Application: New Visions AIM Charter High School II

Melissa Wass - mwass@newvisions.org
2021-2022 Annual Report

Summary

ID: 0000000011
Last submitted: Oct 31 2022 03:48 PM (EDT)
Labels: SUNY Trustees

Entry 1 School Info and Cover Page

Completed Nov 1 2022

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 2021-2022 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, 2022)** 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 800000070534

a1. Popular School Name

AIM II

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

Please select the correct authorizer as of June 30, 2022 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

d. DISTRICT / CSD OF LOCATION

CSD #12 - BRONX

e. DATE OF INITIAL CHARTER

10/2017

f. DATE FIRST OPENED FOR INSTRUCTION

8/2017

c. School Unionized

Is your charter school unionized?

No

h. SCHOOL WEB ADDRESS (URL)

http://www.newvisions.org/aim2

i. Total Approved Charter Enrollment for 2021-2022 School Year (exclude Pre-K program enrollment)

250

j. Total Enrollment on June 30, 2022 (exclude Pre-K program enrollment)

245

k. Grades Served during the 2021-2022 School Year (exclude Pre-K program students)

Check all that apply

Grades Served	9, 10, 11, 12

I1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes

I2. 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	NY
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 2022-2023?

	No, just one site.

NEW VISIONS AIM CHARTER HIGH SCHOOL II 800000070534

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	Title	Work Phone	Alternate Phone	Email Address
School Leader	Tameka Jackson	Principal	718-861-7515	[redacted]	tjackson27@charter.newvisions.org
Operational Leader	Walter Martin	Director of School Operations	718-861-7515	[redacted]	wmartin14@charter.newvisions.org
Compliance Contact	Matt Gill	Director of Operations, Charter Schools	212-645-5110	[redacted]	mgill@newvisions.org
Complaint Contact	Matt Gill	Director of Operations, Charter Schools	212-645-5110	[redacted]	mgill@newvisions.org
DASA Coordinator	Walter Martin	Director of School Operations	718-861-7515	[redacted]	wmartin14@charter.newvisions.org
Phone Contact for After Hours Emergencies	Walter Martin	Director of School Operations	718-861-7515	[redacted]	wmartin14@charter.newvisions.org

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

(No response)

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

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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.

- **Fire inspection certificates must be updated annually. For the upcoming school year 2022-2023, the fire inspection certificate must be dated after July 1, 2021.**
- **If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2022.**

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

CHARTER REVISIONS DURING THE 2021-2022 SCHOOL YEAR

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n1. Were there any revisions to the school's charter during the 2021-2022 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 2021-2022 FY?

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

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:

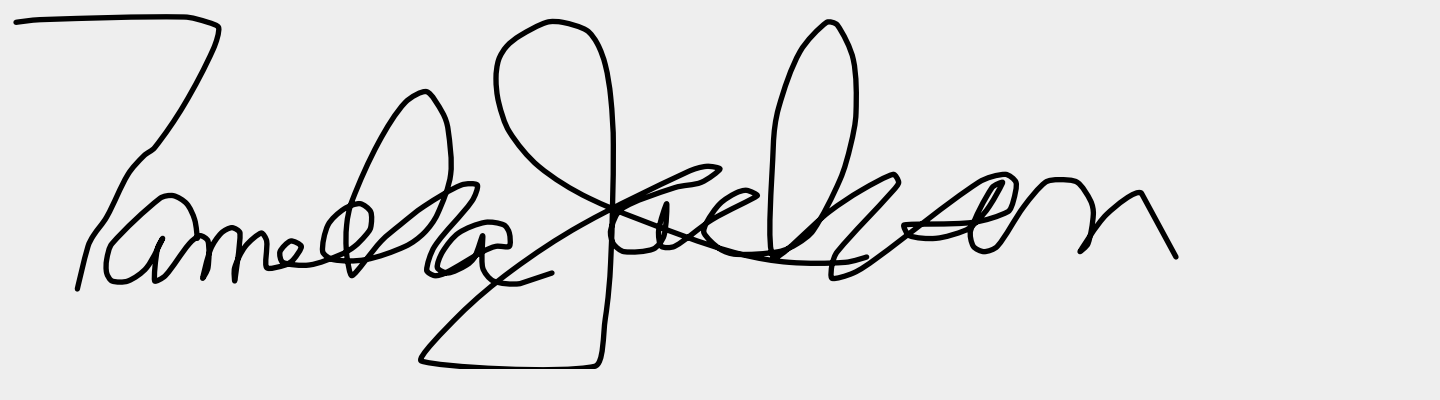
Yes

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).

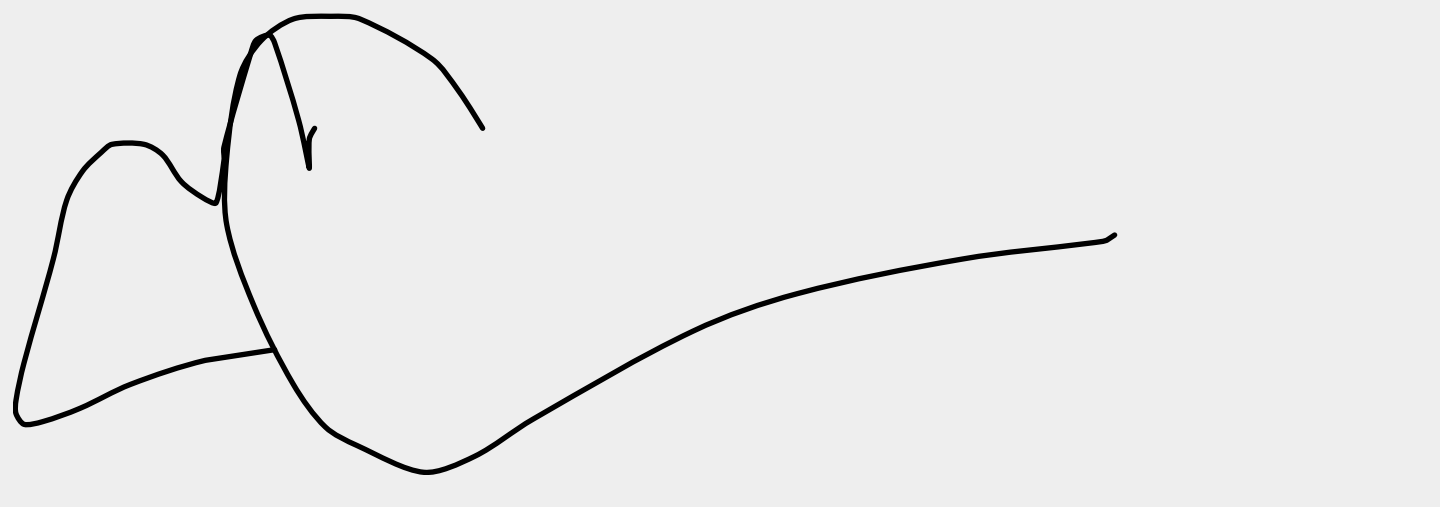
Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Jul 26 2022

Thank you.

Entry 3 Accountability Plan Progress Reports

Completed Nov 1 2022

Instructions

SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at Accountability Plan Progress Report. After completing, SUNY-authorized charter schools must upload the document into the SUNY Epicenter system by **September 15, 2022**. SUNY CSI will forward to NYSED CSO.

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

2021-22-Accountability-Plan-Progress-Report-AIM II_Final

Filename: 2021 22 Accountability Plan Progre HQSatfq.pdf **Size:** 2.3 MB

Entry 4 - Audited Financial Statements

Completed Nov 1 2022

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the SUNY Epicenter system no later than **November 1, 2022.** SUNY CSI will forward to NYSED CSO. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

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, 2022**. 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 protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2022 but will be identified as a required task thereafter and due on November 1, 2022. This is a required task, and it is marked optional for administrative purposes only.

NV AIM Charter High School II - June 30 2022 - Financial Statements

Filename: NV AIM Charter High School II Ju LzqgXmb.pdf **Size:** 493.2 kB

Entry 4a – Audited Financial Report Template (SUNY)

Completed Nov 1 2022

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 no later than **November 1, 2022.** SUNY CSI will forward to NYSED CSO.

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

2021-22-Audited-Financial-Statement-Template-AIM2

Filename: 2021 22 Audited Financial Stateme efHbtmZ.xlsx **Size:** 312.2 kB

Entry 4c – Additional Financial Documents

Incomplete Hidden from applicant

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents and submit by **November 1, 2022**. 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

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[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

Regents, NYCDOE, and Buffalo BOE authorized schools should enter financial contact information directly into the form within the portal by **November 1, 2022**.

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 2022-2023 Budget

Completed Nov 1 2022

SUNY-authorized charter schools should download the 2022-23 Budget and Quarterly Report Template and the 2022-23 Budget Narrative Questionnaire from the SUNY website and upload the completed template into Epicenter. SUNY CSI will forward to NYSED CSO. **Due November 1, 2022**.

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY22 Budget using the 2022-2023 Budget Template in the portal or from the Annual Report website. **Due November 1, 2022**.

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.

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

AIM2-2022-23-Budget-and-Quarterly-Report-Template

Filename: AIM2 2022 23 Budget and Quarterly DaVkwSC.xlsx **Size:** 511.2 kB

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed Nov 1 2022

Due on August 1, 2022, 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 2021-2022 school year must complete and sign a Trustee Disclosure of Financial Interest Form. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for completing the form for trustees who left the board during the reporting year.**

Forms completed from past years will not be accepted. **Only the latest version of the form** (updated in April, 2022) is acceptable.).

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.

Chu, Liz_2022-SUNY-Financial-Disclosure-Form-AIM II

Filename: Chu_Liz_2022_SUNY_Financial_Disclo_8ARsvTU.pdf **Size:** 1.2 MB

Hayes, Sharon 2022 Financial Disclosure Form AIM II

Filename: Hayes_Sharon_2022_Financial_Disclo_5i5AYP2.pdf **Size:** 252.9 kB

Lajara, Chabeli_AIM II Disclosure of Financial Interest

Filename: Lajara_Chabeli_AIM_II_Disclosure_o_TWix6jn.pdf **Size:** 148.9 kB

Lynch, Garrett AIM II financial disclosure

Filename: Lynch_Garrett_AIM_II_financial_disclosure.pdf **Size:** 238.2 kB

Rodriguez_Edgar Disclosure of Financial Interest Form AIM II

Filename: Rodriguez_Edgar_Disclosure_of_Fina_uO2DgzR.pdf **Size:** 113.6 kB

Shama_Ali 2022-SUNY-Financial-Disclosure-Form-AIM II

Filename: Shama_Ali_2022_SUNY_Financial_Disc_sgnw34j.pdf **Size:** 417.6 kB

SHOOR, Vikas_2022-SUNY-Financial-Disclosure-Form-AIM II (1)

Filename: SHOOR_Vikas_2022_SUNY_Financial_Di_V1S6Qfy.pdf **Size:** 383.8 kB

Skolaski,Renee 2022-SUNY-Financial-Disclosure-Form-AIM II

Filename: SkolaskiRenee_2022_SUNY_Financial_onSoVMe.pdf **Size:** 428.6 kB

Voloch, Daniel _AIM II Disclosure of Financial Interest

Filename: Voloch_Daniel_AIM_II_Disclosure_o_TXWdGMa.pdf **Size:** 107.5 kB

Entry 7 BOT Membership Table

Completed Nov 1 2022

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.

NEW VISIONS AIM CHARTER HIGH SCHOOL II 800000070534

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2021-2022 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 2021-2022
	Elizabet	[redacted]		Finance			06/22/2	12/31/2	

1	h Chu	[redacted]	Chair	Committee	Yes	1	017	022	12
2	Sharon Hayes	[redacted]	Trustee/ Member	Education Committee	Yes	1	01/31/2019	12/31/2022	11
3	Chabeli Lajara	[redacted]	Trustee/ Member	N/A	Yes	1	03/28/2022	12/31/2025	5 or less
4	Garret Lynch	[redacted]	Trustee/ Member	Finance Committee	Yes	2	04/30/2018	12/31/2024	12
5	Edgar Rodriguez	[redacted]	Secretary	Education Committee	Yes	1	10/22/2021	12/31/2024	8
6	Vikas Shoor	[redacted]	Treasurer	Finance Committee	Yes	1	05/05/2020	12/31/2023	7
7	Daniel Voloch	[redacted]	Trustee/ Member	Education Committee	Yes	1	09/01/2021	12/31/2024	9
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, 2022	7
b.Total Number of Members Added During 2021-2022	2
c. Total Number of Members who Departed during 2021-2022	2
d.Total Number of members, as set in Bylaws, Resolution or Minutes	7

3. Number of Board meetings held during 2021-2022

13

4. Number of Board meetings scheduled for 2022-2023

12

Total number of Voting Members on June 30, 2022:

7

Total number of Voting Members added during the 2021-2022 school year:

2

Total number of Voting Members who departed during the 2021-2022 school year:

2

Total Maximum Number of Voting members in 2021-2022, as set by the board in bylaws, resolution, or minutes:

7

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 2021-June 2022), which should match the number of meetings held during the 2021-2022 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 1, 2022**.

Entry 9 Enrollment & Retention

Completed Nov 1 2022

Instructions for submitting Enrollment and Retention Efforts

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2021-2022 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 2022-2023.

Entry 9 Enrollment and Retention of Special Populations

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2021-2022	Describe Recruitment Plans in 2022-2023
Economically Disadvantaged	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, and referral centers for high school alternatives and maintained continuous communication throughout the school year. 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 information sessions. AIM II attended both virtual community board meetings and transfer high school fairs to introduce participants to the AIM High School model. AIM II also continued its practice of attending parent/teacher conferences and fairs hosted at area middle schools where AIM II has developed relationships with school staff and administrators. AIM II also benefits from New	In 2022-23, AIM II plans to execute the same recruitment efforts and strategies used last year, and will adjust as needed. In addition, during the summer of 2022, AIM II will complete outreach to several Summer Rising Programs (school-based summer programs for K-8 students) throughout the Bronx and Manhattan.

	Visions' extensive database of over 300 community partners, middle schools, and key city agencies that can be used for community outreach. 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.	
	In order to recruit ELL/ML 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 the population we serve. The flyers and one-pagers used by AIM II in support of recruitment were translated to Spanish and French in an effort to further engage with non-English speaking families. In addition, we emailed/mailed flyers out to community organizations that support ELL/ML families. AIM II also benefits from the New Visions' network connections with agencies and organizations that support families of students with disabilities, ELLs/MLs, and students who are economically disadvantaged. New Visions has an extensive network of	

English Language Learners	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. Our website offers families the opportunity to apply online or download the application. Families have the choice to drop off, fax or mail their application and are given the option to apply over the phone with access to bilingual staff. In the past, our application was only available in English and Spanish. We have since made our application and registration forms available in 7 additional languages! The additional languages are Haitian Creole, French, Bengali, Arabic, Chinese Traditional (Mandarin), Russian, and Urdu. In addition, we partner with the NYC Charter Center around the Common Application, thus ensuring families that don't	In 2022-23, AIM II plans to execute the same recruitment efforts and strategies used last year and will adjust as needed. In addition, we plan to make connections with the organizations that support ELL/ML families that she shared flyers last year to give presentations on our school offerings and to create new partnerships.

	speak English or Spanish have access to our application. The Common Application is available in English, Spanish, Arabic, Urdu, Russian, Korean, Haitian Creole, French and Chinese and is widely promoted by the NYC Charter Center. The application is also available at the school and community outreach events where interested families are able to apply directly at the school or event. Interested families also have the opportunity to call the New Visions main network office to apply over the phone, where there is a designated staff member who is bilingual in Spanish and able to assist families who are Spanish speaking.	
Students with Disabilities	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 serving our target student population.	In 2022-2023, 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.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2021-2022	Describe Retention Plans in 2022-2023
Economically Disadvantaged	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. 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 their needs. Additional retention efforts	In 2022-2023, 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. 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. Additional retention strategies are advisory classes, access to the LYFE Center for our young parents, attendance, social-emotional and academic incentive trips, extended day,

	included: advisories, access to the Lyfe Center, attendance and academic incentive trips, data-informed interventions, and trauma-informed environment and restorative practices.	Saturday School, extracurricular activities, data-informed interventions, and trauma-informed environment and restorative practices.
English Language Learners	The school worked to identify ELL/ML 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 ENL staff and resources to guide the development of the school's special education and ELL/ML programs including how to identify any general education students who might not be responding to the strategies and programs outlined. Additionally, ELL/ML students were also progress monitored using the RtI framework and assessed through the administration of NYSESLAT.	In 2022-2023, AIM II will continue its practice of identifying ELL/ML 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 Second Language/English as a New Language (ESL/ENL) services. In order to support staff, New Visions will provide regular professional development opportunities for special education and ENL staff as well as resources to guide the development of AIM II's special education and ELL/ML programs including how to identify any general education students who might not be responding to the strategies and programs outlined. AIM II will progress monitor ELL/ML students using the RtI framework 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 2022-2023, 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 Nov 1 2022

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 who 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 who 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.nysed.gov/common/nysed/files/programs/charter-schools/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

Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must 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 NYSED CSO Employee Clearance and Fingerprint Memo 10-2019.

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, 2022)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	
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. Mathematics	
ii. Science	
iii. Computer Science	
iv. Technology	
v. Career and Technical Education	
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, 2022)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	
Total Category C: not to exceed 5	0

TOTAL FTE COUNT OF UNCERTIFIED TEACHERS (Sum of Categories A, B AND C)

(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: 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 2021-2022 **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 Nov 1 2022

Instructions for submitting School Calendar

Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2022 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2022**.

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 also 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. See an example of a calendar showing the requested information. Schools are encouraged to use a calendar template and ensure there is a monthly tally of instructional days.

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

NVCHS 2022-2023 TRIMESTER Calendar

Filename: NVCHS 2022 2023 TRIMESTER Calendar G1XzEjy.pdf **Size:** 200.3 kB

Entry 14 Links to Critical Documents on School Website

Completed Nov 1 2022

Instructions

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

1. Current Annual Report (i.e., 2021-2022 Annual Report);[1]
2. Board meeting notices, agendas and documents;
3. New York State School Report Card;
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo;
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)

[1] Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Repost when financials have been submitted in November.)

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 4: Authorizer-approved DASA policy and NYSED-Approved School Discipline 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. Current Annual Report (i.e., 2021-2022 Annual Report)	https://www.newvisions.org/aim2
2. Board meeting notices, agendas and documents	https://www.newvisions.org/aim2
3. New York State School Report Card	https://www.newvisions.org/aim2
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	https://www.newvisions.org/aim2
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	https://www.newvisions.org/aim2
6. Authorizer-approved FOIL Policy	https://www.newvisions.org/aim2
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://www.newvisions.org/aim2

Thank you.

Entry 15 Staff Roster

Incomplete Hidden from applicant

INSTRUCTIONS

Required of Regents and NYCDOE-authorized Charter Schools ONLY

Please click on the MS Excel Faculty/Staff Roster Template and provide the following information for **ANY and ALL** instructional and non-instructional employees.

Use of the 2021-2022 Annual Report Faculty/Staff roster template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options, when provided, is also required. Reminders: Please use the notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Staff Roster Template will result in a resubmission of a fully corrected roster.

