,081)	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	6.00	524,157	524,157	-	(524,157)	(524,157)	
Aides	-	-	-	-	-	-	
Therapists & Counselors	5.00	390,676	390,676	-	(390,676)	(390,676)	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	28.00	2,269,347	2,269,347	-	(2,269,347)	(2,269,347)	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	44.00	3,627,275	3,627,275	-	(3,627,275)	(3,627,275)	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		308,047	308,047	-	(308,047)	(308,047)	
Fringe / Employee Benefits		525,956	525,956	-	(525,956)	(525,956)	
Retirement / Pension		244,840	244,840	-	(244,840)	(244,840)	
TOTAL PAYROLL TAXES AND BENEFITS		1,078,843	1,078,843	-	(1,078,843)	(1,078,843)	
TOTAL PERSONNEL SERVICE COSTS	44.00	4,706,118	4,706,118	-	(4,706,118)	(4,706,118)	
CONTRACTED SERVICES							
Accounting / Audit		22,829	22,829	-	(22,829)	(22,829)	
Legal		20,000	20,000	-	(20,000)	(20,000)	
Management Company Fee		574,016	574,016	-	(574,016)	(574,016)	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		15,400	15,400	-	(15,400)	(15,400)	
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		211,750	211,750	-	(211,750)	(211,750)	
TOTAL CONTRACTED SERVICES		843,995	843,995	-	(843,995)	(843,995)	

NEW VISIONS AIM CHARTER HIGH SCHOOL II						DESCRIPTION OF ASSUMPTIONS
Budget / Operating Plan						
2021-22						
	6,631,752	6,631,752	-	6,631,752	6,631,752	
Total Revenue	6,631,752	6,631,752	-	6,631,752	6,631,752	
Total Expenses	6,284,499	6,284,499	-	(6,284,499)	(6,284,499)	
Net Income	347,253	347,253	-	347,253	347,253	
Actual Student Enrollment						
	Total Year			VARIANCE		
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	33,600	33,600	-	(33,600)	(33,600)	
Special Ed Supplies & Materials	-	-	-	-	-	
Textbooks / Workbooks	12,000	12,000	-	(12,000)	(12,000)	
Supplies & Materials other	55,801	55,801	-	(55,801)	(55,801)	
Equipment / Furniture	4,500	4,500	-	(4,500)	(4,500)	
Telephone	53,520	53,520	-	(53,520)	(53,520)	
Technology	161,539	161,539	-	(161,539)	(161,539)	
Student Testing & Assessment	12,000	12,000	-	(12,000)	(12,000)	
Field Trips	-	-	-	-	-	
Transportation (student)	22,100	22,100	-	(22,100)	(22,100)	
Student Services - other	13,000	13,000	-	(13,000)	(13,000)	
Office Expense	20,500	20,500	-	(20,500)	(20,500)	
Staff Development	73,500	73,500	-	(73,500)	(73,500)	
Staff Recruitment	9,500	9,500	-	(9,500)	(9,500)	
Student Recruitment / Marketing	6,000	6,000	-	(6,000)	(6,000)	
School Meals / Lunch	-	-	-	-	-	
Travel (Staff)	1,500	1,500	-	(1,500)	(1,500)	
Fundraising	-	-	-	-	-	
Other	135,550	135,550	-	(135,550)	(135,550)	
TOTAL SCHOOL OPERATIONS	614,610	614,610	-	(614,610)	(614,610)	
FACILITY OPERATION & MAINTENANCE						
Insurance	43,828	43,828	-	(43,828)	(43,828)	
Janitorial	-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest	4,500	4,500	-	(4,500)	(4,500)	
Repairs & Maintenance	16,500	16,500	-	(16,500)	(16,500)	
Equipment / Furniture	9,000	9,000	-	(9,000)	(9,000)	
Security	-	-	-	-	-	
Utilities	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	73,828	73,828	-	(73,828)	(73,828)	
DEPRECIATION & AMORTIZATION	15,000	15,000	-	(15,000)	(15,000)	
COVID-19 / CONTINGENCY	30,949	30,949	-	(30,949)	(30,949)	
DEFERRED RENT	-	-	-	-	-	
TOTAL EXPENSES	6,284,499	6,284,499	-	(6,284,499)	(6,284,499)	
NET INCOME	347,253	347,253	-	347,253	347,253	