Please note the roster should include all staff employed any point from July 1, 2021 to June 30, 2022, including those employed on June 30th.

New Visions
AIM Charter High School II

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

October 14, 2022

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 2021-22 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
- Allison Cohen, New Visions Director - Data Analytics
- Isabella Zuco, New Visions Data Analyst

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Elizabeth Chu	Chair	Finance Committee
Sharon Hayes	Member	Education Committee
Chabeli Lajara	Member	N/A
Garrett Lynch	Member	Finance Committee
Edgar Rodriguez	Secretary	Education Committee
Vikas Shoor	Treasurer	Finance Committee
Daniel Voloch	Member	FInance Committee

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 2021, 227 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

Modalities of Instruction

During the 2021-2022 school year, AIM II leveraged a fully in-person instructional model, with the exception of a brief remote learning period from 12/20/21 to 1/14/22 as a proactive response to the increase in COVID-19 cases at the time. During the remote period of instruction, the instructional model included all students taking virtual classes via Zoom using the Google Classroom platform. We held a virtual hallway where students checked-in and directed to their live classes with both general and special education instructors.

This school year, teachers continued to use Google Classroom to structure the resources for their courses. This made it possible for students to access these resources whether they were on or off-campus and at any time of day. Students significantly benefited from the responsiveness and personalization of online materials. Teachers delivered in-person instruction in the classroom simultaneously, with self-paced tasks online.

AIM II continued with the two-week instructional framework involving 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, the lesson plan template helped to improve the 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.

Social, Mental, and Emotional Health Supports

During the 2021-2022 school year, AIM II leveraged a variety of practices to support our students' and families' social, mental, and emotional well-being. Specifically:

- The Primary Point Person made monthly outreach to parents to discuss current academic standing, attendance, social-emotional needs, and post-secondary planning.
- Camp Day events
- Home visits throughout the year 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 school counselor
- Counseling staff conducted daily senior labs and monthly postsecondary workshops focused on college preparation and career readiness
- AIM II continued the partnership with Urban Assembly which included a series of professional development for all staff and monthly social emotional learning coaching.
- The student support and counseling team supported students in their acclimation back to in-person learning after being remote by providing real time interventions in the classroom, hallways, and school community through the building of the CASEL Social Emotional Learning competencies.

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

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
2021-22	85	57	40	45	227

High School Cohorts

Accountability Cohort

The Accountability Cohort consists specifically of students who are in their sixth year of high school after entering the 9 grade. For example, the 2016 Accountability Cohort consists of students who entered the 9 grade anywhere in the 2016-17 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2021-22 school year or graduated from the school prior to their sixth year, and either remained in the school for the rest of the year or left for an acceptable reason.

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

Sixth-Year High School Accountability Cohorts

Sixth Year Cohort	Year Entered 9th 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 nc ud ng ear y graduates)	Number in Accountability Cohort as of June 30th
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
2021-22	2016-17	2016	47	0	47

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 but not limited to 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 9th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30th 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 Not 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
2021-22	2016-17	2016	41	80	121

Promotion Policy

In order to graduate, all students must earn 44 credits, distributed across specific academic subjects and aligned to specific NYSED learning standards. AIM II provides students with the opportunity to take credit-bearing courses in grades 9 12 to satisfy the requirements for a high school diploma. By passing the course successfully, students demonstrate mastery of the content and skills, as set forth in a New York State-developed or locally developed syllabus aligned to NYSED learning standards.

Students' programs may comprise both credit-bearing and non-credit-bearing units of study. A unit of study is defined as at least 54 hours of instructional time per credit awarded (or 45 hours in the case of summer school). To earn a credit, students must be provided with the opportunity to receive 54 hours of instruction and must then demonstrate mastery of the learning outcomes outlined in a course syllabus. A course specific breakdown of these 44 credits can be found in the table below:

<table>
<tr><th>Graduation Credits
Total Required: 44</th><th>Regents Exams
Total Required: 5</th></tr>
<tr><td>6 Math Credits
Course Options: Algebra I-1, Algebra I-2, Algebra I-3, Algebra I-4 Particular Topics in Algebra I, Statistics</td><td>1 Math Regents</td></tr>
<tr><td>6 Science Credits
Course Options: Living Environment 1, Living Environment 2, Living Environment 3, Living Environment 4; Earth Science 1, Earth Science 2</td><td>1 Science Regents</td></tr>
<tr><td>8 Social Studies Credits
Course Options: Global History 1, Global History 2, US History, Government, Economics, Civics</td><td>1 Social Studies Regents</td></tr>
<tr><td>8 English Credits
Course Options: ELA 9, ELA 10, ELA 11, ELA 12; Read 180</td><td>1 English Regents</td></tr>
<tr><td>4 Physical Education Credits</td><td rowspan="5">Plus any 1 other Math, Science, Social Studies Regents exam or CDOS</td></tr>
<tr><td>2 Foreign Language Credits
Spanish 1, Spanish 2</td></tr>
<tr><td>2 Art Credits
Studio Art 1, Studio Art 2; Latin Art and Culture 1, Latin Art and Culture 2</td></tr>
<tr><td>1 Health Credits</td></tr>
<tr><td>7 Electives Credits
Career and Financial Management; Google Suite 1, Google Suite 2; Studio Art 1, Studio Art 2; Latin Art and Culture 1, Latin Art and Culture 2; Read 180</td></tr>
</table>

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Students will graduate via multiple pathways equipped with the academic, social, emotional, and navigation skills to pursue postsecondary education and employment.

Goal 1: Leading Indicator

Each year, 80 percent of students in their first year at AIM II 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 sustained enrollment. 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-one percent of students in their first year at AIM II who were enrolled as of BEDS day were retained through June 30, 2022. AIM II met this measure and exceeded it by one percentage point.

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 or a student advisor 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%
2021-22	81%

Additional Evidence

The counseling and student support teams 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; a tiered referral system to ensure students receive the wraparound services they need; as well as discharging chronically absent students, after ample outreach has been provided.

Social emotional learning has been embedded in the school through our partnership with Urban Assembly and the use of the School Connect, social emotional learning curriculum. The 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 student advisors developed partnerships with both students and families through student one-to-one check-ins, camp designations scheduled by Primary Point Person caseload, consistent parent outreach, and frequent in-person and virtual workshops.

Goal 1: Leading Indicator

Each year, 70 percent of all students at AIM II 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 sustained enrollment. 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

Seventy-three percent of students who were enrolled as of BEDS day were retained through June 30, 2022. AIM II met this measure and exceeded it by three percentage points.

The start of the school year focused on relationship building and inviting students back to in-person learning. This included check-ins with students, follow-up meetings, and the initiation of A-Teams, which included all staff having a caseload of students that inquire about goals, academics, postsecondary, and attendance. AIM II engages in one-to-one point person model, where each student is assigned a dedicated staff member that checks-in with them weekly about SEL, academics, and attendance. The school has initiated PBIS, Positive, Behaviors, Interventions and Supports, where students have earned points that translated into rewards. Incentive trips, camp designation and celebrations, along with school-wide activities that increases engagement, connects the family to the school and improves student outcomes.

Although we met this measure there was a decrease from previous years. There were a number of long term absent students during remote learning that also struggled to re-engage upon returning to in-person learning. After a data analysis process, ongoing home visits and attendance outreach, we discovered that many students, due to COVID, had major life shifts, resulting in their transition from AIM II. Students that re-engaged were reintegrated back into the community. Unfortunately, there were a significant number of students who did not re-engage and become long-term absences and were subsequently discharged, which impacted the school's overall enrollment and retention rate.

Retention Rate for All Students	
School Year	Retention Rate
2017-18	76%
2018-19	84%
2019-20	78%
2020-21	81%
2021-22	73%

Additional Evidence

None.

Goal 1: Leading Indicator

Each year, 65 percent of students will show significant improvement in their Self-Management Skills as measured by their change in T-score from pre to post-DESSA assessment.

Method

The school demonstrates the effectiveness of its SEL program by enabling students to improve their Self Management Skills from fall to spring. To achieve this measure, 65 percent of students who were enrolled during both the fall and spring testing window will show significant improvement in their Self-Management T-score from pre to post-DESSA assessment. Significant improvement (statistically significant improvement) between pre and post-test is determined using the standard error of prediction to calculate posttest confidence ranges.

Results and Evaluation

This past year, the DESSA assessment was administered for students to collect initial test data and this data was uploaded into Aperture. As mentioned previously in this report we partner with Urban Assembly (UA) around SEL and UA contracts with Aperture to house the DESSA data. When we requested access to the DESSA data from Apeture and UA, they were unable to provide the data, thus we are unable to report outcomes for this measure.

For next year, we will ensure that we pull the initial test data as soon as Aperture releases it. In addition, we are working with Urban Assembly to ensure that this data is accessible to us in the future. We are also providing an internal SEL assessment for students, to inform the work that we will continue, and to serve as a backup.

[1] Standard error of pred ct on s used to ca cu ate the va ues needed to assess the s gn f cance of the pretest-posttests score d fference. Posttest conf dence ranges were ca cu ated for each DESSA sca e by Aperture and used to determ ne f a stat st ca y s gn f cant change had occurred for each student.

Percent of Students with Fall to Spring Significant Improvement in Their Self-Management Skills T-Score			
School Year	Number of students Enrolled During Fall and Spring Testing Window	Number of Students with Fall and Spring Testing Scores	Percent of Students who Showed Significant Improvement in Their Self-Management Skills T-Score
2021-22	No Data Available	No Data Availavle	No Data Availavle

Additional Evidence

In school year 2021-22 the two SEL targeted competencies were Self Awareness and Responsible Decision Making. We saw an increase of over 50% in each competency in areas of needed growth which can be attributed the SEL programming AIM II has in place. As we continue to see an increase in SEL targeted competencies over the last two years we have also seen an increase in graduation rates and a decrease in suspension and at-risk behaviors.

School wide SEL programing included :

Area of support	Plan of action	Who	Frequency
SEL Screeners	• NV annual screener: Data is used to drive the SEL annual competency goals • DESSA Screener: Data is used to drive the SEL annual competency goals		
Community Partnerships	• AIM II continued partnership with Urban Assessmbly who provided coaching and SEL assessments • East Side House who provided OSHA workshops with paid stipends	Counseling Team	Every Trimester
Mandated Services: Wellness Checks & Outreach	• Group and Individual Counseling as per mandated on IEPs • Commuity Referrals as needed • Monthly parent contact to discuss progress/barriers related to academics, attendance , post secondayry, and social emotional well being and to create a plan of action to address	Social Workers Counselors	Weekly Indicated on the student's IEP Monthly parent/caregiver outreach
Non Mandated students: Wellness Checks & Outreach	• Weekly scheduled check ins take place to discuss progress/barriers both academically and social emotionally and to create a plan of action to address • Community Referrals as needed • Monthly parent contact to discuss progress/barriers related to academics, attendance , post secondayry, and social emotional well being and to create a plan of action to address	Student Advisors	Weekly
Guardians & Families	**Monthly Family Newsletter:** • Family resources , events , communication regarding school news and family resources.	Climate and Culture Manager	Monthly

Advisory Classes	• School Connect is the Curriculum utilized in Advisory classes • School Connect Curriculum Lessons are centered around the four SEL competencies: ❖ Social Management ❖ Self Management ❖ Social Awareness ❖ Self Awareness The above content is aligned with our school's SEL Partnership with Urban Assembly • Advisory Classes were separated by Camps : ❖ Base Camp ❖ Peak Camp ❖ Summit Camp	Counseling Team	Trimester 1 Daily

Goal 1: Leading Indicator

Each year, 65 percent of students in their first year at AIM II 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 of the reporting year earn at least ten credits.

Results and Evaluation

Fifty-nine percent of students in their first year at AIM II who were enrolled as of BEDS day and remained enrolled through June 30, 2022 earned at least ten credits, therefore not meeting this measure. Although this measure was not met there was a 19 percentage point increase from last school year.

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 transitioning from remote learning due to the COVID-19 pandemic back to in-person learning. The transition provided more opportunities to physically connect with students, and conference with them about their goals and grades, which led to the 19 percentage point increase from 2020-21 to 2021-22.

Percent of Students in their First Year at AIM II Earning at least Ten Credits in 2021-22		
School Year	Number of Students in Their First Year at AIM II	Percent Earning Ten Credits
2017-18	50	36%
2018-19	68	44%
2019-20	78	49%
2020-21	47	40%
2021-22	39	59%

Additional Evidence

There was a 19 percentage point increase since last year after virtual learning when students returned back to the building. This is progress that puts the school back on track to the years prior to the pandemic, which was on a upward trajectory. AIM II utilized a mastery-based learning model of instruction, where teachers have identified performance targets that allow students to demonstrate progress toward mastery.

The tabel below provides a further breakdown of the number of credits earned by first year students enrolled at AIM II for school year 2021-22.

Credits Earned by First Year Students at AIM II for School Year 2021-2022		
Number of Credits Earned	#	%
Less Than 5 Credits	9	23%
Between 5-9 Credits	7	18%
10+ Credits	23	59%

An additional 63 students enrolled at AIM II after BEDs day and remained enrolled through June 30th and of those students nine earned at least ten credits (14% of new students enrolled after BEDs day earned ten or more 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 II for more than one year will earn at least Eight 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 the reporting year who have been at AIM II for more than one year earn at least eight credits.

Results and Evaluation

Forty-six 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, 2022 earned at least eight credits, therefore not meeting this measure. Although this measure was not met, there was an eight percentage point increase from last year.

We attribute much of the increase of our longer-enrolled students who received eight credits to the addition of in-person instruction, the point-person model, the initiation of A-Teams, and the ability to conduct home visits. Many of our students experienced increased anxiety and trauma preventing them from earning eight credits in school year 2020-21. We believe that the previous unprecedented year experienced by our students and staff and their families to transitioning back to in-person is the reason for the eight percentage point increase in returning students earning at least eight credits in 2021-22.

Percent of Students Who Have Been at AIM II for More Than One Year Earning at least Eight Credits in 2021-22

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%
2021-22	127	46%

Additional Evidence

There was a eight percentage point increase since last year after virtual learning, when students returned back to the building. AIM II utilized a mastery-based learning model of instruction, where teachers have identified performance targets that allow students to demonstrate progress toward mastery. The school implemented a graduation review board that allowed administrators and teachers to evaluate academic progress for students. This bi-weekly meeting with students allowed for accountability, feedback, and goal-setting to promote student ownership and positive outcomes around academics, SEL, and personal development.

The tabel below provides a further breakdown of the number of credits earned by students who have been enrolled at AIM II for more than one year for school year 2021-22.

Credits Earned by Students Who Have Been at AIM II More Than One Year for School Year 2021-2022		
Number of Credits Earned	#	%
Less Than 4 Credits	49	39%
Between 4-7 Credits	19	15%
8+ Credits	59	46%

Goal 1: Leading Indicator

By Year 5 (2025-26) of the accountability period, 67% of students will meet 67% of their goals outlined in their Individualized Development Plans (IDPs) for the current year.

Method

This measure serves as a leading indicator of students meeting individualized goals around academics, SEL, and postsecondary planning as documented in their Individualized Development Plans (IDPs). The measure requires that 67% of students will meet 67% of their goals for the current year, as outlined in their IDP.

Results And Evaluation

The Individualized Development Plan is a new Key Design Element for AIM II for the 2023-2027 charter term, and it is a new measure on the accountability plan. Therefore, there is no data to report on for the 2021-22 school year. We anticipate reporting out on this measure in fall 2023.

Percent of Students Who Have Met 67% of Their Goals Outlined In Their IDP for 2021-22

School Year	Total Number of Students	Percent of students meeting 67% of IDP goals
2021-22	N/A	N/A

Additional Evidence

As stated above, the IDP is a new Key Design Element and IDP goals completion is a new measure on the school's accountability plan. However, in order to lay the foundation for an effective IDP system that enables us to monitor progress and utilize data for continuous improvement, AIM II has been working throughout school year 2021-22 to develop structures, practices, and staff capacity around the IDP process. AIM II currently has systems in place for enrollment and intake; creation of the IDP and academic, attendance, SEL, and postsecondary goals with the A-Team coach using clear and consistent processes; sharing the IDP and progress monitoring with school stakeholders; monthly check-ins and support conversations with students; family communication; and processes for school A-Teams to review IDP data, touching on each student at minimum once per trimester to follow up around next steps. For school year 2022-23, AIM II will be working with the CMO to implement a tracker system to enable school teams to review trends and patterns in data to examine the effectiveness of supports provided and focus on action planning for interventions for particular subgroups.

Goal 1: Absolute Measure

Each year, 50 percent of students enrolled at AIM II for at least one year will score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least one of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.

Method

This measure examines the performance of students who have been enrolled at AIM II for at least one year but less than two years and their progress towards graduation based on the passage of exams required for graduation. The measure requires that 50 percent of students who have been enrolled at AIM II for at least one year but less than two years score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least one of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 schools should report the percentage of students who either passed or were exempted from at least one exam.

Results and Evaluation

Sixty-nine percent of students enrolled at AIM II for at least one year have scored at or above proficiency, or at least 55 using the safety net option for eligible students, or earned an exemption on at least one of the five exams required for graduation. AIM II met and exceeded this measure by 19 percentage points.

This past year the ELA and math teams implemented the ANet Quiz tool to create ANet assessments aligned to the New Visions curriculum as the mastery assessments for each course. The ANet assessments provide students with rigorous assessments in order to prepare them for the Regents exams. The science and social studies teams utilized prior Regents exams to create mastery assessments for each course that aligned to the New Visions curriculum. These assessments provided students the practice that they needed with the Regents exam content.

The implementation of ANET this school year, includes the following accomplishments:

- Oriented ELA and math teachers to ANET purpose and their quiz tool systems
- ELA and math teachers utilized the ANET quiz tool to create and administer standards-aligned mastery checks for at least two units/modules
- ELA and math teachers met in departments with the ANET coach to analyze assessment data with ANET protocols
- ELA and math teachers planned modules to show evidence of use of ANET assessment data to inform instruction

Additionally AIM II incorporated a round of mock Regents in order to prepare students and staff for the Regents exams which have been canceled for the past year and a half. Teachers utilized the data from these mock Regents to determine opportunities for growth for students and used this to determine the priority standards that needed to be focused on and to further inform their plans for instruction.

Percent of Students Who Have Been Enrolled at AIM II for At Least One Year Passing One Exam Required for Graduation

School Year	Number of students who have been enrolled at AIM II for at least one year	Percent Passing at Least One Exam (including exemptions)
2021-22	80	69%

Additional Evidence

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.

Goal 1: Absolute Measure

Each year, 60 percent of students enrolled at AIM II for at least two years will score 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.

Method

This measure examines the performance of students who have been enrolled at AIM II for at least two years but less than three years and their progress towards graduation based on the passage of exams required for graduation. The measure requires that 60 percent of students who have been enrolled at AIM II for at least two years but less than three years score 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.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 schools should report the percentage of students who either passed or were exempted from at least two exams.

Results and Evaluation

Seventy-two percent of students enrolled at AIM II for at least two years have scored at or above proficiency, or at least 55 using the safety net option for eligible students, or earned an exemption on at least two of the five exams required for graduation. AIM II met and exceeded this measure by 12 percentage points.