NEW VISIONS AIM CHARTER HIGH SCHOOL II														
Budget / Operating Plan														
2021-22														
Total Revenue	-	1,899,831	-	-	2,132,243	-	-	1,192,018	-	-	1,407,659	-	-	6,631,752
Total Expenses	-	1,611,727	-	-	1,616,990	-	-	1,450,870	-	-	1,604,912	-	-	6,284,499
Net Income	-	288,104	-	-	515,253	-	-	(258,852)	-	-	(197,253)	-	-	347,253
Actual Student Enrollment	-	240	-	-	240	-	-	240	-	-	240	-	-	
	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	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	
CASH FLOW ADJUSTMENTS														
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	-	288,104	-	-	515,253	-	-	(258,852)	-	-	(197,253)	-	-	347,253
Beginning Cash Balance	-	-	-	-	288,104	-	-	803,357	-	-	544,506	-	-	-
ENDING CASH BALANCE	-	288,104	-	-	803,357	-	-	544,506	-	-	347,253	-	-	347,253

		NEW VISIONS AIM CHARTER HIGH SCHOOL II				DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan		2021-22		
Total Revenue		6,631,752	-	6,631,752	6,631,752	
Total Expenses		6,284,499	-	(6,284,499)	(6,284,499)	
Net Income		347,253	-	347,253	347,253	
Actual Student Enrollment						
		Total Year		VARIANCE		
		Revised		Original	Revised	
		Budget	Variance	Budget vs. PY	Budget vs. PY	
				Budget	Budget	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES <i>{enter descriptions below}</i>						
Example - Add Back Depreciation		-	-	-	-	
Other		-	-	-	-	
Total Operating Activities		-	-	-	-	
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>						
Example - Subtract Property and Equipment Expenditures		-	-	-	-	
Other		-	-	-	-	
Total Investment Activities		-	-	-	-	
FINANCING ACTIVITIES <i>{enter descriptions below}</i>						
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	
Other		-	-	-	-	
Total Financing Activities		-	-	-	-	
Total Cash Flow Adjustments		-	-	-	-	
NET INCOME		347,253	-	347,253	347,253	
Beginning Cash Balance		-	-	-	-	
ENDING CASH BALANCE		347,253	-	347,253	347,253	

NEW VISIONS AIM CHARTER HIGH SCHOOL II
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>					
<u>CURRENT ASSETS</u>					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	-	-	-	-	-
<u>OTHER ASSETS</u>	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
<u>CURRENT LIABILITIES</u>					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
<u>NET ASSETS</u>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

NEW VISIONS AIM CHARTER HIGH SCHOOL II

Budget / Operating Plan

2021-22

Total Revenue	-	1,899,831	-	-	2,132,243	-	-	1,192,018	-	-	1,407,659	-
Total Expenses	-	1,611,727	-	-	1,616,990	-	-	1,450,870	-	-	1,604,912	-
Net Income	-	288,104	-	-	515,253	-	-	(258,852)	-	-	(197,253)	-
Actual Student Enrollment	-	240	-	-	240	-	-	240	-	-	240	-

*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		
		Current			Current			Current			Current	
	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance

EXPENSES	Quarter 0 No. of Positions	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
ADMINISTRATIVE STAFF PERSONNEL COSTS													
Executive Management	-	47,567	-	-	47,567	-	-	47,567	-	-	47,567	-	
Instructional Management	-	67,888	-	-	67,888	-	-	67,888	-	-	67,888	-	
Deans, Directors & Coordinators	-	71,735	-	-	71,735	-	-	71,735	-	-	71,735	-	
CFO / Director of Finance	-	27,104	-	-	27,104	-	-	27,104	-	-	27,104	-	
Operation / Business Manager	-	101,530	-	-	101,530	-	-	101,530	-	-	101,530	-	
Administrative Staff	-	23,658	-	-	23,658	-	-	23,658	-	-	23,658	-	
TOTAL ADMINISTRATIVE STAFF	-	339,482	-	-	339,482	-	-	339,482	-	-	339,482	-	
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	-	167,102	-	-	173,312	-	-	173,312	-	-	175,707	-	
Teachers - SPED	-	161,014	-	-	167,224	-	-	167,224	-	-	169,619	-	
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	
Specialty Teachers	-	125,782	-	-	131,993	-	-	131,993	-	-	134,389	-	
Aides	-	-	-	-	-	-	-	-	-	-	-	-	
Therapists & Counselors	-	97,669	-	-	97,669	-	-	97,669	-	-	97,669	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	-	551,567	-	-	570,198	-	-	570,198	-	-	577,384	-	
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	-	891,049	-	-	909,680	-	-	909,680	-	-	916,866	-	
PAYROLL TAXES AND BENEFITS													
Payroll Taxes		77,967	-		79,597	-		79,597	-		70,886	-	
Fringe / Employee Benefits		129,202	-		131,904	-		131,904	-		132,946	-	
Retirement / Pension		60,146	-		61,403	-		61,403	-		61,888	-	
TOTAL PAYROLL TAXES AND BENEFITS		267,315	-		272,904	-		272,904	-		265,720	-	
TOTAL PERSONNEL SERVICE COSTS		1,158,364	-		1,182,584	-		1,182,584	-		1,182,586	-	
CONTRACTED SERVICES													
Accounting / Audit		7,829	-		10,000	-		5,000	-		-	-	
Legal		5,000	-		5,000	-		5,000	-		5,000	-	
Management Company Fee		191,339	-		191,339	-		95,669	-		95,669	-	
Nurse Services		-	-		-	-		-	-		-	-	
Food Service / School Lunch		-	-		-	-		-	-		-	-	
Payroll Services		3,850	-		3,850	-		3,850	-		3,850	-	
Special Ed Services		-	-		-	-		-	-		-	-	
Titlement Services (i.e. Title I)		-	-		-	-		-	-		-	-	
Other Purchased / Professional / Consulting		31,875	-		70,875	-		54,375	-		54,625	-	
TOTAL CONTRACTED SERVICES		239,893	-		281,064	-		163,894	-		159,144	-	