As mentioned above, our work with ANet to create assessments and the use of mock Regents helped prepare both our staff and students for Regents exams after a year and half hiatus due to the pandemic.

Percent of Students Who Have Been Enrolled at AIM I for At Least Two Years Passing Two Exams Required for Graduation

School Year	Number of students who have been enrolled at AIM II for at least two years	Percent Passing at Least Two Exams (including exemptions)
2021-22	47	72%

Additional Evidence

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.

As mentioned above 72% of students who have been enrolled at AIM II passed two or more Regents and 83% of students who have been enrolled in AIM II for at least two years passed one Regents exam. In the coming year we hope to increase the number of students passing two exams by the end of their second year enrolled with us.

Goal 1: Absolute Measure

Each year, 67 percent of students enrolled at AIM for at least three years will score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least three of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.

Method

This measure examines the performance of students who have been enrolled at AIM II for at least three year and their progress towards graduation based on the passage of exams required for graduation. The measure requires that 67 percent of students who have been enrolled at AIM II for at least three years score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least three of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 schools should report the percentage of students who either passed or were exempted from at least three exams.

Results and Evaluation

Seventy-two percent of students enrolled at AIM II for at least three years have scored at or above proficiency, or at least 55 using the safety net option for eligible students, or earned an exemption on at least three of the five exams required for graduation. AIM II met and exceeded this measure by five percentage points.

As mentioned above, our work with ANet to create assessments and the use of mock Regents helped prepare both our staff and students for Regents exams after a year and a half hiatus due to the pandemic.

Percent of Students Who Have Been Enrolled at AIM II for At Least Three Years Passing Three Exams Required for Graduation		
School Year	Number of students who have been enrolled at AIM II for at least three years	Percent Passing at Least Three Exams (including exemptions)
2021-22	39	72%

Additional Evidence

With the implementation of ANET tools, as mentioned above, Regents exemptions, and our mastery model, the school was able to achieve this measure.

Goal 1: Absolute Measures

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

Method

This measure examines students who entered the 9 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.[2]

Results and Evaluation

Thirty percent of students in AIM II's 2016 cohort graduated after six years, therefore not meeting this measure.

Although AIM II did not meet this measure, the school has focused on sixth year graduates as an area of continued improvement. We utilize structured sets of conversations at critical decision points in the school year to ensure that students receive the opportunities and support 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. We also created a graduation review board that provided weekly progress monitoring of student performance with a group of administrators, teachers, counselors and student support personnel along with the student to share their progress.

The implementation of these routines and tools have positively impacted both team growth and school systems over the last year. 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 graduation planning, Regents planning and preparation, and credit gap review the Graduation Review Board accomplished the following:

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

[2] The state's gu dance for the 4+1 graduat on pathway can be found here: http://www.p12.nysed.gov/c a /mu t p e-pathways/.

- 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.
- Active students were scheduled to earn four core course credits in each trimester of the school year.

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

School Year	Cohort Designation	Number in Cohort	Percent Graduating
2017-18	2012	102	14%
2018-19	2013	107	17%
2019-20	2014	112	19%
2020-21	2015	98	38%
2021-22	2016	121	30%

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. There was an increase in graduates this past school year, which we attribute to transitioning back to in-person instruction. In addition, the school was able to graduate more students than the last full year of in-person instruction. This positions us well to continue to increase the total number of graduates next school year.

School Year	Annual Graduates (September 1-August 31)
2017-18	12
2018-19	27
2019-20	46
2020-21	32
2021-22	57

Goal 1: Comparative Measure

Each year, the percent of students in the six-year high school Total Graduation Cohort graduating will exceed that of the Total Cohort from comparable transfer high schools.[3]

Method

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this

[3] The NV data team has estab shed cr ter a to determ ne comparab e transfer h gh schoo s us ng an unsuperv sed c uster ng mode . The C uster Methodo ogy can be found here.

report schools should include the district's 2020-21 results as a temporary placeholder for the district's 2021-22 results.

Results and Evaluation

Thirty percent of students in AIM II's 2016 cohort graduated after six years compared to 44% of students in the 2015 cohort from comparable transfer high schools. AIM II fell short of meeting this measure by 14 percentage points. School data for comparable transfer high school's 2016 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%	791	44%
2021-22	2016	121	29%	TBD	TBD

Additional Evidence

With 77 negative student discharges and 36 graduates out of the 121 students who were in the 2016 sixth year cohort, we did not meet the measure. The counseling and student support team continue to ramp up activities to increase school engagement in order to retain students. With the introduction of the IDP, this will allow a small number of students to be assigned to multiple staff members to assist with goals related to academic, SEL, and attendance.

Summary of the High School Graduation Goal

In school year 2021-22, AIM II met five of the nine measures with data available in the high school graduation goal. Data was not available for two measure in school year 2021-22.

Type	Measure	Outcome
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.	Achieved
Leading Indicator	Each year, 70 percent of all students at AIM who were enrolled as of BEDS day will be retained through June 30th of the reporting year.	Achieved

Leading Indicator	Each year, 65 percent of students will show significant improvement in their Self-Management Skills as measured by their change in T-score from pre to post-DESSA assessment.[4]	Data Not Available
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 30th 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 30th of the reporting year, who have been at AIM for more than one year will earn at least eight credits.	Not Achieved
Leading Indicator	By Year 5 (2025-26) of the accountability period, 67% of students will meet 67% of their goals outlined in their Individualized Development Plans (IDPs) for the current year.	N/A
Absolute	Each year, 50 percent of students enrolled at AIM for at least one year will score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least one of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.	Achieved
Absolute	Each year, 60 percent of students enrolled at AIM for at least two years will score 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.	Achieved
Absolute	Each year, 67 percent of students enrolled at AIM for at least three years will score at or above proficiency, or at least 55 using the safety net option for eligible students, on at least three of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.	Achieved
Absolute	Each year, 67 percent of students in the sixth year high school Total Graduation Cohort will graduate.	Not Achieved
Comparative	Each year, the percent of students in the six-year high school Total Graduation Cohort graduating will exceed that of the Total Cohort from comparable transfer high schools.[5]	Not Achieved

Action Plan

While AIM II met five of the nine measures in the high school graduation goal that data was available for this year, the school saw increases in the two leading indicators that were not met. We believe, over time, this will result in a greater percentage of students achieving the absolute measure and comparative measure for high school graduation that were not met.

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

[4] Standard error of prediction is used to calculate the values needed to assess the significance of the pretest-posttests score difference. Posttest confidence ranges were calculated for each DESSA scale by Aperture and used to determine if a statistically significant change had occurred for each student.

[5] The NV data team has estab shed cr ter a to determ ne comparab e transfer h gh schoo s us ng an unsuperv sed c uster ng mode . The C uster Methodo ogy can be found here.

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 2022-23 and we expect to continue the full implementation of the mastery model.
2. House Model. AIM II's House Model concept will be in its sixth year of implementation during school year 2022-23. Three houses comprise the model including Base Camp, Peak, and Summit. In school year 2021-22, 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, and therefore these expectations will continue in the upcoming school year.
3. Primary Person Model (PPM). School counselors, social workers, and advisors are accountable for supporting students in their academics, attendance, social emotional supports, and postsecondary portfolio development through bi-weekly check-ins, regular outreach to students and caregivers, and regular meetings to coordinate support 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 school year 2022-23, 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 2022-23, 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 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 school also plans to assess students with a secondary SEL assessment to prevent the loss of data and have another way of assessing student's 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.

7. 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 our continued partnership with ANET. We will also provide intervention courses through research-based software, such as Read 180, System 44, and Freckle Math.

8. Deepening Formative Assessment Systems. AIM II has contracted with ANET for another year 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: COLLEGE PREPARATION

Students will be prepared for and pursue postsecondary options

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
- Daily Lunch Time Senior Labs were held to offer seniors additional postsecondary support
- AIM II's postsecondary team facilitated a series of postsecondary workshops in both advisory lesson forms as well as Lunch Time Senior Labs workshops including, Preparing for College/College Preparation, FAFSA Support, and exploring non-College pathways which included presentations from various fields of work
- AIM II hosted a series of Pathways workshops such as: EyeLash Course, Hair Braiding Course, Music Production Course, Web Design Course, The ARTS (Dance), and OSHA (Occupational , Safety, and Health Administration), First Aid and Safety Certification Course
- Graduation Review Board (GRB): students met regularly with the GRB to assess their status for graduation, discuss progress, and create an action plan to address; a GRB goal review form was sent to both the student and their family for review

Goal 2: Leading Indicator

Each year, 100 percent of students planned to graduate in the reporting year, defined as all students with 32+ credits and 2+ Regents at the start of Trimester 2, will complete a postsecondary portfolio containing a resume, career interest inventory, and postsecondary list.

Method

For each student, the school maintains a postsecondary portfolio that includes a resume, career interest inventory, and postsecondary list.

Results and Evaluation

Forty-five percent of students who were planned to graduate completed a postsecondary portfolio containing a resume, career interest inventory, and postsecondary list, therefore not meeting this measure.

At the beginning of the school year 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. Postsecondary transition portfolio preparation was discussed during graduation on track/graduation in jeopodary meetings. In addition to the above, the graduation review board was implemented to review students' status for graduation, discuss progress, and create an action plan to address any noted barriers.

Percent of Students Completing a Postsecondary Portfolio

School Year	Number of Students Planned to Graduate	Percent of Students Completing a Postsecondary Portfolio
2021-22	62	45%

Additional Evidence

The 2021-2022 school year was designed for students to work on college exploration and preparation throughout the school year. We continued the use of Xello as the curriculum, developed clear postsecondary milestones, and continued to utiize the current systems to track progress towards those milestones.

We noticed many students taking a gap year or not interested in completing postsecondary milestones as they were focused on meeting the needs of requirements for their diploma or focused on submitting their college application, trade school application, or completing the internal Pathways offered at AIM II.

While AIM II did not meet this measure we had forty one students successfully complete the requirements for their chosen pathway in 2021-2022. In addition, of the 62 planned graduates 29 applied to CUNY schools and 14 applied to SUNY schools.

The tables below provide a further breakdown of the number of planned graduates that completed each component of the postsecondary portfolio and the total number components of the portfolio completed by each planned graduate.

Number of Planned Graduates Completing Each Component of the Postsecondary Portfolio		
Total # of Planned Graduates = 62	#	%
Planned Grads Completing the Resume	36	58%
Planned Grads Completing Career Interest Inventory	46	74%
Planned Grads Completing Postsecondary List	51	82%

Number of Postsecondary Portfolio Components Completed by Planned Graduates		
Total # of Planned Graduates = 62	#	%
Completed 0 of 3 Components	4	6%
Completed 1 of 3 Components	11	18%
Completed 2 of 3 Components	19	31%
Completed 3 of 3 Components	28	45%

Goal 2: Absolute Measure

By Year 5 (2025-26) of the accountability period, 80 percent of students who graduate in the prior reporting year will have enrolled in a two- or four-year accredited college, military service, industry-aligned career training program, or gained employment[6] 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 prior reporting year who enroll in a two or four year accredited college, military service, industry-aligned career training program, or gain employment within one year of their graduation.

Results and Evaluation

Thirty-one percent of AIM II students who graduated in school year 2020-21 enrolled in a two or four-year accredited college, military service, industry-aligned career training program, or gained employment within one year of their graduation, therefore not meeting this measure. Although AIM II did not meet this measure, there was an 18 percentage point increase from the previous year.

Matriculation data is collected from the National Student Clearinghouse and counselors collect other postsecondary outcomes including military service, technical/occupational institute, or employment.

Percent of Graduates Enrolling in a Two or Four Year Accredited College, Military Service, Industry-Aligned Career Training Program, or Gain Employment

School Year	Year Graduated	Number of Graduates	Percent of Graduates Enrolling in a Two or Four Year Accredited College, Military Service, Instrudry-Aligned Career Training, or Gain Employment
2018-19	2017-18	12	25%
2019-20	2018-19	27	24%
2020-21	2019-20	46	13%
2021-22	2020-21	32	31%

[6]Ga nfu emp oyment s def ned by meet ng these 3 cr ter a: 1. PP/T - 24 hours; F/T - 35 hours; 2. Been emp oyed n the same job for 3 months (for 3 consecut ve months); 3. Mak ng at east m n mum wage.

Additional Evidence

In addition to the current postsecondary preparation work provided for students who planned to enroll in a college or university after high school AIM II also created opportunities during the school year for students to gain skillful trades that can lead to gainful employment post high school. This year AIM II offered a number of pathways such as a Hair Braiding course, EyeLash course, and OSHA (Occupational Safety and Health Administration), and Safety Training.

Pathways	# Students who completed a Pathway Program
OSHA certified Students	21
Completed Hair Braiding Course	10
Completed EyeLash Course	10

AIM II continues to focus its postsecondary work on designing and implementing systems for tracking students' postsecondary planning, applications, and decision-making processes. Current 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 II 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.

Applications & Acceptances for the 2021-2022 Seniors

CUNY 2-Year	CUNY 4-Year	SUNY 2-Year	SUNY 4-Year
Borough of Manhattan Commun ty Co ege	Baruch Co ege	Broome Commun ty Co ege	SUNY Canton
Bronx Commun ty Co ege	Brook yn Co ege	C nton Commun ty Co ege	SUNY Oneonta
Guttman Commun ty Co ege	C ty Co ege	Co umb a Commun ty Co ege	Buffa o State Un vers ty
Hostos Commun ty Co ege	Co ege of Staten Is and	SUNY U ster	SUNY Canton
Laguard a Commun ty Co ege	Hunter Co ege	Herk mer Commun ty Co ege	SUNY Oswego
Queensborough Commun ty Co ege	John Jay Co ege	SUNY Ad rondack Commun ty	SUNY Oneonta
K ngsborough Commun ty Co ege	York Co ege	Genesee Commun ty Co ege	
Hostos	Medgar Evers Co ege	SUNY Broome Commun ty Co ege	
	Baruch Co ege	SUNY U ster	
	Lehman Co ege		

Vocational Training Programs	Specific Program/ Trade
New York College of Transportation	SHA certification, Construction
Universal Technical Institute	Technician

Total Applications and Acceptances

	Total Applicants	Students Accepted to At Least One School
CUNY	27 Students	12
SUNY	15 Students	5

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 as defined by NYS through Option 1 or Option 2.

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. AIM II also utilizes option 1 for CDOS credential where applicable, which requires students to complete 216 hours of activities aligned to the CDOS standards with a minimum of 54 of those hours completed in work-based learning activities in addition to the completion of a career plan and employability profile. 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 as well as students who demonstrated proficiency through CDOS aligned activities.

Results and Evaluation

Thirty percent of students in AIM II's 2016 cohort demonstrated proficiency of CDOS learning standards, therefore not meeting this measure.

AIM II continues 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. AIM II will continue to focus on building out the CDOS program . AIM II is 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

Cohort Designation	Sixth Year	Number in Cohort	Percent Demonstrating Proficiency of CDOS Learning Standards
2012	2017-18	17	12%
2013	2018-19	32	28%
2014	2019-20	28	43%
2015	2020-21	48	50%
2016	2021-22	47	30%

Additional Evidence

This past school year, following remote learning, we found students were highly focused on completing coursework for their diploma and targeting their efforts on academic progress. It can also be noted that many students were unable to find employment, lost employment or had "off the books" employment which further attributed to students under utilizing the CDOS options.

AIM II Pathways Program is implemented to further equip students with the workforce skills needed to enter the workforce with meaningful employment which will result in students earning WBL experiences. Currently 8% of of students in cohort 2017 have met this measure prior to entering their sixth year.

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 2021-22.

Summary of the College Preparation Goal

In school year 2021-22, AIM II did not achieve any of the three measures, with data available, in the postsecondary outcome goal. One measure was not applicable for school year 2021-22.

Type	Measure	Outcome
Leading Indicator	Each year, 100 percent of students planned to graduate in the reporting year, defined as all students with 32+ credits and 2+ Regents at the start of Trimester 2, will complete a postsecondary portfolio containing a resume, career interest inventory, and postsecondary list.	Not Achieved
Absolute	By Year 5 (2025-26) of the accountability period, 80 percent of students who graduated in the prior reporting year will have enrolled in a two or four year accredited college, military service, industry-aligned career training program, or gained employment within one year of their graduation.	Not Achieved
Absolute	Each year, 75 percent of students in the sixth year high school Accountability Cohort will demonstrate proficiency of CDOS learning standards as defined by NYS through Option 1 or Option 2.	Not Achieved
Comparative	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.[7]	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, Postsecondary Planning workshops, and daily A-Team classes where their Individualized Education Plan is reviewed and discussed on a weekly basis. Seniors will continue to participate in Lunch Time Senior Labs where they are able to meet with members of the postsecondary team along with peers to support each other through the sharing of plans, challenges, and expectations.

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.

In adiditon, we are in the initial stages of determining whether it is feasible to hire a part-time Bridge Coach to conduct regular outreach to alumni and connect them to available resources and programs as needed.

[7] The NV data team has estab shed cr ter a to determ ne comparab e transfer h gh schoo s us ng an unsuperv sed c uster ng mode . The C uster Methodo ogy can be found here.

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.

As we enter the 2022-2023 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.
- Exposure in Pathways including Barbering , EyeLash Course Hair Braiding Course, OSHA course, Health and Safety , First Aid, and Entrepreneurship Courses.

GOAL 3: ENGLISH LANGUAGE ARTS

GOAL 3: ENGLISH LANGUAGE ARTS

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

BACKGROUND

AIM II uses New Visions' high-quality instructional curriculum and resources that meet the highest learning standards. The New Visions ELA curriculum provides the following resources:

- **Common Scope and Sequence** with content aligned to New York State Learning Standards and appropriate for courses terminating with New York State Regents Examinations.
- **Unit Plans** outline the conceptual understandings and big ideas in each unit, along with content specifications and standards.
- **Teacher-Facing Resources** including instructional guidance around use of activities such as group learning routines; and pacing calendars to guide daily classroom activities.
- **Student Tasks/Activities** are sometimes differentiated and consist of vocabulary exercises, close reading, and content rich literacy activities.
- **Formative and Summative Assessments** that offer students and teachers feedback on their progress.
- **Regents Resources** include tools and curricular materials to support teachers making instructional decisions based on Regents and network-wide data.
- **Embedded Supports for Equal Access** including support for students learning English as a new language and students with disabilities.

The New Visions ELA curriculum is driven by an accessible, skills-based approach to literacy. Consisting of three year-long courses, the curricular units are organized by the conceptual lenses of the Individual, the Quest, and the American and spiral literacy skills across grades 9, 10 ,and 11. Within each course, unit plans provide assessments, resources, and strategies that unpack the skills needed to master the learning identified in the ELA Common Core Standards, as well as support the reading, writing, and thinking necessary for both the New York State Regents exams and postsecondary coursework.

This year, AIM II implemented the ANET assessment system to build the appropriate assessment system that supports curriculum modifications, equitable instruction, and increased rigor associated with student achievement of appropriate grade level standards. ELA teachers received training on the ANET Quiz Tool, which provides rigorous assessment questions and tasks. AIM II ELA teachers also administered these assessments (formative & summative) to students, analyzed the data and utilized the analysis to refine student understanding to ensure student mastery of key standards.