NEW VISIONS AIM CHARTER HIGH SCHOOL II

Budget / Operating Plan

2021-22

Total Revenue	-	1,899,831	-	-	2,132,243	-	-	1,192,018	-	-	1,407,659	-
Total Expenses	-	1,611,727	-	-	1,616,990	-	-	1,450,870	-	-	1,604,912	-
Net Income	-	288,104	-	-	515,253	-	-	(258,852)	-	-	(197,253)	-
Actual Student Enrollment	-	240	-	-	240	-	-	240	-	-	240	-

*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

SCHOOL OPERATIONS												
Board Expenses		-	-		-	-		-	-		-	-
Classroom / Teaching Supplies & Materials		12,000	-		11,000	-		7,000	-		3,600	-
Special Ed Supplies & Materials		-	-		-	-		-	-		-	-
Textbooks / Workbooks		1,000	-		2,000	-		4,000	-		5,000	-
Supplies & Materials other		20,000	-		15,000	-		8,250	-		12,551	-
Equipment / Furniture		1,000	-		2,000	-		500	-		1,000	-
Telephone		13,380	-		13,380	-		13,380	-		13,380	-
Technology		60,000	-		39,000	-		24,000	-		38,539	-
Student Testing & Assessment		2,000	-		2,000	-		4,000	-		4,000	-
Field Trips		-	-		-	-		-	-		-	-
Transportation (student)		-	-		3,000	-		-	-		19,100	-
Student Services - other		-	-		4,000	-		-	-		9,000	-
Office Expense		4,625	-		4,625	-		4,625	-		6,625	-
Staff Development		3,000	-		7,500	-		6,500	-		56,500	-
Staff Recruitment		2,000	-		2,600	-		1,500	-		3,400	-
Student Recruitment / Marketing		1,500	-		500	-		500	-		3,500	-
School Meals / Lunch		-	-		-	-		-	-		-	-
Travel (Staff)		250	-		250	-		250	-		750	-
Fundraising		-	-		-	-		-	-		-	-
Other		19,150	-		32,250	-		19,150	-		65,000	-
TOTAL SCHOOL OPERATIONS		-	139,905	-		-	139,105	-		-	93,655	-
FACILITY OPERATION & MAINTENANCE												
Insurance		43,828	-		-	-		-	-		-	-
Janitorial		-	-		-	-		-	-		-	-
Building and Land Rent / Lease / Facility Finance Interest		2,000	-		500	-		-	-		2,000	-
Repairs & Maintenance		6,000	-		4,000	-		3,000	-		3,500	-
Equipment / Furniture		5,000	-		2,000	-		-	-		2,000	-
Security		-	-		-	-		-	-		-	-
Utilities		-	-		-	-		-	-		-	-
TOTAL FACILITY OPERATION & MAINTENANCE		-	56,828	-		-	6,500	-		-	3,000	-
DEPRECIATION & AMORTIZATION		-	9,000	-		-	-	-		-	6,000	-
COVID-19 / CONTINGENCY		-	7,737	-		-	7,737	-		-	7,737	-
DEFERRED RENT		-	-	-		-	-	-		-	-	-
TOTAL EXPENSES		-	1,611,727	-		-	1,616,990	-		-	1,450,870	-
NET INCOME		-	288,104	-		-	515,253	-		-	(258,852)	-

NEW VISIONS AIM CHARTER HIGH SCHOOL II

Budget / Operating Plan

2021-22

Total Revenue	-	-	-	6,631,752	(6,631,752)	-	-	6,631,752	(6,631,752)	-	-
Total Expenses	-	-	-	6,284,499	6,284,499	-	-	6,284,499	6,284,499	-	-
Net Income	-	-	-	347,253	(347,253)	-	-	347,253	(347,253)	-	-
Actual Student Enrollment	-	-	-			-	-			-	-

TOTALS AND VARIANCE ANALYSIS

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

	Quarter 0 No. of Positions	TOTALS AND VARIANCE ANALYSIS									
		Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)
EXPENSES											
ADMINISTRATIVE STAFF PERSONNEL COSTS											
Executive Management	-	-	-	190,268	190,268	-	-	190,268	190,268	-	-
Instructional Management	-	-	-	271,552	271,552	-	-	271,552	271,552	-	-
Deans, Directors & Coordinators	-	-	-	286,940	286,940	-	-	286,940	286,940	-	-
CFO / Director of Finance	-	-	-	108,416	108,416	-	-	108,416	108,416	-	-
Operation / Business Manager	-	-	-	406,120	406,120	-	-	406,120	406,120	-	-
Administrative Staff	-	-	-	94,632	94,632	-	-	94,632	94,632	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	1,357,928	1,357,928	-	-	1,357,928	1,357,928	-	-
INSTRUCTIONAL PERSONNEL COSTS											
Teachers - Regular	-	-	-	689,433	689,433	-	-	689,433	689,433	-	-
Teachers - SPED	-	-	-	665,081	665,081	-	-	665,081	665,081	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	524,157	524,157	-	-	524,157	524,157	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	390,676	390,676	-	-	390,676	390,676	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	2,269,347	2,269,347	-	-	2,269,347	2,269,347	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	3,627,275	3,627,275	-	-	3,627,275	3,627,275	-	-
PAYROLL TAXES AND BENEFITS											
Payroll Taxes	-	-	-	308,047	308,047	-	-	308,047	308,047	-	-
Fringe / Employee Benefits	-	-	-	525,956	525,956	-	-	525,956	525,956	-	-
Retirement / Pension	-	-	-	244,840	244,840	-	-	244,840	244,840	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	1,078,843	1,078,843	-	-	1,078,843	1,078,843	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	4,706,118	4,706,118	-	-	4,706,118	4,706,118	-	-
CONTRACTED SERVICES											
Accounting / Audit	-	-	-	22,829	22,829	-	-	22,829	22,829	-	-
Legal	-	-	-	20,000	20,000	-	-	20,000	20,000	-	-
Management Company Fee	-	-	-	574,016	574,016	-	-	574,016	574,016	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	15,400	15,400	-	-	15,400	15,400	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	211,750	211,750	-	-	211,750	211,750	-	-
TOTAL CONTRACTED SERVICES	-	-	-	843,995	843,995	-	-	843,995	843,995	-	-

NEW VISIONS AIM CHARTER HIGH SCHOOL II

Budget / Operating Plan

2021-22

Total Revenue	-	-	-	6,631,752	(6,631,752)	-	-	6,631,752	(6,631,752)	-	-
Total Expenses	-	-	-	6,284,499	6,284,499	-	-	6,284,499	6,284,499	-	-
Net Income	-	-	-	347,253	(347,253)	-	-	347,253	(347,253)	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-