AIM II also administered mock Regents for practice and preparatory experiences to prepare students for academic success and to provide teachers with data to guide instructional practices. This preparation opportunity helped to decrease the level of test anxiety that students with trauma usually display during state exams. Furthermore, students are able to self-assess and determine where they stand with regards to Regents and thus help them prepare for the next rendition. These mock Regents were key this school year as students returned to the physical school setting after two years of not taking Regents Exams; students and teachers both needed to see where there was the greatest opportunity for growth regarding students being prepared for success with Regents exams.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

Method

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

Results and Evaluation

Forty-five percent of students in AIM II's 2016 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 not meeting this measure. Although AIM II fell short of meeting this measure by five percentage points it should be noted that a total of 23 students, seven with no valid score and 16 who had previously sat for the exam, earned Regents exemptions. Therefore 87% of students in cohort 2016 met the ELA Regents requirement for graduation. The decline from the previous year can be attributed to cohort 2016 missing three opportunities to resit for the ELA Regents exam.

The school provided co-taught core classes for all students and built co-teacher capacity to analyze student data and plan for instruction. We provided professional development focused on utilizing ANET to increase interaction and meaningful assessment opportunities. Instructional leaders supported teachers with looking at student work to analyze trends and plan for instruction. The two-week planning template allowed teachers to focus on building foundational skills integrated with the ELA content, to build student reading comprehension. The director of instruction - 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 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 Cohort[8]					
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%
2016	2021-22	47	7	18	45%

Additional Evidence

As indicated in the table below, 43% of students in the 2017 cohort (with valid scores) have passed the ELA Regents prior to entering their sixth year. Further, an additional 24 students earned Regents exemptions and one student earned a special appeal. Therefore, 78% of students in cohort 2017 have met the ELA Regents requirement for graduation prior to the start of their sixth year. In addition, 63% of students in cohort 2018 have passed or earned Regents exemptions for the ELA Regents required for graduation.

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 partnered with ANET to focus on increasing ELA curriculum alignment to standards and implementing a mastery curriculum. The increased use of formative assessment data will continue to help drive instructional design.

In addition, throughout 2021-2022, AIM II focused on strengthening its support 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 to monitor student progress and design instructional interventions; from beginning to end of year.

[8] Based on the h ghest score for each student on the Eng sh Regents exam

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing[9]	Number in Cohort	Percent Passing [0]
2016	60	38%	51	48%	47	45%
2017	62	22%	70	25%	55	43%
2018	34	3%	64	7%	65	19%
2019	22	0%	35	0%	59	18%
2020			27	0%	53	8%
2021					27	0%

Percent Passing / Exempted / Special Appeal by Cohort					
Cohort Designation	Number in Cohort	Total Number Exempted	Number w/ Special Appeals	Number Passing	Percent Passing/Exempted
2016	47	23	0	18	87%
2017	55	25	1	17	78%
2018	65	30	4	7	63%
2019	59	14	0	8	37%
2020	53	3	1	4	15%
2021	27	0	0	0	0%

Goal 3: Absolute Measure

Each year, the Performance Index ("PI") on the Regents Exam in English Language Arts (Common Core) of students completing their sixth year in the Accountability Cohort will meet the school's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Comparative Measure

Each year, the Performance Index ("PI") in Regents English of students in the sixth year of their high school Accountability Cohort will exceed the PI [2] of comparable transfer high schools. [3]

The Institute does not require charters to report on this measure for 2021-22.

[9] Percent pass ng among students w th va d score
[10] Percent pass ng among students w th va d score
[11] AIM's PI s ca cu ated us ng the 6th year cohort and compared to the schoo 's MIP wh ch the state sets based on the 4th year cohort.
[12] AIM's PI s ca cu ated us ng the 6th year cohort, the PI for comparab e transfer h gh schoo s s ca cu ated us ng the 4th year cohort as th s s the on y pub c ava ab e data.
[13] The NV data team has estab shed cr ter a to determ ne comparab e transfer h gh schoo s us ng an unsuperv sed c uster ng mode . The C uster Methodo ogy can be found here.

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. [4]

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-three 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, therefore not meeting this measure.

Attendance challenges and the lack of 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 only experienced a slight drop 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%
2021-22	205	79	43%

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.

[14] The New V s ons data team has estab shed cr ter a to determ ne comparab e transfer h gh schoo s us ng an unsuperv sed c uster ng mode .

Goal 3: Growth Measure

Each year, 50 percent of students programmed for reading intervention will meet or exceed their expected Lexile growth goal base on SRI research. [5]

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

Thirty-six 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.

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

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 Programed 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%
2021-22	28	14	36%

Additional Evidence

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. There was a lower percentage of students who met or exceeded thier expected lexile growth, due to a lack of attendance. This has been an ongoing issue for reading interventions. The school is addressing it by providing support through our A-Teams and IDP, which will help students not only understand the purpose, but also be more engaged and set goals around the work.

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

Goal 3: Growth Measure

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

Method

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

Results and Evaluation

AIM II cohort 2016's ELA pass rate of 45% is lower than cohort 2015's ELA pass rate of 58%, therefore not meeting this measure. As previously mentioned, due COVID-19 and the cancellation of Regents cohort 2016 had fewer opportunities to sit and pass the ELA Regents than previous cohorts.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on Regents English Common Core Exam by Sixth Year Accountability Cohort[16]

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%
2016	2021-22	47	7	18	45%

Additional CONTEXT AND Evidence

None.

[16] Based on the h ghest score for each student on the Eng sh Regents exam

Summary of the High School English Language Arts Goal

In school year 2021-22, AIM II did not achieved any of the four measures, with data available, in the high school English language arts goal. Two measures were not applicable for school year 2021-22.

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.	Not Achieved
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 2022-23, AIM II will continue its focus on achieving and exceeding all measures in the English language arts goal. We partnered with ANET to focus on skill development in ELA and to support teachers with stronger formative assessment and planning cycles. We will utilize the interim assessments in the 2022-23 school year, to deepen this work and aid in planning and assessing student's growth and teacher practice. During the upcoming school year, the priority will continue to 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 continue to incorporate personalized, targeted student feedback, and enhance our student/teacher conferencing activities based on student progress towards standards. AIM II also plans to continue to deepen its work around 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.

Beginning in school year 2022-23 AIM II is transitioning to the Renaissance Star Reading assessment due to Scantron's discontinuation of the Performance Series Reading assessment at the end of school year 2021-22. All students will continue to take the Star 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

Goal 4: MATHEMATICS

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

BACKGROUND

AIM II uses New Visions' high-quality instructional curriculum and resources that meet the highest learning standards. The New Visions mathematics curriculum provides the following resources:

- **Common Scope and Sequence** with content aligned to New York State Learning Standards and appropriate for courses terminating with New York State Regents Examinations.
- **Unit Plans** outline the conceptual understandings and big ideas in each unit, along with content specifications and standards.
- **Teacher-Facing Resources** including instructional guidance around use of activities such as group learning routines; and pacing calendars to guide daily classroom activities.
- **Student Tasks/Activities** are sometimes differentiated and consist of vocabulary exercises, close reading, and content rich literacy activities.
- **Formative and Summative Assessments** that offer students and teachers feedback on their progress.
- **Regents Resources** include tools and curricular materials to support teachers making instructional decisions based on Regents and network-wide data.
- **Embedded Supports for Equal Access** including support for students learning English as a new language and students with disabilities.

During the 2021-2022 school year, AIM II returned to the in-person instructional model. Math instructors continued to use Google Classroom to structure the resources for their courses. This made it possible for students to access these resources whether they were on or off-campus and at any time of day. Students significantly benefited from the responsiveness and personalization the use of online materials provides. Teachers delivered in person instruction in the classroom simultaneously, with self paced tasks online.

AIM II continued with the two-week instructional framework involving 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.

Partnered with Achievement Network (ANET), the math department was trained in the use of digital tools designed to support equitable instruction, aligned with NYS standards toward implementation of the mastery based learning model.

In addition, AIM II worked with New Visions instructional specialists who provided onsite and remote coaching. Coaching included working with the principal, director of instruction - special education and teacher teams to develop systems around reviewing student performance and assessments and supporting teachers in planning and implementing consistent learning routines across all classrooms. Additionally, the Instructional Specialist supported school instructional leaders in coaching teachers around these routines.

AIM II offered mock Regents for practice and preparatory experiences to prepare students for academic success and to provide teachers with data to conduct data analyses in order to guide instructional practices. This preparation opportunity helps to decrease the level of test anxiety that students with

trauma usually display during state exams. Furthermore, students are able to self-assess and determine where they stand with regards to Regents and thus help them to prepare for the next rendition.

HIGH SCHOOL MATHEMATICS

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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

Results and Evaluation

Forty-five percent of students in AIM II's 2016 cohort (with valid scores) scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students, on a Regents mathematics exam, therefore not meeting this measure. It should be noted that a total of 22 students, three with no valid score and 19 who had previously sat for the exam, earned Regents exemptions. Therefore, 89% of students in cohort 2016 met the math Regents requirement for graduation.

AIM II was not able to meet this measure, but the school will continue to provide co-taught core classes for all students and building co-teacher capacity to analyze student data and plan for instruction. In-person instruction along with Google classroom resources 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 director of instruction - 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.

Additionally, the math team implemented a series of 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 Cohort[17]					
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%
2016	2021-22	47	3	20	45%

Additional Evidence

As indicated in the table below, 29% of students in the 2017 cohort (with valid scores) have passed a math Regents prior to entering their sixth year. Further, an additional 39 students earned Regents exemptions. Therefore, 95% of students in cohort 2017 have met the math Regents requirement for graduation prior to the start of their sixth year. In addition, 85% of students in cohort 2018 have passed or earned Regents exemptions for the math Regents requirement for graduation.

Percent Achieving at Least Level 3 or 55 for Safety Net Eligible Students by Cohort and Year						
Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing[18]	Number in Cohort	Percent Passing[19]
2016	60	47%	51	48%	47	45%
2017	62	25%	70	28%	55	29%
2018	34	25%	64	33%	65	51%
2019	22	0%	35	15%	59	19%
2020			27	0%	53	6%
2021					27	0%

Percent Passing / Exempted / Special Appeal by Cohort					
Cohort Designation	Number in Cohort	Total Number Exempted	Number w/ Special Appeal	Number Passing	Percent Passing/Exempted
2016	47	22	0	20	89%
2017	55	39	0	13	95%
2018	65	30	0	25	85%
2019	59	39	0	6	59%
2020	53	17	0	2	36%
2021	27	2	1	0	11%

[17] Based on the h ghest score for each student on a mathemat cs Regents exam
[18] Percent pass ng among students w th va d score
[19] Percent pass ng among students w th va d score

Goal 4: Absolute Measure

Each year, the Performance Index ("PI") on the Regents mathematics exam of students completing their sixth in the Accountability Cohort will meet the school's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.[20]

The calculation of this measure is not required for 2021-22.

Goal 4: Comparative Measure

Each year, the Performance Index ("PI") in Regents mathematics of students in the sixth of their high school Accountability Cohort will exceed the PI[2] of comparable transfer high schools.[22]

The calculation of this measure is not required for 2021-22.

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

Results and Evaluation

Forty-eight 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 not meeting this measure. A contributing factor to the decrease from last was vacancies within this department.

AIM II staff continued to strategically collaborate to support students' math needs by:

- Utilizing IXL and multiple digital platforms
- Holding 1:1 office hour sessions
- Providing continuous feedback on a variety of platforms

Student progress in the core content classes was assessed through looking at student work and providing feedback and opportunities for revision. Formative assessments also kept track of student progress. Every teacher was scheduled for an outreach day to provide time to reach out to students who were absent or missing work.

[20] AIM's PI s ca cu ated us ng the 6th year cohort and compared to the schoo 's MIP wh ch the state sets based on the 4th year cohort.

[21] AIM's PI s ca cu ated us ng the 6th year cohort, the PI for comparab e a ternat ve charter schoo s s ca cu ated us ng the 4th year cohort as th s s the on y pub ca ava ab e data.

[22] The NV data team has estab shed cr ter a to determ ne comparab e transfer h gh schoo s us ng an unsuperv sed c uster ng mode . The C uster Methodo ogy can be found here.

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%
2021-22	205	21	48%

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

Unfortunately due to multiple instructional vacancies last year we were unable to offer consistent structured math interventions and therefore are unable to report data for this measure. We plan to offer math interventions in the coming school year.

Percent of Students Programmed for Mathematics Intervention Who Met or Exceeded their Norm-Referenced Growth Goal from Fall to Spring			
School Year	Number of Students Programed for Mathematics Intervention	Number of Students Programed for Mathematics Intervention and Tested in Fall and Spring	Percent of Students who Met or Exceeded their Growth Goal
2017-18	N/A	N/A	N/A
2018-19	15	4	25%
2019-20	N/A	N/A	N/A
2020-21	225	47	62%
2021-22	No Data	No Data	No Data

Additional Evidence

None.

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 2016's math passage rate of 48% is lower than cohort 2015's math passage rate of 62%, therefore not meeting this measure.

As mentioned previously the math department as well as ELA partnered with ANET and were trained in the use of digital tools designed to support equitable instruction, aligned with NYS standards toward implementation of the mastery based learning model, as well as increase interaction and meaningful assessment opportunities.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on a Regents Mathematics Common Core Exam by Sixth Year Accountability Cohort[23]

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%
2016	2021-22	47	3	20	45%

[23] Based on the h ghest score for each student on a mathemat cs Regents exam

Additional CONTEXT AND Evidence

None.

Summary of the High School Mathematics Goal

In school year 2021-22, AIM II did not achieve any of the three measures, with data available, in the high school mathematics goal. Two measures were not applicable for school year 2021-22 and there was no data for one measure.

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.	Not Achieved
Absolute	Each year, the Performance Index ("PI") on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.	N/A
Growth	Each year, 60 percent of students will increase their scaled score from fall to spring using STAR Math.	Not Achieved
Growth	Each year, 50 percent of students programmed for mathematics intervention will meet or exceed their norm-referenced growth goal from fall to spring.	No Data Available
Growth	Each year, the school will reduce by one half the gap between 50 percent and the percentage of students from the prior year's high school accountability cohort who scored at or above Performance Level 3, or scored at least 55 using the safety net option for eligible students on the Regents mathematics exam. After reaching 50 percent proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.	Not Achieved

Action Plan

In school year 2021-22, AIM II did not meet 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 are committed to supporting teachers with analyzing student performance data to make instructional decisions. To ensure that we maintain and build upon this achievement, AIM II is continuing its partnership 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. 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

Goal 5: SCIENCE

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

BACKGROUND

AIM II uses New Visions' high-quality instructional curriculum and resources that meet the highest learning standards. The New Visions science curriculum provides the following resources:

- **Common Scope and Sequence** with content aligned to New York State Learning Standards and appropriate for courses terminating with New York State Regents Examinations.
- **Unit Plans** outline the conceptual understandings and big ideas in each unit, along with content specifications and standards.
- **Teacher-Facing Resources** including instructional guidance around use of activities such as group learning routines; and pacing calendars to guide daily classroom activities.
- **Student Tasks/Activities** are sometimes differentiated and consist of vocabulary exercises, close reading, lab experiences, and content rich literacy activities.
- **Formative and Summative Assessments** that offer students and teachers feedback on their progress.
- **Regents Resources** include tools and curricular materials to support teachers making instructional decisions based on Regents and network-wide data.
- **Embedded Supports for Equal Access** including support for students learning English as a new language and students with disabilities.

Formative and summative assessments are administered throughout each trimester with the added resource of professional development geared towards analyzing data to inform instruction. AIM II staff also attends ongoing instructional PD hosted by New Visions throughout the year. Our lead teacher is working on professional development around the transfer learning routine.

HIGH SCHOOL 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 State 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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

Results and Evaluation

Thirty-three percent of students in AIM II's 2016 cohort (with valid scores) scored at least 65 on a Regents science exam, or scored at least 55 using the safety net option for eligible students, therefore not meeting this measure. It should be noted that a total of 29 students, 5 with no valid score and 24 who had previously sat for the exam, earned Regents exemptions. Therefore 91% of students in cohort 2016 met the science Regents requirement for graduation. The decline from the previous cohort can be attributed to cohort 2016 missing three opportunities to resit for a science Regents exam.

AIM II was not able to meet this measure but the school provided co-taught core classes for all students and building co-teacher capacity to analyze student data and plan for instruction. In-Person and well as Google classroom resources 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.

Additionally, the science team implemented a series of 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 Cohort[24]

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%
2016	2021-22	47	5	14	33%

Additional Evidence

As indicated in the table below, 35% of students in the 2017 cohort (with valid scores) have passed a science Regents prior to entering their sixth year. Further, an additional 33 students earned Regents exemptions. Therefore, 89% of students in cohort 2017 have met the science Regents requirement for

[24] Based on the h ghest score for each student on any sc ence Regents exam

graduation prior to the start of their sixth year. In addition, 78% of students in cohort 2018 have passed or earned Regents exemptions 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	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing[25]	Number in Cohort	Percent Passing[26]
2016	60	33%	51	36%	47	33%
2017	62	29%	70	31%	55	35%
2018	34	21%	64	22%	65	40%
2019	22	0%	35	0%	59	13%
2020			27	5%	53	3%
2021					27	4%

Percent Passing / Exempted / Special Appeal by Cohort					
Cohort Designation	Number in Cohort	Total Number Exempted	Number w/ Special Appeals	Number Passing	Percent Passing/Exempted
2016	47	29	0	14	91%
2017	55	33	1	15	89%
2018	65	32	0	19	78%
2019	59	28	0	4	54%
2020	53	14	0	1	28%
2021	27	3	0	1	14%

Goal 5: Comparative Measure

Each year, the percent of students in the fourth year 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.[27]

The calculation of this measure is not required for 2021-22.

ADDITIONAL CONTEXT AND EVIDENCE

A consistent science team plays an integral part in achievement, as well as recurring professional development internally and externally. Prior to each Regents administration students needing additional support were scheduled for Regents prep courses during the school day and in Saturday School. Lab hours were also integrated during the school day and provided additional support for students around Regents content.

[25] Percent pass ng among students w th va d score

[26] Percent pass ng among students w th va d score

[27] The NV data team has estab shed cr ter a to determ ne comparab e transfer h gh schoo s us ng an unsuperv sed c uster ng mode . The C uster Methodo ogy can be found here.

Summary of the HIGH SCHOOL Science Goal

In school year 2021-22, AIM II did not achieve either of the of the two measures in the high school science goal. One measure was not applicable for school year 2021-22.

Action Plan

The school will utilize an action-planning tool that supports teachers in using the mock Regents data to determine content and skills to target during Regents prep sessions. The science team will use more literacy routines in their everyday practice, to address students' reading levels, as well as professional development and student input to garner engagement. Students will also be in the actual lab setting, to provide the real world experience.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

Background

AIM II uses New Visions' high-quality instructional curriculum and resources that meet the highest learning standards. The New Visions social studies curriculum provides the following resources:

- **Common Scope and Sequence** with content aligned to New York State Learning Standards and appropriate for courses terminating with New York State Regents Examinations.
- **Unit Plans** outline the conceptual understandings and big ideas in each unit, along with content specifications and standards.
- **Teacher-Facing Resources** including instructional guidance around use of activities such as group learning routines; and pacing calendars to guide daily classroom activities.
- **Student Tasks/Activities** are sometimes differentiated and consist of vocabulary exercises, close reading, and content rich literacy activities.
- **Formative and Summative Assessments** that offer students and teachers feedback on their progress.
- **Regents Resources** include tools and curricular materials to support teachers making instructional decisions based on Regents and network-wide data.
- **Embedded Supports for Equal Access** including support for students learning English as a new language and students with disabilities.