TOTALS AND VARIANCE ANALYSIS

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

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. 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
SCHOOL OPERATIONS											
Board Expenses	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	33,600	33,600	-	-	33,600	33,600	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	12,000	12,000	-	-	12,000	12,000	-	-
Supplies & Materials other	-	-	-	55,801	55,801	-	-	55,801	55,801	-	-
Equipment / Furniture	-	-	-	4,500	4,500	-	-	4,500	4,500	-	-
Telephone	-	-	-	53,520	53,520	-	-	53,520	53,520	-	-
Technology	-	-	-	161,539	161,539	-	-	161,539	161,539	-	-
Student Testing & Assessment	-	-	-	12,000	12,000	-	-	12,000	12,000	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	22,100	22,100	-	-	22,100	22,100	-	-
Student Services - other	-	-	-	13,000	13,000	-	-	13,000	13,000	-	-
Office Expense	-	-	-	20,500	20,500	-	-	20,500	20,500	-	-
Staff Development	-	-	-	73,500	73,500	-	-	73,500	73,500	-	-
Staff Recruitment	-	-	-	9,500	9,500	-	-	9,500	9,500	-	-
Student Recruitment / Marketing	-	-	-	6,000	6,000	-	-	6,000	6,000	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	1,500	1,500	-	-	1,500	1,500	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	135,550	135,550	-	-	135,550	135,550	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	614,610	614,610	-	-	614,610	614,610	-	-
FACILITY OPERATION & MAINTENANCE											
Insurance	-	-	-	43,828	43,828	-	-	43,828	43,828	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	4,500	4,500	-	-	4,500	4,500	-	-
Repairs & Maintenance	-	-	-	16,500	16,500	-	-	16,500	16,500	-	-
Equipment / Furniture	-	-	-	9,000	9,000	-	-	9,000	9,000	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	73,828	73,828	-	-	73,828	73,828	-	-
DEPRECIATION & AMORTIZATION	-	-	-	15,000	15,000	-	-	15,000	15,000	-	-
COVID-19 / CONTINGENCY	-	-	-	30,949	30,949	-	-	30,949	30,949	-	-
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	6,284,499	6,284,499	-	-	6,284,499	6,284,499	-	-
NET INCOME	-	-	-	347,253	(347,253)	-	-	347,253	(347,253)	-	-



Annual Report Requirement
for SUNY Authorized Charter Schools
NEW VISIONS AIM CHARTER HIGH SCHOOL II
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.):	N/A
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:	
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 yes , 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 (AIM I) & II (AIM II)
Name of trustee (print):	Sharon Hayes
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	carvery8@yahoo.com

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 yes , 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:



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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 schools
Name of trustee (print):	Garrett Lynch
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chair
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

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 yes , 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 cohabitate 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 Vision AIM Charter High School I (AIM I) & II (AIM II)
Name of trustee (print):	Renee Skolaski
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
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:	
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 yes , 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 cohabitate 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:

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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 Vision AIM Charter High School I (AIM I) & II (AIM II)
Name of trustee (print):	Vikas Shoor
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
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:	
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 yes , 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 cohabitate 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 Vision AIM Charter High School I (AIM I) & II (AIM II)
Name of trustee (print):	Musa Ali Shama
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Secretary
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:	
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 yes , answer 1a), 1b), and 1c)].	<input checked="" type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	Superintendent
1b) Salary:	\$200,000
1c) Start date:	08/15/2017

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate 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.



**NEW VISIONS AIM
CHARTER HIGH SCHOOL II**

FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020

NEW VISIONS AIM CHARTER HIGH SCHOOL II

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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 II
New York, New York

Report on the Financial Statements

We have audited the accompanying financial statements of New Visions AIM Charter High School II (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 II 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 II 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 28, 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 II

STATEMENTS OF FINANCIAL POSITION

JUNE 30, 2021 AND 2020

ASSETS	2021	2020
Cash	\$ 1,434,646	\$ 996,624
Cash - restricted	76,467	76,420
Grants receivable	226,215	165,309
Due from related entities	650	222
Prepaid expenses and other assets	15,023	2,139
Property and equipment, net	19,312	31,307
	<u>\$ 1,772,313</u>	<u>\$ 1,272,021</u>
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable and accrued expenses	\$ 54,536	19,098
Accrued salaries and other payroll related expenses	175,879	129,829
Refundable advance from Paycheck Protection Program	-	146,122
Due to NYC Department of Education	130,701	70,454
Due to related entities	108,751	98,908
	<u>469,867</u>	<u>464,411</u>
NET ASSETS		
Net assets - without donor restrictions	<u>1,302,446</u>	<u>807,610</u>
	<u>\$ 1,772,313</u>	<u>\$ 1,272,021</u>

See accompanying notes to the financial statements.

NEW VISIONS AIM CHARTER HIGH SCHOOL II

STATEMENTS OF ACTIVITIES

FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

	2021	2020
<hr/>		
OPERATING REVENUE WITHOUT DONOR RESTRICTIONS		
State and local per pupil operating revenue	\$ 5,232,404	\$ 4,402,341
Government grants and contracts	<u>553,865</u>	<u>859,876</u>
	<u>5,786,269</u>	<u>5,262,217</u>
EXPENSES		
Program services:		
General education	2,107,431	2,327,178
Special education	2,488,656	1,851,111
Management and general	<u>699,565</u>	<u>588,002</u>
	<u>5,295,652</u>	<u>4,766,291</u>
SUPPORT AND OTHER INCOME		
Contributions and other income	3,416	35,777
Interest income	<u>803</u>	<u>4,536</u>
	<u>4,219</u>	<u>40,313</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS	494,836	536,239
NET ASSETS - BEGINNING OF YEAR	<u>807,610</u>	<u>271,371</u>
NET ASSETS - END OF YEAR	<u>\$ 1,302,446</u>	<u>\$ 807,610</u>

See accompanying notes to the financial statements.

NEW VISIONS AIM CHARTER HIGH SCHOOL II
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2021

	<u>No. of Positions</u>	<u>Program Services</u>			<u>Supporting Services</u>	<u>2021</u>
		<u>General Education</u>	<u>Special Education</u>	<u>Total</u>	<u>Management and General</u>	
Personnel service costs						
Administrative staff personnel	16	\$ 417,532	\$ 373,505	\$ 791,037	\$ 527,544	\$ 1,318,581
Instructional personnel	26	838,573	1,201,879	2,040,452	-	2,040,452
Total salaries and staff	42	1,256,105	1,575,384	2,831,489	527,544	3,359,033
Fringe benefits and payroll taxes		226,009	302,553	528,562	90,393	618,955
Retirement		80,066	100,417	180,483	33,626	214,109
Management company fee		263,150	246,763	509,913	13,212	523,125
Legal services		398	374	772	20	792
Accounting and audit services		-	-	-	21,742	21,742
Other purchases of professional and consulting services		16,118	37,098	53,216	2,886	56,102
Repairs and maintenance		6,454	5,789	12,243	255	12,498
Insurance		20,997	19,690	40,687	1,054	41,741
Utilities		23,973	22,076	46,049	2,256	48,305
Instructional supplies and materials		3,282	2,462	5,744	-	5,744
Equipment and furnishings		16,474	12,645	29,119	50	29,169
Staff development		876	1,273	2,149	352	2,501
Marketing and recruitment		870	1,360	2,230	942	3,172
Technology		141,307	115,598	256,905	3,314	260,219
Food service		2,484	2,360	4,844	491	5,335
Student services		12,076	10,030	22,106	-	22,106
Office expense		20,545	18,376	38,921	764	39,685
Depreciation		8,898	8,344	17,242	447	17,689
Other		7,349	6,064	13,413	217	13,630
		\$ 2,107,431	\$ 2,488,656	\$ 4,596,087	\$ 699,565	\$ 5,295,652

See accompanying notes to the financial statements.

NEW VISIONS AIM CHARTER HIGH SCHOOL II
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2020

	<u>No. of Positions</u>	<u>Program Services</u>			<u>Supporting Services</u>	<u>2020</u>
		<u>General Education</u>	<u>Special Education</u>	<u>Total</u>	<u>Management and General</u>	
Personnel service costs						
Administrative staff personnel	17	\$ 487,195	\$ 284,424	\$ 771,619	\$ 430,300	\$ 1,201,919
Instructional personnel	25	956,165	894,332	1,850,497	-	1,850,497
Total salaries and staff	42	1,443,360	1,178,756	2,622,116	430,300	3,052,416
Fringe benefits and payroll taxes		261,266	229,244	490,510	75,715	566,225
Retirement		67,185	54,868	122,053	20,030	142,083
Management company fee		250,065	175,233	425,298	19,684	444,982
Legal services		4,977	3,299	8,276	318	8,594
Accounting and audit services		-	-	-	19,457	19,457
Other purchases of professional and consulting services		71,232	64,614	135,846	8,092	143,938
Repairs and maintenance		7,363	4,744	12,107	372	12,479
Insurance		20,638	14,462	35,100	1,625	36,725
Utilities		22,336	15,945	38,281	3,146	41,427
Instructional supplies and materials		15,594	7,797	23,391	-	23,391
Equipment and furnishings		8,773	4,924	13,697	1,019	14,716
Staff development		3,512	2,691	6,203	603	6,806
Marketing and recruitment		432	942	1,374	-	1,374
Technology		64,810	40,855	105,665	3,640	109,305
Food service		20,168	12,143	32,311	1,005	33,316
Student services		27,833	15,768	43,601	-	43,601
Office expense		22,894	15,127	38,021	2,095	40,116
Depreciation		7,449	5,219	12,668	586	13,254
Other		7,291	4,480	11,771	315	12,086
		<u>\$ 2,327,178</u>	<u>\$ 1,851,111</u>	<u>\$ 4,178,289</u>	<u>\$ 588,002</u>	<u>\$ 4,766,291</u>

See accompanying notes to the financial statements.