The curriculum integrates rich primary and secondary texts, maps, images, videos, and other online sources into materials that meet the New York State K-12 Social Studies Framework's objectives and provide students an opportunity to improve literacy skills by focusing on thinking critically while reading, writing, and speaking like historians.

Formative and summative assessments are administered throughout each trimester with the added resource of professional development geared towards analyzing data to inform instruction. AIM II staff also attends ongoing instructional PD hosted by New Visions throughout the year.

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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

Results and Evaluation

Thirty-one percent of students in AIM II's 2016 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. It should be noted that a total of 31 students, 11 with no valid score and 20 who had previously sat for the exam, earned Regents exemptions. Therefore 89% of students in cohort 2016 met the science Regents requirement for graduation. The decline can be attributed to cohort 2016 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. In-person instruction with Google classroom resources 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 director of instruction - 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.

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 Cohort[28]

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%
2016	2021-22	47	11	11	31%

Additional Evidence

As indicated in the table below, 38% of students in the 2017 cohort (with valid scores) have passed a social studies Regents prior to entering their sixth year. Further, an additional 30 students earned

[28] Based on the h ghest score for each student on a soc a stud es Regents exam

Regents exemptions. Therefore 82% of students in cohort 2017 have met the social studies Regents requirement for graduation prior to the start of their sixth year. In addition 66% of student in cohort 2018 have passed or earned Regents exemptions for the social studies 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	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing[29]	Number in Cohort	Percent Passing[30]
2016	60	25%	51	26%	47	31%
2017	62	18%	70	24%	55	38%
2018	34	0%	64	2%	65	10%
2019	22	0%	35	0%	59	8%
2020			27	0%	53	8%
2021					27	0%

Percent Passing / Exempted / Special Appeal by Cohort					
Cohort Designation	Number in Cohort	Total Number Exempted	Number w/ Special Appeals	Number Passing	Percent Passing/Exempted
2016	47	31	0	11	89%
2017	55	30	0	15	82%
2018	65	39	1	3	66%
2019	59	19	0	3	37%
2020	53	4	2	4	19%
2021	27	3	0	0	11%

Goal 6: Comparative Measure

Each year, the percent of students in the fourth year high school Total Cohort passing a Regents social studies 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.[3]

The Institute does not require charters to report on this measure for 2021-22.

Additional CONTEXT AND Evidence

None.

Summary of the HIGH SCHOOL SOCIAL STUDIES Goal

In school year 2021-22, AIM II did not achieve the of the one measure, with data available, in the high school social studies goal. One measure was not applicable for school year 2021-22.

[29] Percent pass ng among students w th va d score

[30] Percent pass ng among students w th va d score

[31]The NV data team has estab shed cr ter a to determ ne comparab e transfer h gh schoo s us ng an unsuperv sed c uster ng mode The C uster Methodo ogy can be found here

Action Plan

The social studies team will take part in New Visions curriculum professional development sessions. The team wll continue to focus on incorporating literacy routines into their practice.

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. 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 state has not identified the school 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 2021-22 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.

Additional Evidence

AIM II just completed its first year of its current accountability period and its status was CSI. During the previous accountability period AIM II was in good standing its first year and then received a CSI status for the following three. It should be noted that AIM II has not had an opportunity to exit its CSI status due to COVID-19.

Accountability Status by Year

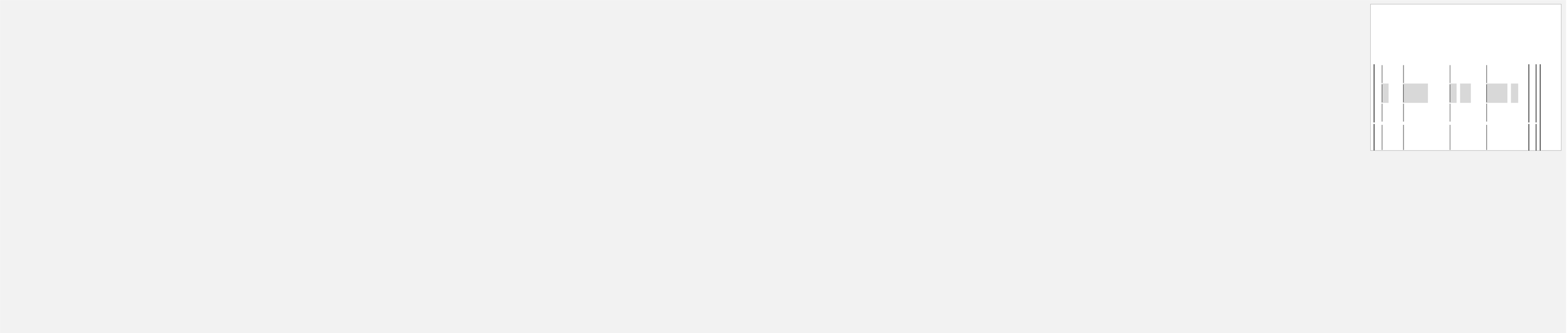
Year	Status
2019-20	CSI
2020-21	CSI
2021-22	CSI

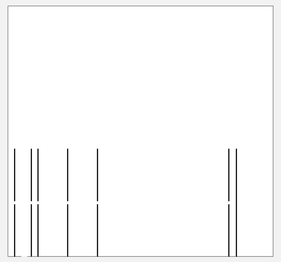
SUNY Charter Schools Institute
The State University of New York

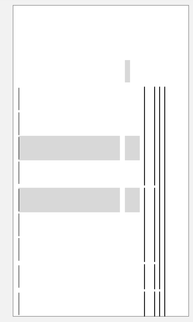
Appendix D: FILL IN GRAY CELLS

NEW VISIONS AIM CHARTER HIGH SCHOOL II
Statement of Financial Position
as of June 30, 2022

ASSETS	2021-22	2020-21
CURRENT ASSETS		
Cash and cash equivalents	$ 1,296,222	$ 1,434,646
Grants and contracts receivable	473,043	226,215
Accounts receivables	5,665	650
Prepaid expenses	16,436	15,023
Contributions and other receivables		
TOTAL CURRENT ASSETS	1,791,366	1,676,534
PROPERTY, BUILDING AND EQUIPMENT, net	37,607	19,312
OTHER ASSETS	76,502	76,467
TOTAL ASSETS	**1,905,475**	**1,772,313**
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable and accrued expenses	$ 118,145	$ 54,536
Accrued payroll and benefits	141,714	175,879
Deferred Revenue		
Current maturities of long-term debt		
Short Term Debt - Bonds, Notes Payable		
Other	413,255	239,452
TOTAL CURRENT LIABILITIES	673,114	469,867
LONG-TERM LIABILITIES		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	-
TOTAL LONG-TERM LIABILITIES	-	-
TOTAL LIABILITIES	673,114	469,867
NET ASSETS		
Without Donor Restrictions	1,232,361	1,302,446
With Donor Ristrictions	-	-
TOTAL NET ASSETS	1,232,361	1,302,446
TOTAL LIABILITIES AND NET ASSETS	**1,905,475**	**1,772,313**
CK - Should be zero	-	-







Charter Schools Institute
The State University of New York

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 *initially* be completed based upon preliminary data, and *subsequently* 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 *initially* be completed based upon preliminary data, and *subsequently* 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 *approved* 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 *initially* completed based upon preliminary data, and *subsequently* 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.

Ver. 20210524

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

SUNY Charter Schools Institute
The State University of New York

ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

New Visions AIM Charter High School II

SCHOOL

Name:	New Visions AIM Charter High School II

CONTACT INFORMATION

Contact Name:	Cynthia Rietscha
Contact Title:	Chief Operating Officer
Contact Email:	crietscha@newvisions.org
Contact Phone:	646-486-6307

REPORT PERIOD

Current Academic Year:	2022-23
Prior Academic Year:	2021-22

NEW VISIONS AIM CHARTER HIGH SCHOOL II
2022-23

ENROLLMENT BY GRADES

GRADES	K	1	2	3	4	5	6	7	8	9	10	11	12
INITIAL BUDGETED ENROLLMENT										48	76	75	41
TOTAL ENROLLMENT = 240													

ENROLLMENT BY DISTRICT

	PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER								ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
		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 2021-22	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
			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	*Revised* Budgeted Enrollment	Original Budgeted Enrollment	*Revised* Budgeted Enrollment	Original Budgeted Enrollment	*Revised* Budgeted Enrollment	Original Budgeted Enrollment	*Revised* Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual 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			
		2021-22	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	***Revised*** Budgeted Enrollment	Original Budgeted Enrollment	***Revised*** Budgeted Enrollment	Original Budgeted Enrollment	***Revised*** Budgeted Enrollment	Original Budgeted Enrollment	***Revised*** Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

NEW VISIONS AIM CHARTER HIGH SCHOOL II
2022-23

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	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
	2021-22	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Executive Management		1.0		1.0		1.0		1.0						Principal
Instructional Management		4.0		4.0		4.0		4.0						Assistant Principal (1), Director of Instruction (2), Director of Counseling (1)
Deans, Directors & Coordinators		5.0		5.0		5.0		5.0						Manager (2), Dean Coordinator (1), Student Advisor (2)
CFO / Director of Finance		1.0		1.0		1.0		1.0						Director of School Operations
Operation / Business Manager		5.0		5.0		5.0		5.0						Business Manager (1), Technology (1), Coordinator (2), SpEd Manager (1)
Administrative Staff		4.0		4.0		4.0		4.0						Assistant (2), Recruitment Associate (1), Culture Manager (1)
TOTAL ADMINISTRATIVE STAFF	0.0	20.0	0.0	20.0	0.0	20.0	0.0	20.0	0.0	0.0	0.0	0.0	0.0	

INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
	2021-22	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Teachers - Regular		8.0		8.0		8.0		8.0						
Teachers - SPED		8.0		8.0		8.0		8.0						
Substitute Teachers														
Teaching Assistants														
Specialty Teachers		6.0		6.0		6.0		6.0						Foreign Language (1), Art (1), CTE (2), ELL (1), Physical Education (1)
Aides														
Therapists & Counselors		3.0		3.0		3.0		3.0						School Counselor
Other														
TOTAL INSTRUCTIONAL	0.0	25.0	0.0	25.0	0.0	25.0	0.0	25.0	0.0	0.0	0.0	0.0	0.0	

NON-INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
	2021-22	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
	ACTUAL	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	45.0	0.0	45.0	0.0	45.0	0.0	45.0	0.0	0.0	0.0	0.0	0.0	

NEW VISIONS AIM CHARTER HIGH SCHOOL II
Budget / Operating Plan
2022-23

Total Revenue		-	1,775,816	-	-	1,930,632	-	-	928,050	-	-	1,581,648	-	-
Total Expenses		-	1,598,019	-	-	1,644,920	-	-	1,512,804	-	-	1,678,315	-	-
Net Income		-	177,797	-	-	285,712	-	-	(584,754)	-	-	(96,667)	-	-
Actual Student Enrollment		-	240	-	-	240	-	-	240	-	-	240	-	-
		Prior Year Actual 2021-22 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**
REVENUE		Allocate Per Pupil Revenue by Quarter	***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.*											
REVENUES FROM STATE SOURCES	2022-23													
Per Pupil Revenue	Per Pupil Rate	PPR %/Qtr->	33.3%	25.0%		33.3%	25.0%		16.7%	25.0%		16.7%	25.0%	
NYC CHANCELLOR'S OFFICE	17,626		1,410,080	-	-	1,410,080	-	-	705,040	-	-	705,040	-	-
-	-		-	-	-	-	-	-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-	-	-	-	-	-
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-	-		-	-	-	-	-	-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	17,626	-	1,410,080	-	-	1,410,080	-	-	705,040	-	-	705,040	-	-
Special Education Revenue			365,736		-	365,736		-	182,868		-	182,868		-
Grants														
Stimulus					-			-			-			-
DYCD (Department of Youth and Community Development)					-			-			-			-
Other					-			-			-			-
NYC DoE Rental Assistance														
Other					-			-			-			-
TOTAL REVENUE FROM STATE SOURCES		-	1,775,816	-	-	1,775,816	-	-	887,908	-	-	887,908	-	-
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs					-	114,674		-			-			-
Title I			-		-	32,142		-	32,142		-	96,427		-
Title Funding - Other			-		-	8,000		-	8,000		-	565,353		-
School Food Service (Free Lunch)					-			-			-			-
Grants														
Charter School Program (CSP) Planning & Implementation					-			-			-			-
Other					-			-			-			-
Other					-			-			-			-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	-	154,816	-	-	40,142	-	-	661,780	-	-
LOCAL and OTHER REVENUE														
Contributions and Donations					-			-			-			-
Fundraising					-			-			-			-
Erate Reimbursement					-			-			-	13,000		-
Earnings on Investments					-			-			-			-
Interest Income					-			-			-			-
Food Service (Income from meals)					-			-			-			-
Text Book					-			-			-	18,960		-
OTHER					-			-			-			-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-	-	-	-	-	31,960	-	-
TOTAL REVENUE		-	1,775,816	-	-	1,930,632	-	-	928,050	-	-	1,581,648	-	-

NEW VISIONS AIM CHARTER HIGH SCHOOL II
Budget / Operating Plan
2022-23

		Prior Year Actual 2021-22 Revenue Per Pupil	1st Quarter - 7/1 - 9/30 Original Budget	1st Quarter - 7/1 - 9/30 Revised Budget	1st Quarter - 7/1 - 9/30 Variance	2nd Quarter - 10/1 - 12/31 Original Budget	2nd Quarter - 10/1 - 12/31 Revised Budget	2nd Quarter - 10/1 - 12/31 Variance	3rd Quarter - 1/1 - 3/31 Original Budget	3rd Quarter - 1/1 - 3/31 Revised Budget	3rd Quarter - 1/1 - 3/31 Variance	4th Quarter - 4/1 - 6/30 Original Budget	4th Quarter - 4/1 - 6/30 Revised Budget	4th Quarter - 4/1 - 6/30 Variance
Total Revenue		-	1,775,816	-	-	1,930,632	-	-	928,050	-	-	1,581,648	-	-
Total Expenses		-	1,598,019	-	-	1,644,920	-	-	1,512,804	-	-	1,678,315	-	-
Net Income		-	177,797	-	-	285,712	-	-	(584,754)	-	-	(96,667)	-	-
Actual Student Enrollment		-	240	-	-	240	-	-	240	-	-	240	-	-
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions													
Executive Management	1.00		49,707		-	49,708		-	49,708		-	49,707		-
Instructional Management	4.00		124,302		-	124,302		-	124,302		-	124,301		-
Deans, Directors & Coordinators	5.00		74,503		-	74,503		-	74,503		-	74,503		-
CFO / Director of Finance	1.00		28,324		-	28,324		-	28,324		-	28,323		-
Operation / Business Manager	5.00		89,763		-	89,763		-	89,763		-	89,762		-
Administrative Staff	4.00		55,713		-	55,713		-	55,713		-	55,713		-
TOTAL ADMINISTRATIVE STAFF	20.00	-	422,312	-	-	422,313	-	-	422,313	-	-	422,309	-	-
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	8.00		161,235		-	175,892		-	175,892		-	180,593		-
Teachers - SPED	8.00		150,364		-	165,020		-	165,020		-	169,721		-
Substitute Teachers	-				-			-			-			-
Teaching Assistants	-				-			-			-			-
Specialty Teachers	6.00		126,716		-	141,372		-	141,372		-	146,074		-
Aides	-				-			-			-			-
Therapists & Counselors	3.00		54,346		-	54,346		-	54,346		-	54,346		-
Other	-				-			-			-			-
TOTAL INSTRUCTIONAL	25.00	-	492,661	-	-	536,630	-	-	536,630	-	-	550,734	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-				-			-			-			-
Librarian	-				-			-			-			-
Custodian	-				-			-			-			-
Security	-				-			-			-			-
Other	-				-			-			-			-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	45.00	-	914,973	-	-	958,943	-	-	958,943	-	-	973,043	-	-
PAYROLL TAXES AND BENEFITS														
Payroll Taxes			80,060		-	83,907		-	83,907		-	85,140		-
Fringe / Employee Benefits			132,671		-	139,047		-	139,047		-	141,091		-
Retirement / Pension			61,761		-	64,729		-	64,729		-	65,681		-
TOTAL PAYROLL TAXES AND BENEFITS		-	274,492	-	-	287,683	-	-	287,683	-	-	291,912	-	-
TOTAL PERSONNEL SERVICE COSTS	45.00	-	1,189,465	-	-	1,246,626	-	-	1,246,626	-	-	1,264,955	-	-
CONTRACTED SERVICES														
Accounting / Audit			3,000		-	22,000		-	6,470		-	-		-
Legal			5,000		-	5,000		-	5,000		-	5,000		-
Management Company Fee			177,638		-	193,119		-	92,833		-	158,192		-
Nurse Services					-			-			-			-
Food Service / School Lunch					-			-			-			-
Payroll Services			1,200		-	3,800		-	3,800		-	6,950		-
Special Ed Services					-			-			-			-
Titlement Services (i.e. Title I)					-			-			-			-
Other Purchased / Professional / Consulting			39,225		-	64,225		-	39,225		-	64,325		-
TOTAL CONTRACTED SERVICES		-	226,063	-	-	288,144	-	-	147,328	-	-	234,467	-	-

NEW VISIONS AIM CHARTER HIGH SCHOOL II
Budget / Operating Plan
2022-23

Total Revenue	-	1,775,816	-	-	1,930,632	-	-	928,050	-	-	1,581,648	-	-
Total Expenses	-	1,598,019	-	-	1,644,920	-	-	1,512,804	-	-	1,678,315	-	-
Net Income	-	177,797	-	-	285,712	-	-	(584,754)	-	-	(96,667)	-	-
Actual Student Enrollment	-	240	-	-	240	-	-	240	-	-	240	-	-

	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	2021-22 Revenue Per Pupil	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		4,000		-	3,000		-	4,000		-	7,000		-
Special Ed Supplies & Materials				-			-			-			-
Textbooks / Workbooks		1,500		-	1,500		-	1,500		-	1,500		-
Supplies & Materials other		6,500		-	10,500		-	13,500		-	17,500		-
Equipment / Furniture				-			-			-			-
Telephone		10,500		-	10,500		-	10,500		-	12,780		-
Technology		44,500		-	18,500		-	17,500		-	18,773		-
Student Testing & Assessment		1,260		-	6,300		-	9,900		-	540		-
Field Trips				-			-			-			-
Transportation (student)		4,000		-	5,400		-	4,000		-	13,000		-
Student Services - other		-		-	1,500		-	2,000		-	6,500		-
Office Expense		4,000		-	4,600		-	5,600		-	7,500		-
Staff Development		7,900		-	14,900		-	10,900		-	25,700		-
Staff Recruitment		1,100		-	800		-	300		-	1,300		-
Student Recruitment / Marketing		500		-	500		-	500		-	2,500		-
School Meals / Lunch				-			-			-			-
Travel (Staff)		400		-	400		-	400		-	450		-
Fundraising				-			-			-			-
Other		18,500		-	20,750		-	32,250		-	50,350		-
TOTAL SCHOOL OPERATIONS	-	104,660	-	-	99,150	-	-	112,850	-	-	165,393	-	-
FACILITY OPERATION & MAINTENANCE													
Insurance		52,831		-	-		-	-		-	-		-
Janitorial				-			-			-			-
Building and Land Rent / Lease / Facility Finance Interest		1,000.00		-	500		-	500		-	2,500		-
Repairs & Maintenance		4,000		-	3,500		-	3,500		-	7,000		-
Equipment / Furniture		2,000		-	2,000		-	2,000		-	4,000		-
Security				-			-			-			-
Utilities				-			-			-			-
TOTAL FACILITY OPERATION & MAINTENANCE	-	59,831	-	-	6,000	-	-	6,000	-	-	13,500	-	-
DEPRECIATION & AMORTIZATION		18,000		-	5,000		-	-		-	-		-
COVID-19 / CONTINGENCY				-			-			-			-
DEFERRED RENT				-			-			-			-
TOTAL EXPENSES	-	1,598,019	-	-	1,644,920	-	-	1,512,804	-	-	1,678,315	-	-
NET INCOME	-	177,797	-	-	285,712	-	-	(584,754)	-	-	(96,667)	-	-

NEW VISIONS AIM CHARTER HIGH SCHOOL II
Budget / Operating Plan
2022-23

Total Revenue	-	1,775,816	-	-	1,930,632	-	-	928,050	-	-	1,581,648	-	-
Total Expenses	-	1,598,019	-	-	1,644,920	-	-	1,512,804	-	-	1,678,315	-	-
Net Income	-	177,797	-	-	285,712	-	-	(584,754)	-	-	(96,667)	-	-
Actual Student Enrollment	-	240	-	-	240	-	-	240	-	-	240	-	-

	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	2021-22 Revenue Per Pupil	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	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	240	-	-	240	-	-	240	-	-	240	-	-
REVENUE PER PUPIL	-	7,399	-	-	8,044	-	-	3,867	-	-	6,590	-	-
EXPENSES PER PUPIL	-	6,658	-	-	6,854	-	-	6,303	-	-	6,993	-	-

NEW VISIONS AIM CHARTER HIGH SCHOOL II

Budget / Operating Plan

2022-23

Total Revenue		**6,216,146**	**6,216,146**	**-**	**6,216,146**	**6,216,146**
Total Expenses		**6,434,058**	**6,434,058**	**-**	**(6,434,058)**	**(6,434,058)**
Net Income		**(217,912)**	**(217,912)**	**-**	**(217,912)**	**(217,912)**
Actual Student Enrollment						
		Total Year			**VARIANCE**	
		Original Budget	**Revised Budget**	**Variance**	**Original Budget vs. PY Budget**	**Revised Budget vs. PY Budget**
REVENUE						
REVENUES FROM STATE SOURCES	2022-23					
Per Pupil Revenue	Per Pupil Rate					
NYC CHANCELLOR'S OFFICE	17,626	4,230,240	4,230,240	-	4,230,240	4,230,240
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	17,626	4,230,240	4,230,240	-	4,230,240	4,230,240
Special Education Revenue		1,097,208	1,097,208	-	1,097,208	1,097,208
Grants						
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-
Other		-	-	-	-	-
NYC DoE Rental Assistance		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		5,327,448	5,327,448	-	5,327,448	5,327,448
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		114,674	114,674	-	114,674	114,674
Title I		160,711	160,711	-	160,711	160,711
Title Funding - Other		581,353	581,353	-	581,353	581,353
School Food Service (Free Lunch)		-	-	-	-	-
Grants						
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		856,738	856,738	-	856,738	856,738
LOCAL and OTHER REVENUE						
Contributions and Donations		-	-	-	-	-
Fundraising		-	-	-	-	-
Erate Reimbursement		13,000	13,000	-	13,000	13,000
Earnings on Investments		-	-	-	-	-
Interest Income		-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-
Text Book		18,960	18,960	-	18,960	18,960
OTHER		-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		31,960	31,960	-	31,960	31,960
TOTAL REVENUE		**6,216,146**	**6,216,146**	**-**	**6,216,146**	**6,216,146**

DESCRIPTION OF ASSUMPTIONS

NEW VISIONS AIM CHARTER HIGH SCHOOL II

Budget / Operating Plan

2022-23

Total Revenue		**6,216,146**	**6,216,146**	**-**	**6,216,146**	**6,216,146**
Total Expenses		**6,434,058**	**6,434,058**	**-**	**(6,434,058)**	**(6,434,058)**
Net Income		**(217,912)**	**(217,912)**	**-**	**(217,912)**	**(217,912)**
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	198,830	198,830	-	(198,830)	(198,830)
Instructional Management	4.00	497,207	497,207	-	(497,207)	(497,207)
Deans, Directors & Coordinators	5.00	298,012	298,012	-	(298,012)	(298,012)
CFO / Director of Finance	1.00	113,295	113,295	-	(113,295)	(113,295)
Operation / Business Manager	5.00	359,051	359,051	-	(359,051)	(359,051)
Administrative Staff	4.00	222,852	222,852	-	(222,852)	(222,852)
TOTAL ADMINISTRATIVE STAFF	20.00	1,689,247	1,689,247	-	(1,689,247)	(1,689,247)
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	8.00	693,612	693,612	-	(693,612)	(693,612)
Teachers - SPED	8.00	650,125	650,125	-	(650,125)	(650,125)
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	6.00	555,534	555,534	-	(555,534)	(555,534)
Aides	-	-	-	-	-	-
Therapists & Counselors	3.00	217,384	217,384	-	(217,384)	(217,384)
Other	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	25.00	2,116,655	2,116,655	-	(2,116,655)	(2,116,655)
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	45.00	3,805,902	3,805,902	-	(3,805,902)	(3,805,902)
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		333,014	333,014	-	(333,014)	(333,014)
Fringe / Employee Benefits		551,856	551,856	-	(551,856)	(551,856)
Retirement / Pension		256,900	256,900	-	(256,900)	(256,900)
TOTAL PAYROLL TAXES AND BENEFITS		1,141,770	1,141,770	-	(1,141,770)	(1,141,770)
TOTAL PERSONNEL SERVICE COSTS	45.00	4,947,672	4,947,672	-	(4,947,672)	(4,947,672)
CONTRACTED SERVICES						
Accounting / Audit		31,470	31,470	-	(31,470)	(31,470)
Legal		20,000	20,000	-	(20,000)	(20,000)
Management Company Fee		621,782	621,782	-	(621,782)	(621,782)
Nurse Services		-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-
Payroll Services		15,750	15,750	-	(15,750)	(15,750)
Special Ed Services		-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		207,000	207,000	-	(207,000)	(207,000)
TOTAL CONTRACTED SERVICES		896,002	896,002	-	(896,002)	(896,002)

DESCRIPTION OF ASSUMPTIONS

NEW VISIONS AIM CHARTER HIGH SCHOOL II

Budget / Operating Plan

2022-23

Total Revenue	**6,216,146**	**6,216,146**	**-**	**6,216,146**	**6,216,146**
Total Expenses	**6,434,058**	**6,434,058**	**-**	**(6,434,058)**	**(6,434,058)**
Net Income	**(217,912)**	**(217,912)**	**-**	**(217,912)**	**(217,912)**
Actual Student Enrollment					

	Total Year			VARIANCE		
	Original Budget	**Revised Budget**	**Variance**	**Original Budget vs. PY Budget**	**Revised Budget vs. PY Budget**	**DESCRIPTION OF ASSUMPTIONS**
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	18,000	18,000	-	(18,000)	(18,000)	
Special Ed Supplies & Materials	-	-	-	-	-	
Textbooks / Workbooks	6,000	6,000	-	(6,000)	(6,000)	
Supplies & Materials other	48,000	48,000	-	(48,000)	(48,000)	
Equipment / Furniture	-	-	-	-	-	
Telephone	44,280	44,280	-	(44,280)	(44,280)	
Technology	99,273	99,273	-	(99,273)	(99,273)	
Student Testing & Assessment	18,000	18,000	-	(18,000)	(18,000)	
Field Trips	-	-	-	-	-	
Transportation (student)	26,400	26,400	-	(26,400)	(26,400)	
Student Services - other	10,000	10,000	-	(10,000)	(10,000)	
Office Expense	21,700	21,700	-	(21,700)	(21,700)	
Staff Development	59,400	59,400	-	(59,400)	(59,400)	
Staff Recruitment	3,500	3,500	-	(3,500)	(3,500)	
Student Recruitment / Marketing	4,000	4,000	-	(4,000)	(4,000)	
School Meals / Lunch	-	-	-	-	-	
Travel (Staff)	1,650	1,650	-	(1,650)	(1,650)	
Fundraising	-	-	-	-	-	
Other	121,850	121,850	-	(121,850)	(121,850)	
TOTAL SCHOOL OPERATIONS	482,053	482,053	-	(482,053)	(482,053)	
FACILITY OPERATION & MAINTENANCE						
Insurance	52,831	52,831	-	(52,831)	(52,831)	
Janitorial	-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest	4,500	4,500	-	(4,500)	(4,500)	
Repairs & Maintenance	18,000	18,000	-	(18,000)	(18,000)	
Equipment / Furniture	10,000	10,000	-	(10,000)	(10,000)	
Security	-	-	-	-	-	
Utilities	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	85,331	85,331	-	(85,331)	(85,331)	
DEPRECIATION & AMORTIZATION	23,000	23,000	-	(23,000)	(23,000)	
COVID-19 / CONTINGENCY	-	-	-	-	-	
DEFERRED RENT	-	-	-	-	-	
TOTAL EXPENSES	**6,434,058**	**6,434,058**	**-**	**(6,434,058)**	**(6,434,058)**	
NET INCOME	**(217,912)**	**(217,912)**	**-**	**(217,912)**	**(217,912)**	

	NEW VISIONS AIM CHARTER HIGH SCHOOL II				
	Budget / Operating Plan				
					2022-23
Total Revenue	6,216,146	6,216,146	-	6,216,146	6,216,146
Total Expenses	6,434,058	6,434,058	-	(6,434,058)	(6,434,058)
Net Income	(217,912)	(217,912)	-	(217,912)	(217,912)
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
ENROLLMENT - *School Districts Are Linked To Above Entries*					
Number of Districts:					
NYC CHANCELLOR'S OFFICE					
-					
-					
-					
-					
-					
-					
-					
-					
-					
-					
-					
-					
-					
ALL OTHER School Districts: (Weighted Avg)					
TOTAL ENROLLMENT					
REVENUE PER PUPIL					
EXPENSES PER PUPIL					

DESCRIPTION OF ASSUMPTIONS

NEW VISIONS AIM CHARTER HIGH SCHOOL II
Budget / Operating Plan
2022-23

Total Revenue	-	1,775,816	-	-	1,930,632	-	-	928,050	-	-	1,581,648	-	-	6,216,146
Total Expenses	-	1,598,019	-	-	1,644,920	-	-	1,512,804	-	-	1,678,315	-	-	6,434,058
Net Income	-	177,797	-	-	285,712	-	-	(584,754)	-	-	(96,667)	-	-	(217,912)
Actual Student Enrollment	-	240	-	-	240	-	-	240	-	-	240	-	-	
	Prior Year Actual 2021-22	**1st Quarter - 7/1 - 9/30**			**2nd Quarter - 10/1 - 12/31**			**3rd Quarter - 1/1 - 3/31**			**4th Quarter - 4/1 - 6/30**			
	Revenue Per Pupil	**Original Budget**	**Revised Budget**	**Variance**	**Original Budget**	**Revised Budget**	**Variance**	**Original Budget**	**Revised Budget**	**Variance**	**Original Budget**	**Revised Budget**	**Variance**	**Original Budget**
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES {*enter descriptions below*}														
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	217,912	-	-	217,912
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	217,912	-	-	217,912
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	-	-	-	-	-	-	-	-	-	-	217,912	-	-	217,912
NET INCOME	-	177,797	-	-	285,712	-	-	(584,754)	-	-	121,245	-	-	-
Beginning Cash Balance	1,170,405	1,170,405	-	-	1,348,202	-	-	1,633,914	-	-	1,049,160	-	-	1,170,405
ENDING CASH BALANCE	1,170,405	1,348,202	-	-	1,633,914	-	-	1,049,160	-	-	1,170,405	-	-	1,170,405

	NEW VISIONS AIM CHARTER HIGH SCHOOL II				
	Budget / Operating Plan				
				2022-23	
Total Revenue	**6,216,146**	**-**	**6,216,146**	**6,216,146**	
Total Expenses	**6,434,058**	**-**	**(6,434,058)**	**(6,434,058)**	
Net Income	**(217,912)**	**-**	**(217,912)**	**(217,912)**	
Actual Student Enrollment					
	Total Year		**VARIANCE**		
	Revised Budget	**Variance**	**Original Budget vs. PY Budget**	**Revised Budget vs. PY Budget**	**DESCRIPTION OF ASSUMPTIONS**
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES {*enter descriptions below*}					
Example - Add Back Depreciation	-	-	-	-	
Other	217,912	-	217,912	217,912	Amount from Operating Reserve
Total Operating Activities	217,912	-	217,912	217,912	
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	**217,912**	**-**	**217,912**	**217,912**	
NET INCOME	-	-	-	-	
Beginning Cash Balance	1,170,405	-	-	-	
ENDING CASH BALANCE	1,170,405	-	-	-	

NEW VISIONS AIM CHARTER HIGH SCHOOL II
BALANCE SHEET
2022-23

	Prior Year	Q1	Q2	Q3	Q4
	2021-22	As of 9/30	As of 12/31	As of 3/31	As of 6/30
ASSETS					
CURRENT ASSETS					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
PROPERTY, BUILDING AND EQUIPMENT, net	-	-	-	-	-
OTHER ASSETS	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
LIABILITIES AND NET ASSETS					
CURRENT LIABILITIES					
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	-	-	-	-	-
LONG-TERM DEBT and NOTES PAYABLE, net current maturities	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
NET ASSETS					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

NEW VISIONS AIM CHARTER HIGH SCHOOL II
Budget / Operating Plan
2022-23

Total Revenue		-	1,775,816	-	-	1,930,632	-	-	928,050	-	-	1,581,648	-
Total Expenses		-	1,598,019	-	-	1,644,920	-	-	1,512,804	-	-	1,678,315	-
Net Income		-	177,797	-	-	285,712	-	-	(584,754)	-	-	(96,667)	-
Actual Student Enrollment		-	240	-	-	240	-	-	240	-	-	240	-
		1st Quarter - 7/1 - 9/30			**2nd Quarter - 10/1 - 12/31**			**3rd Quarter - 1/1 - 3/31**			**4th Quarter - 4/1 - 6/30**		
***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**		**Actual**	**Current Budget**	**Variance**	**Actual**	**Current Budget**	**Variance**	**Actual**	**Current Budget**	**Variance**	**Actual**	**Current Budget**	**Variance**
REVENUE													
REVENUES FROM STATE SOURCES	2022-23 Per Pupil Rate												
Per Pupil Revenue													
NYC CHANCELLOR'S OFFICE	17,626		1,410,080	-		1,410,080	-		705,040	-		705,040	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
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-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
ALL OTHER School Districts: (Count = 0)	-		-	-		-	-		-	-		-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	17,626	-	1,410,080	-	-	1,410,080	-	-	705,040	-	-	705,040	-
Special Education Revenue			365,736	-		365,736	-		182,868	-		182,868	-
Grants													
Stimulus			-	-		-	-		-	-		-	-
DYCD (Department of Youth and Community Development)			-	-		-	-		-	-		-	-
Other			-	-		-	-		-	-		-	-
NYC DoE Rental Assistance			-	-		-	-		-	-		-	-
Other			-	-		-	-		-	-		-	-
TOTAL REVENUE FROM STATE SOURCES		-	1,775,816	-	-	1,775,816	-	-	887,908	-	-	887,908	-
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs			-	-		114,674	-		-	-		-	-
Title I			-	-		32,142	-		32,142	-		96,427	-
Title Funding - Other			-	-		8,000	-		8,000	-		565,353	-
School Food Service (Free Lunch)			-	-		-	-		-	-		-	-
Grants													
Charter School Program (CSP) Planning & Implementation			-	-		-	-		-	-		-	-
Other			-	-		-	-		-	-		-	-
Other			-	-		-	-		-	-		-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	-	154,816	-	-	40,142	-	-	661,780	-
LOCAL and OTHER REVENUE													
Contributions and Donations			-	-		-	-		-	-		-	-
Fundraising			-	-		-	-		-	-		-	-
Erate Reimbursement			-	-		-	-		-	-		13,000	-
Earnings on Investments			-	-		-	-		-	-		-	-
Interest Income			-	-		-	-		-	-		-	-
Food Service (Income from meals)			-	-		-	-		-	-		-	-
Text Book			-	-		-	-		-	-		18,960	-
OTHER			-	-		-	-		-	-		-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-	-	-	-	-	31,960	-
TOTAL REVENUE		-	1,775,816	-	-	1,930,632	-	-	928,050	-	-	1,581,648	-