NEW VISIONS AIM CHARTER HIGH SCHOOL II

STATEMENTS OF CASH FLOWS

FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

	2021	2020
CASH FLOWS FROM OPERATING ACTIVITIES		
Cash received from operating revenue	\$ 5,785,610	\$ 5,131,612
Other cash received	4,219	40,313
Cash paid to employees and suppliers	<u>(5,346,066)</u>	<u>(4,609,542)</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES	<u>443,763</u>	<u>562,383</u>
CASH FLOW FROM INVESTING ACTIVITIES		
Purchase of property and equipment	<u>(5,694)</u>	<u>(25,629)</u>
NET INCREASE IN CASH	438,069	536,754
CASH AND CASH - RESTRICTED - BEGINNING OF YEAR	<u>1,073,044</u>	<u>536,290</u>
CASH AND CASH - RESTRICTED - END OF YEAR	<u>\$ 1,511,113</u>	<u>\$ 1,073,044</u>
Reconciliation of change in net assets to net cash provided by operating activities:		
Change in net assets	\$ 494,836	\$ 536,239
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	17,689	13,254
Changes in operating assets and liabilities:		
Grants receivable	(60,906)	(50,079)
Due from related entities	(428)	500,968
Prepaid expenses and other assets	(12,884)	20,827
Accounts payable and accrued expenses	35,438	(639,539)
Accrued salaries and other payroll related expenses	46,050	59,233
Refundable advance from Paycheck Protection Program	(146,122)	146,122
Due to NYC Department of Education	60,247	(80,526)
Due to related entities	<u>9,843</u>	<u>55,884</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES	<u>\$ 443,763</u>	<u>\$ 562,383</u>
Cash and cash - restricted consist of:		
Cash	\$ 1,434,646	\$ 996,624
Cash - restricted	<u>76,467</u>	<u>76,420</u>
	<u>\$ 1,511,113</u>	<u>\$ 1,073,044</u>

See accompanying notes to the financial statements.

NEW VISIONS AIM CHARTER HIGH SCHOOL II

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2021 AND 2020

1. NATURE OF THE ORGANIZATION

New Visions AIM Charter School II (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 the Bronx 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

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 \$76,467 and \$76,420 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 II

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 \$226,215 and \$165,309 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 1st and July 31st, 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 true up to actual based on actual numbers submitted at year end.

NEW VISIONS AIM CHARTER HIGH SCHOOL II

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 the Bronx, New York, the School estimated the fair value on the basis of recent comparable sales prices in the Bronx, New York's real estate market, taking into account the restriction on use of the space.

NEW VISIONS AIM CHARTER HIGH SCHOOL II

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 \$3,172 and \$1,374 in 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 II

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2021 AND 2020

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

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

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 II

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	\$ 1,434,646	\$ 996,624
Cash - restricted	76,467	76,420
Grants receivable	226,215	165,309
Due from related entities	650	222
Total financial assets	<u>1,737,978</u>	<u>1,238,575</u>
Less amounts unavailable for general expenditures within one year due to:		
Restricted by contract	<u>(76,467)</u>	<u>(76,420)</u>
Total financial assets available to management for general expenditures within one year	<u>\$ 1,661,511</u>	<u>\$ 1,162,155</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 \$108,323 and \$98,908, respectively, which is comprised of management fees. Total management fees incurred by the School for the years ended June 30, 2021 and 2020 totaled \$523,125 and \$444,982, respectively.

For operational efficiency and purchasing power, the School also shares expenses with other charter schools related by common management. At June 30, 2021 and 2020, the balance due from other charter schools was \$650 and \$222, respectively. At June 30, 2021, the balance due to other charter schools was \$428. There was no balance due to other charter schools at June 30, 2020.

5. PROPERTY AND EQUIPMENT

Property and equipment consist of the following as of June 30,:

	2021	2020
Computer equipment	\$ 54,963	\$ 49,269
Less: accumulated depreciation	<u>(35,651)</u>	<u>(17,962)</u>
	<u>\$ 19,312</u>	<u>\$ 31,307</u>

Depreciation expense amounted to \$17,689 and \$13,254 for the years ended June 30, 2021 and 2020, respectively.

NEW VISIONS AIM CHARTER HIGH SCHOOL II

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,:

	<u>2021</u>	<u>2020</u>
E-Rate Reimbursement	\$ 30,556	\$ 20,347
Title I	76,141	77,129
Title II	5,120	7,036
Title IV	6,150	6,039
ESSER I	74,188	-
CSP	32,700	-
NYS Additional Funding	-	47,478
Other	1,360	7,280
	<u>\$ 226,215</u>	<u>\$ 165,309</u>

7. REFUNDABLE ADVANCE FROM PAYCHECK PROTECTION PROGRAM

In April 2020, the School received proceeds in the amount of \$694,980, 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 \$146,122 and \$548,858 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 \$146,122 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 II

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2021 AND 2020

8. PENSION PLAN

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 \$214,109 and \$142,083, 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

The School shares space with a New York City public school, located at 1010 Rev. James A. Polite Avenue, Bronx, New York 10459. 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 the Bronx, 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 the Bronx, New York.