NEW VISIONS AIM CHARTER HIGH SCHOOL II
Budget / Operating Plan
2022-23

Total Revenue		-	1,775,816	-	-	1,930,632	-	-	928,050	-	-	1,581,648	-
Total Expenses		-	1,598,019	-	-	1,644,920	-	-	1,512,804	-	-	1,678,315	-
Net Income		-	177,797	-	-	285,712	-	-	(584,754)	-	-	(96,667)	-
Actual Student Enrollment		-	240	-	-	240	-	-	240	-	-	240	-
		1st Quarter - 7/1 - 9/30			**2nd Quarter - 10/1 - 12/31**			**3rd Quarter - 1/1 - 3/31**			**4th Quarter - 4/1 - 6/30**		
***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**		**Actual**	**Current Budget**	**Variance**	**Actual**	**Current Budget**	**Variance**	**Actual**	**Current Budget**	**Variance**	**Actual**	**Current Budget**	**Variance**
EXPENSES	Quarter 0												
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions												
Executive Management	-		49,707	-		49,708	-		49,708	-		49,707	-
Instructional Management	-		124,302	-		124,302	-		124,302	-		124,301	-
Deans, Directors & Coordinators	-		74,503	-		74,503	-		74,503	-		74,503	-
CFO / Director of Finance	-		28,324	-		28,324	-		28,324	-		28,323	-
Operation / Business Manager	-		89,763	-		89,763	-		89,763	-		89,762	-
Administrative Staff	-		55,713	-		55,713	-		55,713	-		55,713	-
TOTAL ADMINISTRATIVE STAFF	-	-	422,312	-	-	422,313	-	-	422,313	-	-	422,309	-
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	-		161,235	-		175,892	-		175,892	-		180,593	-
Teachers - SPED	-		150,364	-		165,020	-		165,020	-		169,721	-
Substitute Teachers	-		-	-		-	-		-	-		-	-
Teaching Assistants	-		-	-		-	-		-	-		-	-
Specialty Teachers	-		126,716	-		141,372	-		141,372	-		146,074	-
Aides	-		-	-		-	-		-	-		-	-
Therapists & Counselors	-		54,346	-		54,346	-		54,346	-		54,346	-
Other	-		-	-		-	-		-	-		-	-
TOTAL INSTRUCTIONAL	-	-	492,661	-	-	536,630	-	-	536,630	-	-	550,734	-
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-		-	-		-	-		-	-		-	-
Librarian	-		-	-		-	-		-	-		-	-
Custodian	-		-	-		-	-		-	-		-	-
Security	-		-	-		-	-		-	-		-	-
Other	-		-	-		-	-		-	-		-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	914,973	-	-	958,943	-	-	958,943	-	-	973,043	-
PAYROLL TAXES AND BENEFITS													
Payroll Taxes			80,060	-		83,907	-		83,907	-		85,140	-
Fringe / Employee Benefits			132,671	-		139,047	-		139,047	-		141,091	-
Retirement / Pension			61,761	-		64,729	-		64,729	-		65,681	-
TOTAL PAYROLL TAXES AND BENEFITS		-	274,492	-	-	287,683	-	-	287,683	-	-	291,912	-
TOTAL PERSONNEL SERVICE COSTS	-	-	1,189,465	-	-	1,246,626	-	-	1,246,626	-	-	1,264,955	-
CONTRACTED SERVICES													
Accounting / Audit			3,000	-		22,000	-		6,470	-		-	-
Legal			5,000	-		5,000	-		5,000	-		5,000	-
Management Company Fee			177,638	-		193,119	-		92,833	-		158,192	-
Nurse Services			-	-		-	-		-	-		-	-
Food Service / School Lunch			-	-		-	-		-	-		-	-
Payroll Services			1,200	-		3,800	-		3,800	-		6,950	-
Special Ed Services			-	-		-	-		-	-		-	-
Titlement Services (i.e. Title I)			-	-		-	-		-	-		-	-
Other Purchased / Professional / Consulting			39,225	-		64,225	-		39,225	-		64,325	-
TOTAL CONTRACTED SERVICES		-	226,063	-	-	288,144	-	-	147,328	-	-	234,467	-

NEW VISIONS AIM CHARTER HIGH SCHOOL II
Budget / Operating Plan
2022-23

Total Revenue	-	1,775,816	-	-	1,930,632	-	-	928,050	-	-	1,581,648	-
Total Expenses	-	1,598,019	-	-	1,644,920	-	-	1,512,804	-	-	1,678,315	-
Net Income	-	177,797	-	-	285,712	-	-	(584,754)	-	-	(96,667)	-
Actual Student Enrollment	-	240	-	-	240	-	-	240	-	-	240	-

***NOTE: Enrollment, Revenue and Expediture 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		4,000	-		3,000	-		4,000	-		7,000	-
Special Ed Supplies & Materials		-	-		-	-		-	-		-	-
Textbooks / Workbooks		1,500	-		1,500	-		1,500	-		1,500	-
Supplies & Materials other		6,500	-		10,500	-		13,500	-		17,500	-
Equipment / Furniture		-	-		-	-		-	-		-	-
Telephone		10,500	-		10,500	-		10,500	-		12,780	-
Technology		44,500	-		18,500	-		17,500	-		18,773	-
Student Testing & Assessment		1,260	-		6,300	-		9,900	-		540	-
Field Trips		-	-		-	-		-	-		-	-
Transportation (student)		4,000	-		5,400	-		4,000	-		13,000	-
Student Services - other		-	-		1,500	-		2,000	-		6,500	-
Office Expense		4,000	-		4,600	-		5,600	-		7,500	-
Staff Development		7,900	-		14,900	-		10,900	-		25,700	-
Staff Recruitment		1,100	-		800	-		300	-		1,300	-
Student Recruitment / Marketing		500	-		500	-		500	-		2,500	-
School Meals / Lunch		-	-		-	-		-	-		-	-
Travel (Staff)		400	-		400	-		400	-		450	-
Fundraising		-	-		-	-		-	-		-	-
Other		18,500	-		20,750	-		32,250	-		50,350	-
TOTAL SCHOOL OPERATIONS	-	104,660	-	-	99,150	-	-	112,850	-	-	165,393	-
FACILITY OPERATION & MAINTENANCE												
Insurance		52,831	-		-	-		-	-		-	-
Janitorial		-	-		-	-		-	-		-	-
Building and Land Rent / Lease / Facility Finance Interest		1,000	-		500	-		500	-		2,500	-
Repairs & Maintenance		4,000	-		3,500	-		3,500	-		7,000	-
Equipment / Furniture		2,000	-		2,000	-		2,000	-		4,000	-
Security		-	-		-	-		-	-		-	-
Utilities		-	-		-	-		-	-		-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	59,831	-	-	6,000	-	-	6,000	-	-	13,500	-
DEPRECIATION & AMORTIZATION		18,000	-		5,000	-		-	-		-	-
COVID-19 / CONTINGENCY		-	-		-	-		-	-		-	-
DEFERRED RENT		-	-		-	-		-	-		-	-
TOTAL EXPENSES	-	1,598,019	-	-	1,644,920	-	-	1,512,804	-	-	1,678,315	-
NET INCOME	-	177,797	-	-	285,712	-	-	(584,754)	-	-	(96,667)	-

NEW VISIONS AIM CHARTER HIGH SCHOOL II
Budget / Operating Plan
2022-23

Total Revenue	-	1,775,816	-	-	1,930,632	-	-	928,050	-	-	1,581,648	-
Total Expenses	-	1,598,019	-	-	1,644,920	-	-	1,512,804	-	-	1,678,315	-
Net Income	-	177,797	-	-	285,712	-	-	(584,754)	-	-	(96,667)	-
Actual Student Enrollment	-	240	-	-	240	-	-	240	-	-	240	-

***NOTE: Enrollment, Revenue and Expediture 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**
ENROLLMENT - *School Districts Are Linked To Above Entries*												
NYC CHANCELLOR'S OFFICE	-	240	-	-	240	-	-	240	-	-	240	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
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-	-	-	-	-	-	-	-	-	-	-	-	-
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-	-	-	-	-	-	-	-	-	-	-	-	-
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-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	240	-	-	240	-	-	240	-	-	240	-
REVENUE PER PUPIL	-	7,399	-	-	8,044	-	-	3,867	-	-	6,590	-
EXPENSES PER PUPIL	-	6,658	-	-	6,854	-	-	6,303	-	-	6,993	-

NEW VISIONS AIM CHARTER HIGH SCHOOL II
Budget / Operating Plan

	2022-23										
Total Revenue	-	-	-	6,216,146	(6,216,146)	-	-	6,216,146	(6,216,146)	-	-
Total Expenses	-	-	-	6,434,058	6,434,058	-	-	6,434,058	6,434,058	-	-
Net Income	-	-	-	(217,912)	217,912	-	-	(217,912)	217,912	-	-
Actual Student Enrollment	-	-	-			-	-			-	-

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	2022-23 Per Pupil Rate	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
REVENUE												
REVENUES FROM STATE SOURCES												
Per Pupil Revenue												
NYC CHANCELLOR'S OFFICE	17,626	-	-	-	4,230,240	(4,230,240)	-	-	4,230,240	(4,230,240)	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	17,626	-	-	-	4,230,240	(4,230,240)	-	-	4,230,240	(4,230,240)	-	-
Special Education Revenue		-	-	-	1,097,208	(1,097,208)	-	-	1,097,208	(1,097,208)	-	-
Grants												
Stimulus		-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-
NYC DoE Rental Assistance		-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	-	-	5,327,448	(5,327,448)	-	-	5,327,448	(5,327,448)	-	-
REVENUE FROM FEDERAL FUNDING												
IDEA Special Needs		-	-	-	114,674	(114,674)	-	-	114,674	(114,674)	-	-
Title I		-	-	-	160,711	(160,711)	-	-	160,711	(160,711)	-	-
Title Funding - Other		-	-	-	581,353	(581,353)	-	-	581,353	(581,353)	-	-
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-	-
Grants												
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	856,738	(856,738)	-	-	856,738	(856,738)	-	-
LOCAL and OTHER REVENUE												
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	13,000	(13,000)	-	-	13,000	(13,000)	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	18,960	(18,960)	-	-	18,960	(18,960)	-	-
OTHER		-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	31,960	(31,960)	-	-	31,960	(31,960)	-	-
TOTAL REVENUE		-	-	-	6,216,146	(6,216,146)	-	-	6,216,146	(6,216,146)	-	-

NEW VISIONS AIM CHARTER HIGH SCHOOL II
Budget / Operating Plan
2022-23

Total Revenue	-	-	-	6,216,146	(6,216,146)	-	-	6,216,146	(6,216,146)	-	-
Total Expenses	-	-	-	6,434,058	6,434,058	-	-	6,434,058	6,434,058	-	-
Net Income	-	-	-	(217,912)	217,912	-	-	(217,912)	217,912	-	-
Actual Student Enrollment	-	-	-			-	-			-	-

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expediture 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
EXPENSES	Quarter 0											
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions											
Executive Management	-	-	-	-	198,830	198,830	-	-	198,830	198,830	-	-
Instructional Management	-	-	-	-	497,207	497,207	-	-	497,207	497,207	-	-
Deans, Directors & Coordinators	-	-	-	-	298,012	298,012	-	-	298,012	298,012	-	-
CFO / Director of Finance	-	-	-	-	113,295	113,295	-	-	113,295	113,295	-	-
Operation / Business Manager	-	-	-	-	359,051	359,051	-	-	359,051	359,051	-	-
Administrative Staff	-	-	-	-	222,852	222,852	-	-	222,852	222,852	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	1,689,247	1,689,247	-	-	1,689,247	1,689,247	-	-
INSTRUCTIONAL PERSONNEL COSTS												
Teachers - Regular	-	-	-	-	693,612	693,612	-	-	693,612	693,612	-	-
Teachers - SPED	-	-	-	-	650,125	650,125	-	-	650,125	650,125	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	555,534	555,534	-	-	555,534	555,534	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	217,384	217,384	-	-	217,384	217,384	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	2,116,655	2,116,655	-	-	2,116,655	2,116,655	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS												
Nurse	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	3,805,902	3,805,902	-	-	3,805,902	3,805,902	-	-
PAYROLL TAXES AND BENEFITS												
Payroll Taxes		-	-	-	333,014	333,014	-	-	333,014	333,014	-	-
Fringe / Employee Benefits		-	-	-	551,856	551,856	-	-	551,856	551,856	-	-
Retirement / Pension		-	-	-	256,900	256,900	-	-	256,900	256,900	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	1,141,770	1,141,770	-	-	1,141,770	1,141,770	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	4,947,672	4,947,672	-	-	4,947,672	4,947,672	-	-
CONTRACTED SERVICES												
Accounting / Audit		-	-	-	31,470	31,470	-	-	31,470	31,470	-	-
Legal		-	-	-	20,000	20,000	-	-	20,000	20,000	-	-
Management Company Fee		-	-	-	621,782	621,782	-	-	621,782	621,782	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	15,750	15,750	-	-	15,750	15,750	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	207,000	207,000	-	-	207,000	207,000	-	-
TOTAL CONTRACTED SERVICES		-	-	-	896,002	896,002	-	-	896,002	896,002	-	-

NEW VISIONS AIM CHARTER HIGH SCHOOL II
Budget / Operating Plan
2022-23

Total Revenue	-	-	-	6,216,146	(6,216,146)	-	-	6,216,146	(6,216,146)	-	-
Total Expenses	-	-	-	6,434,058	6,434,058	-	-	6,434,058	6,434,058	-	-
Net Income	-	-	-	(217,912)	217,912	-	-	(217,912)	217,912	-	-
Actual Student Enrollment	-	-	-			-	-			-	-

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expediture 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	-	-	-	18,000	18,000	-	-	18,000	18,000	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	6,000	6,000	-	-	6,000	6,000	-	-
Supplies & Materials other	-	-	-	48,000	48,000	-	-	48,000	48,000	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	44,280	44,280	-	-	44,280	44,280	-	-
Technology	-	-	-	99,273	99,273	-	-	99,273	99,273	-	-
Student Testing & Assessment	-	-	-	18,000	18,000	-	-	18,000	18,000	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	26,400	26,400	-	-	26,400	26,400	-	-
Student Services - other	-	-	-	10,000	10,000	-	-	10,000	10,000	-	-
Office Expense	-	-	-	21,700	21,700	-	-	21,700	21,700	-	-
Staff Development	-	-	-	59,400	59,400	-	-	59,400	59,400	-	-
Staff Recruitment	-	-	-	3,500	3,500	-	-	3,500	3,500	-	-
Student Recruitment / Marketing	-	-	-	4,000	4,000	-	-	4,000	4,000	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	1,650	1,650	-	-	1,650	1,650	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	121,850	121,850	-	-	121,850	121,850	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	482,053	482,053	-	-	482,053	482,053	-	-
FACILITY OPERATION & MAINTENANCE											
Insurance	-	-	-	52,831	52,831	-	-	52,831	52,831	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	4,500	4,500	-	-	4,500	4,500	-	-
Repairs & Maintenance	-	-	-	18,000	18,000	-	-	18,000	18,000	-	-
Equipment / Furniture	-	-	-	10,000	10,000	-	-	10,000	10,000	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	85,331	85,331	-	-	85,331	85,331	-	-
DEPRECIATION & AMORTIZATION	-	-	-	23,000	23,000	-	-	23,000	23,000	-	-
COVID-19 / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	6,434,058	6,434,058	-	-	6,434,058	6,434,058	-	-
NET INCOME	-	-	-	(217,912)	217,912	-	-	(217,912)	217,912	-	-

NEW VISIONS AIM CHARTER HIGH SCHOOL II
Budget / Operating Plan

	2022-23										
Total Revenue	-	-	-	6,216,146	(6,216,146)	-	-	6,216,146	(6,216,146)	-	-
Total Expenses	-	-	-	6,434,058	6,434,058	-	-	6,434,058	6,434,058	-	-
Net Income	-	-	-	(217,912)	217,912	-	-	(217,912)	217,912	-	-
Actual Student Enrollment	-	-	-			-	-			-	-

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expediture 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
ENROLLMENT - *School Districts Are Linked To Above Entries*	* Enrollment Data Based on Last Actual Quarter Completed										
NYC CHANCELLOR'S OFFICE	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
ALL OTHER School Districts: (Count = 0)	-	-	-			-	-			-	-
TOTAL ENROLLMENT	-	-	-			-	-			-	-
REVENUE PER PUPIL	-	-	-			-	-			-	-
EXPENSES PER PUPIL	-	-	-			-	-			-	-

Charter Schools Institute
The State University of New York

Annual Report Requirement

for SUNY Authorized Charter Schools

NEW VISIONS AIM CHARTER HIGH SCHOOL II

2022-23

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**

New Visions AIM Charter High School II

Financial Statements
Years Ended June 30, 2022 and 2021

and Supplemental Schedule of Expenditures of Federal Awards for the Year Ended June 30, 2022

This report was issued by BDO USA, LLP, a Delaware limited liability partnership and the U.S. member of BDO International Limited, a UK company limited by guarantee.

New Visions AIM Charter High School II

Financial Statements
Years Ended June 30, 2022 and 2021
and Supplemental Schedule of Expenditures of Federal Awards
for the Year Ended June 30, 2022

New Visions Aim Charter High School II

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622 Third Ave, Suite 3100
New York, NY 10017

Independent Auditor's Report

Board of Directors
New Visions AIM Charter High School II
New York

Opinion

We have audited the financial statements of New Visions AIM Charter High School II (the "School"), which comprise the statements of financial position as of June 30, 2022 and 2021, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the School as of June 30, 2022 and 2021, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern within one year after the date that the financial statements are issued or available to be issued.

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Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 Company's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Company's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Other Matters

Supplementary Information

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

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 26, 2022 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

BDO USA, LLP

New York, NY
October 26, 2022

New Visions Aim Charter High School II

Statements of Financial Position

June 30,	**2022**	2021
Assets		
Cash	**$ 1,296,222**	$ 1,434,646
Cash - restricted	**76,502**	76,467
Grants receivable	**473,043**	226,215
Due from related entities	**5,665**	650
Prepaid expenses and other assets	**16,436**	15,023
Property and equipment, net	**37,607**	19,312
Total Assets	**$ 1,905,475**	$ 1,772,313
Liabilities and Net Assets		
Liabilities		
Accounts payable and accrued expenses	**$ 118,145**	$ 54,536
Accrued salaries and other payroll related expenses	**141,714**	175,879
Due to NYC Department of Education	**373,187**	130,701
Due to related entities	**40,068**	108,751
Total Liabilities	**673,114**	469,867
Commitments and Contingencies (Notes 2, 3, 4, 7, 8, and 10)		
Net Assets		
Net assets - Without donor restrictions	**1,232,361**	1,302,446
Total Liabilities and Net Assets	**$ 1,905,475**	$ 1,772,313

See accompanying notes to the financial statements.

New Visions Aim Charter High School II

Statements of Activities

June 30,	**2022**	2021
Operating Revenue without Donor Restrictions		
State and local per pupil operating revenue	**$ 4,140,299**	$ 5,232,404
Government grants and contracts	**823,593**	553,865
Total Operating Revenue without Donor Restrictions	**4,963,892**	5,786,269
Expenses		
Program services		
General education	**2,311,058**	2,107,431
Special education	**2,001,646**	2,488,656
Management and general	**735,812**	699,565
Total Expenses	**5,048,516**	5,295,652
Support and Other Income		
Contributions and other income	**13,388**	3,416
Interest income	**1,151**	803
Total Support and Other Income	**14,539**	4,219
Change in Net Assets without Donor Restrictions	**(70,085)**	494,836
Net Assets, *beginning of year*	**1,302,446**	807,610
Net Assets, *end of year*	**$ 1,232,361**	$ 1,302,446

See accompanying notes to the financial statements.

New Visions Aim Charter High School II

Statement of Functional Expenses
Year Ended June 30, 2022

		Program Services			Supporting Services	
	No. of Positions	General Education	Special Education	Total	Management and General	2022
Personnel Service Costs						
Administrative staff personnel	16	$ 493,054	$ 292,158	$ 785,212	$ 539,299	$ 1,324,511
Instructional personnel	19	880,908	943,127	1,824,035	-	1,824,035
Total Salaries and Staff	35	1,373,962	1,235,285	2,609,247	539,299	3,148,546
Fringe benefits and payroll taxes		243,682	233,230	476,912	95,914	572,826
Retirement		68,716	61,780	130,496	26,971	157,467
Management company fee		223,990	170,044	394,034	19,996	414,030
Accounting and audit services		-	-	-	22,100	22,100
Other purchases of professional and consulting services		83,248	94,981	178,229	10,496	188,725
Repairs and maintenance		4,182	3,233	7,415	452	7,867
Insurance		27,220	20,665	47,885	2,430	50,315
Utilities		30,765	21,212	51,977	2,964	54,941
Instructional supplies and materials		6,759	3,788	10,547	-	10,547
Equipment and furnishings		4,706	3,871	8,577	1,032	9,609
Staff development		1,009	725	1,734	270	2,004
Marketing and recruitment		9,597	7,615	17,212	781	17,993
Technology		86,085	56,061	142,146	5,960	148,106
Food service		34,112	21,305	55,417	1,733	57,150
Student services		59,292	32,408	91,700	-	91,700
Office expense		28,534	19,415	47,949	2,498	50,447
Depreciation		9,522	7,229	16,751	850	17,601
Other		15,677	8,799	24,476	2,066	26,542
Total Functional Expenses		$ 2,311,058	$ 2,001,646	$ 4,312,704	$ 735,812	$ 5,048,516

See accompanying notes to the financial statements.