Square footage totaling 7,478 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

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 II

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 year ended June 30, 2022. The leasing expense for the years ended June 30, 2021 and 2020 was \$17,157 and \$17,508, respectively, which is included in the accompanying statements of functional expenses under office expense. The future minimum lease payment for the year ended June 30, 2022 amounts to \$7,392.

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 limit of \$250,000.

The School received approximately 90% and 83% 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 99% at June 30, 2021 and two major grantors accounting for 96% at June 30, 2020.

The School's payables consist of one major vendor accounting for approximately 76% at June 30, 2021 and four major vendors accounting for approximately 79% of accounts payable 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 II
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 II (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 3rd, November 2nd, January 31st, June 9th)
- Last day of school is June 24th

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

NYSITELL: 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 th Observed)	6	7	8	9	10
11		13	14	15	16	17
18		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 New Teacher Report Date: ALL SCHOOLS New Staff Onboarding	17 New Staff Onboarding	18 New Staff Onboarding	19 New Staff Onboarding	20	21
22	23 Returning Teacher Report Date: ALL SCHOOLS	24	25	26	27	28
29	30	31				

v.5.13.21

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September 2021

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3 Professional Development Day	4
5	6 Labor Day – No School	7 Rosh Hashanah – No School	8 Rosh Hashanah – No School	9 First Day of School	10	11
					1	2
12	13	14	15	16 Yom Kippur – No School	17	18
		3	4	5		6
19	20	21	22	23	24	25
		7	8	9	10	11
26	27	28	29	30		
		12	13	14	15	

v.5.13.21

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October 2021

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
					16	
3	4	5	6 BEDS Day	7	8	9
	17	18	19	20	21	
10	11 Indigenous Peoples' Day – No School	12	13	14	15 Progress Reports (T1)	16
		22	23	24	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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December 2021

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3 End of Trimester #1	4
			54	55	56	
5	6 Beginning of Trimester #2	7	8	9	10	11
	1	2	3	4	5	
12	13	14	15	16	17 Report Cards (T1)	18
	6	7	8	9	10	
19	20	21	22	23	24 Winter Break No School	25
	11	12	13	14		
26	27 Winter Break No School	28 Winter Break No School	29 Winter Break No School	30 Winter Break No School	31 Winter Break No School	

v.5.13.21

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.

January 2022

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3	4	5	6	7	8
	15	16	17	18	19	
9	10	11	12	13	14	15
	20	21	22	23	24	
16	17	18	19	20	21	22
	Martin Luther King Jr. Day – No School	Progress Reports (T2)	25	26	27	28
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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February 2022

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 Lunar New Year – No School	2	3	4	5
			30	31	32	
6	7	8	9	10	11	12
	33	34	35	36	37	
13	14	15	16	17	18	19
	38	39	40	41	42	
20	21 President’s Day – No School	22 Mid-Winter Break – No School	23 Mid-Winter Break – No School	24 Mid-Winter Break – No School	25 Mid-Winter Break – No School	26
27	28					
	43					

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
			44	45	46	47
6	7	8	9	10	11	12
		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	

v.5.13.21

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.

April 2022

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
					12	
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	Spring Break – No School	Spring Break – No School	Spring Break – No School	Spring Break – No School	
24	25	26	27	28	29	30
	22	23	24	25	Progress Reports (T3)	26

v.5.13.21

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May 2022

New Visions Charter High Schools

May 2022						
New Visions Charter High Schools						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3 Eid al-Fitr – No School	4	5	6	7
		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 Memorial Day – No School	31				
		46				

v.5.13.21

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.

June 2022

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
				47	48	49
5	6	7	8	9 No School for Students Professional Development Day	10	11
	50	51	52	53		
12	13	14	15 Regents - TBD	16 Regents - TBD	17 Regents - TBD	18
	54	55				
19	20 Juneteenth – No School	21 Regents - TBD	22 Regents - TBD	23 Regents - TBD	24 Regents Rating Day Last Day of School for Students Report Cards (T3)	25
26	27	28	29	30 Last Day of School for Teachers		

v.5.13.21

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