New Visions Aim Charter High School II

Statement of Functional Expenses
Year Ended June 30, 2021

	Program Services				Supporting Services	
	No. of Positions	General Education	Special Education	Total	Management and General	2021
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
Total Functional Expenses		$ 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

Statements of Cash Flows

June 30,	**2022**	2021
Cash Flows from Operating Activities		
Cash received from operating revenue	**$ 4,959,550**	$ 5,785,610
Other cash received	**14,539**	4,219
Cash paid to employees and suppliers	**(5,076,582)**	(5,346,066)
Net Cash (Used in) Provided by Operating Activities	**(102,493)**	443,763
Cash Flows from Investing Activities		
Purchase of property and equipment	**(35,896)**	(5,694)
Net (Decrease) Increase in Cash	**(138,389)**	438,069
Cash and Cash - Restricted, *beginning of year*	**1,511,113**	1,073,044
Cash and Cash - Restricted, *end of year*	**$ 1,372,724**	$ 1,511,113
Reconciliation of Change in Net Assets to Net Cash (Used in) Provided by Operating Activities:		
Change in Net Assets	**$ (70,085)**	$ 494,836
Adjustments to reconcile change in net assets to net cash (used in) provided by operating activities:		
Depreciation	**17,601**	17,689
Changes in operating assets and liabilities:		
Grants receivable	**(246,828)**	(60,906)
Due from related entities	**(5,015)**	(428)
Prepaid expenses and other assets	**(1,413)**	(12,884)
Accounts payable and accrued expenses	**63,609**	35,438
Accrued salaries and other payroll related expenses	**(34,165)**	46,050
Refundable advance from Paycheck Protection Program	**-**	(146,122)
Due to NYC Department of Education	**242,486**	60,247
Due to related entities	**(68,683)**	9,843
Cash Flows (Used In) Provided by Operating Activities	**$ (102,493)**	$ 443,763
Supplemental Disclosures of Cash Flow Information:		
Cash and Cash - Restricted consist of:		
Cash	**$ 1,296,222**	$ 1,434,646
Cash - restricted	**76,502**	76,467
	$ 1,372,724	$ 1,511,113

See accompanying notes to the financial statements.

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 2027.

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, 2022 and 2021, the School had no assets with donor restrictions.

Cash – Restricted

An escrow account in the amount of $76,502 and $76,467 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, 2022 and 2021.

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 $473,043 and $226,215 at June 30, 2022 and 2021, 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, 2022 and 2021. 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 trued up to actual based on actual numbers submitted at year end.

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 Financial Accounting Standards Board ("FASB") 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 8). 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.

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 as follows:

The School leases office equipment and copiers under non-cancellable operating leases which will expire at various times during the next five years. The leasing expense for the years ended June 30, 2022 and 2021 was $14,271 and $17,157, respectively, which is included in the accompanying statements of functional expenses under office expense. Future minimum lease payments are as follows:

	Useful life
Furniture and office equipment	3 years
Computer equipment	3 years

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, 2022 and 2021.

Advertising

The School expenses advertising costs as incurred. The School incurred $17,993 and $3,172 in advertising costs for the years ended June 30, 2022 and 2021, 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.

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 years ended June 30, 2022 and 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, 2022, the School was not subject to any examination by a taxing authority.

Recently Adopted Accounting Pronouncements

Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets

In September 2020, the FASB issued Accounting Standards Update ("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. The School adopted this ASU as of July 1, 2021. The adoption of this ASU did not have a material impact on the financial statements. See note 8 for additional information.

Recently Issued but not yet Adopted Accounting Pronouncements

Lease Accounting

In February 2016, the 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 FASB also issued ASU 2020-05, which deferred the effective date for the School until annual periods beginning after December 15, 2021. The School is currently evaluating the impact of the adoption of ASU 2016-02.

Financial Instruments – Credit Losses

In June 2016, the FASB issued ASU 2016-13, Financial Instruments – Credit Losses (Topic 326): Measurement of Credit Losses on Financial on Financial Instruments. The new credit losses standard changes impairment model for most financial assets and certain other instruments. For trade and other receivables, contract assets recognized as a result of applying ASC 606, loans and certain other instruments, entities will be required to use new forward looking "expected loss" model that generally will result in earlier recognition of credit losses than under today's incurred loss model. ASU 2016-13 is effective for annual periods beginning after December 31, 2022. The School is currently evaluating the impact of this ASU on its financial statements.

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.

The School's financial assets available within one year of the statements of financial position date for general expenditures are as follows:

June 30,	**2022**	2021
Cash	**$ 1,296,222**	$ 1,434,646
Cash - restricted	**76,502**	76,467
Grants receivable	**473,043**	226,215
Due from related entities	**5,665**	650
Total Financial Assets	**1,851,432**	1,737,978
Less amounts unavailable for general expenditures within one year due to:		
Restricted by contract	**(76,502)**	(76,467)
Total Financial Assets Available to Management for General Expenditures within One Year	**$ 1,774,930**	$ 1,661,511

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, 2022 and 2021 amounted to $39,170 and $108,323, respectively, which is comprised of management fees, which is included in due to related entities on the statements of financial position. Total management fees incurred by the School for the years ended June 30, 2022 and 2021 totaled $414,030 and $523,125, respectively.

For operational efficiency and purchasing power, the School also shares expenses with other charter schools related by common management. At June 30, 2022 and 2021, the balance due from other charter schools was $5,665 and $650, respectively. At June 30, 2022, the balance due to other charter schools was $898 and $428, respectively, which is included in due to related entities on the statements of financial position.

5. Property and Equipment

Property and equipment consist of the following:

June 30,	**2022**	2021
Furniture and office equipment	**$ 14,400**	$ -
Computer equipment	**76,459**	54,963
Less: accumulated depreciation	**(53,252)**	(35,651)
	$ 37,607	$ 19,312

Depreciation expense amounted to $17,601 and $17,689 for the years ended June 30, 2022 and 2021, respectively.

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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:

June 30,	**2022**	2021
E-Rate Reimbursement	**$ 29,732**	$ 30,556
Title I	**94,321**	76,141
Title II	**10,669**	5,120
Title IV	**6,300**	6,150
ESSER I - CARES	**24,729**	74,188
ESSER II - CRRSA	**148,964**	-
ESSER III - ARP	**125,628**	-
CSP	**32,700**	32,700
Other	**-**	1,360
	$ 473,043	$ 226,215

7. 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 $157,467 and $214,109, net of forfeitures, for the years ended June 30, 2022 and 2021, respectively, and is included in retirement in the accompanying statements of functional expenses.

8. 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.

9. 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, 2022, 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 and will record them in the fiscal year they become known.

10. Commitments

The School leases office equipment and copiers under non-cancellable operating leases which will expire at various times during the next five years. The leasing expense for the years ended June 30, 2022 and 2021 was $14,271 and $17,157, respectively, which is included in the accompanying statements of functional expenses under office expense. Future minimum lease payments are as follows:

June 30,	
2023	$ 13,008
2024	13,008
2025	13,008
2026	13,008
2027	3,252
	$ 55,284

11. Concentration Risks

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 has not experienced any losses in such accounts and does not believe it is exposed to any significant credit risk on its cash accounts.

The School received approximately 83% and 90% of its total revenue from per pupil funding from the NYCDOE for the years ended June 30, 2022 and 2021, respectively.

The School's grants receivable consists of two major grantors accounting for approximately 94% at June 30, 2022 and two major grantors accounting for 99% at June 30, 2021.

The School's payables consist of three major vendors accounting for approximately 53% at June 30, 2022 and one major vendor accounting for approximately 76% of accounts payable at June 30, 2021.

12. Subsequent Events

The School's management has performed subsequent event procedures through October 26, 2022, which is the date the financial statements were available to be issued, and there were no subsequent events requiring adjustment to the financial statements or disclosures as stated herein.

Supplementary Information

New Visions AIM Charter High School II

Schedule of Expenditures of Federal Awards

Year Ended June 30, 2022

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal Assistance Listing Number	Pass-Through Entity Identifying Number	Provided To Subrecipients	Total Federal Expenditures
U.S. Department of Education				
Passed through the New York State Education Department:				
Title I Grants to Local Education Agencies (Title I Part A of the ESEA)	84.010	Not Applicable	$ -	$ 148,662
Supporting Effective Instruction State Grants	84.367	Not Applicable	-	16,336
Student Support and Academic Enrichment Program	84.424	Not Applicable	-	10,350
Special Education Cluster (IDEA):				
Special Education – Grants to States (IDEA, Part B)	84.027	Not Applicable	-	118,965
Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425D	Not Applicable	-	24,729
Coronavirus Response and Relief Supplemental Appropriations Act, 2021 – Emergency Assistance to Non-Public School (CRRSA EANS) Program	84.425R	Not Applicable	-	235,687
American Rescue Plan – Elementary And Secondary School Emergency Relief (ARP ESSER)	84.425U	Not Applicable	-	223,083
Total U.S. Department of Education				777,812
Total Expenditures of Federal Awards			$ -	$ 777,812

The accompanying notes are an integral part of this schedule.

1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of New Visions AIM Charter High School II (the "School") under programs of the federal government for the year ended June 30, 2022. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

2. Summary of Significant Accounting Policies

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

3. Indirect Cost Rate

The School has elected to use the 10% de minimis indirect costs rate allowed under the Uniform Guidance.

4. Reconciliation of Schedule of Expenditures of Federal Awards to the Statements of Activities

Expenditures of federal awards are reported on the statements of activities as operating expenses. In certain programs, the expenditures reported in the financial statements differ from the expenditures reported in the schedule of expenditures of federal awards. The Schedule includes expenses in the amount of $56,104 within Federal Assistance Listing Number 84.425R, which were incurred eligible expenses in a prior fiscal year and approved by New York State Education Department in fiscal year 2022. Therefore, based on New York State criteria it is appropriate to include these costs in the current year Schedule.

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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, NY

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 statements of financial position as of June 30, 2022 and 2021, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements and have issued our report thereon dated October 26, 2022.

Report on 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 entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

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

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Report on 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, New York
October 26, 2022

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Independent Auditor's Report on Compliance for Each Major Federal Program and Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance

To the Board of Trustees
New Visions AIM Charter High School II
New York, New York

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited New Visions AIM Charter High School II (the "School") compliance with the types of compliance requirements identified as subject to audit in the OMB Compliance Supplement that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2022. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's federal programs.

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Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- exercise professional judgment and maintain professional skepticism throughout the audit.

- identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.

- obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

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

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

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

BDO USA, LLP

New York, New York
October 26, 2022

New Visions Aim Charter High School II

Schedule of Findings and Questioned Costs

Section I – Summary of Auditor's Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with U.S. GAAP: Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? _____ Yes ___X___ No
- Significant deficiency(ies) identified? _____ Yes ___X___ None reported

Noncompliance material to financial statements noted? _____ Yes ___X___ No

Federal Awards

Internal control over major federal programs:

- Material weakness(es) identified? _____ Yes ___X___ No
- Significant deficiency(ies) identified? _____ Yes ___X___ None reported

Type of auditor's report issued on compliance for major federal programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? _____ Yes ___X___ No

Identification of major federal programs:

Assistance Listing Number(s)	Name of Federal Program or Cluster
84.425D	Elementary and Secondary School Emergency Relief (ESSER) Fund
84.425R	Coronavirus Response and Relief Supplemental Appropriations Act, 2021 – Emergency Assistance to non-Public School (CRRSA EANS) Program
84.425U	American Rescue Plan – Elementary and Secondary School Emergency Relief (ARP ESSER)

Dollar threshold used to distinguish between type A and type B programs: $750,000

Auditee qualified as low-risk auditee? _____ Yes ___X___ No

Section II - Financial Statement Findings

There were no findings related to the financial statements that are required to be reported in accordance with generally accepted government auditing standards.

Section III - Federal Award Findings and Questioned Costs

There were no findings and questioned costs for federal awards (as defined in 2 CFR 200.516 (a)) that are required to be reported.

New Visions AIM Charter High School II

Financial Statements
Years Ended June 30, 2022 and 2021

and Supplemental Schedule of Expenditures of Federal Awards for the Year Ended June 30, 2022

This report was issued by BDO USA, LLP, a Delaware limited liability partnership and the U.S. member of BDO International Limited, a UK company limited by guarantee.

New Visions AIM Charter High School II

Financial Statements
Years Ended June 30, 2022 and 2021
and Supplemental Schedule of Expenditures of Federal Awards
for the Year Ended June 30, 2022

New Visions Aim Charter High School II

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Independent Auditor's Report

Board of Directors
New Visions AIM Charter High School II
New York

Opinion

We have audited the financial statements of New Visions AIM Charter High School II (the "School"), which comprise the statements of financial position as of June 30, 2022 and 2021, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the School as of June 30, 2022 and 2021, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern within one year after the date that the financial statements are issued or available to be issued.

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Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 Company's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Company's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Other Matters

Supplementary Information

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

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 26, 2022 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

BDO USA, LLP

New York, NY
October 26, 2022

New Visions Aim Charter High School II

Statements of Financial Position

June 30,	**2022**	2021
Assets		
Cash	**$ 1,296,222**	$ 1,434,646
Cash - restricted	**76,502**	76,467
Grants receivable	**473,043**	226,215
Due from related entities	**5,665**	650
Prepaid expenses and other assets	**16,436**	15,023
Property and equipment, net	**37,607**	19,312
Total Assets	**$ 1,905,475**	$ 1,772,313
Liabilities and Net Assets		
Liabilities		
Accounts payable and accrued expenses	**$ 118,145**	$ 54,536
Accrued salaries and other payroll related expenses	**141,714**	175,879
Due to NYC Department of Education	**373,187**	130,701
Due to related entities	**40,068**	108,751
Total Liabilities	**673,114**	469,867
Commitments and Contingencies (Notes 2, 3, 4, 7, 8, and 10)		
Net Assets		
Net assets - Without donor restrictions	**1,232,361**	1,302,446
Total Liabilities and Net Assets	**$ 1,905,475**	$ 1,772,313

See accompanying notes to the financial statements.

New Visions Aim Charter High School II

Statements of Activities

June 30,	**2022**	2021
Operating Revenue without Donor Restrictions		
State and local per pupil operating revenue	**$ 4,140,299**	$ 5,232,404
Government grants and contracts	**823,593**	553,865
Total Operating Revenue without Donor Restrictions	**4,963,892**	5,786,269
Expenses		
Program services		
General education	**2,311,058**	2,107,431
Special education	**2,001,646**	2,488,656
Management and general	**735,812**	699,565
Total Expenses	**5,048,516**	5,295,652
Support and Other Income		
Contributions and other income	**13,388**	3,416
Interest income	**1,151**	803
Total Support and Other Income	**14,539**	4,219
Change in Net Assets without Donor Restrictions	**(70,085)**	494,836
Net Assets, *beginning of year*	**1,302,446**	807,610
Net Assets, *end of year*	**$ 1,232,361**	$ 1,302,446

See accompanying notes to the financial statements.

New Visions Aim Charter High School II

Statement of Functional Expenses
Year Ended June 30, 2022

		Program Services			Supporting Services	
	No. of Positions	General Education	Special Education	Total	Management and General	2022
Personnel Service Costs						
Administrative staff personnel	16	$ 493,054	$ 292,158	$ 785,212	$ 539,299	$ 1,324,511
Instructional personnel	19	880,908	943,127	1,824,035	-	1,824,035
Total Salaries and Staff	35	1,373,962	1,235,285	2,609,247	539,299	3,148,546
Fringe benefits and payroll taxes		243,682	233,230	476,912	95,914	572,826
Retirement		68,716	61,780	130,496	26,971	157,467
Management company fee		223,990	170,044	394,034	19,996	414,030
Accounting and audit services		-	-	-	22,100	22,100
Other purchases of professional and consulting services		83,248	94,981	178,229	10,496	188,725
Repairs and maintenance		4,182	3,233	7,415	452	7,867
Insurance		27,220	20,665	47,885	2,430	50,315
Utilities		30,765	21,212	51,977	2,964	54,941
Instructional supplies and materials		6,759	3,788	10,547	-	10,547
Equipment and furnishings		4,706	3,871	8,577	1,032	9,609
Staff development		1,009	725	1,734	270	2,004
Marketing and recruitment		9,597	7,615	17,212	781	17,993
Technology		86,085	56,061	142,146	5,960	148,106
Food service		34,112	21,305	55,417	1,733	57,150
Student services		59,292	32,408	91,700	-	91,700
Office expense		28,534	19,415	47,949	2,498	50,447
Depreciation		9,522	7,229	16,751	850	17,601
Other		15,677	8,799	24,476	2,066	26,542
Total Functional Expenses		$ 2,311,058	$ 2,001,646	$ 4,312,704	$ 735,812	$ 5,048,516

See accompanying notes to the financial statements.

New Visions Aim Charter High School II

Statement of Functional Expenses
Year Ended June 30, 2021

	Program Services				Supporting Services	
	No. of Positions	General Education	Special Education	Total	Management and General	2021
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
Total Functional Expenses		$ 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

Statements of Cash Flows

June 30,	**2022**	2021
Cash Flows from Operating Activities		
Cash received from operating revenue	**$ 4,959,550**	$ 5,785,610
Other cash received	**14,539**	4,219
Cash paid to employees and suppliers	**(5,076,582)**	(5,346,066)
Net Cash (Used in) Provided by Operating Activities	**(102,493)**	443,763
Cash Flows from Investing Activities		
Purchase of property and equipment	**(35,896)**	(5,694)
Net (Decrease) Increase in Cash	**(138,389)**	438,069
Cash and Cash - Restricted, *beginning of year*	**1,511,113**	1,073,044
Cash and Cash - Restricted, *end of year*	**$ 1,372,724**	$ 1,511,113
Reconciliation of Change in Net Assets to Net Cash (Used in) Provided by Operating Activities:		
Change in Net Assets	**$ (70,085)**	$ 494,836
Adjustments to reconcile change in net assets to net cash (used in) provided by operating activities:		
Depreciation	**17,601**	17,689
Changes in operating assets and liabilities:		
Grants receivable	**(246,828)**	(60,906)
Due from related entities	**(5,015)**	(428)
Prepaid expenses and other assets	**(1,413)**	(12,884)
Accounts payable and accrued expenses	**63,609**	35,438
Accrued salaries and other payroll related expenses	**(34,165)**	46,050
Refundable advance from Paycheck Protection Program	**-**	(146,122)
Due to NYC Department of Education	**242,486**	60,247
Due to related entities	**(68,683)**	9,843
Cash Flows (Used In) Provided by Operating Activities	**$ (102,493)**	$ 443,763
Supplemental Disclosures of Cash Flow Information:		
Cash and Cash - Restricted consist of:		
Cash	**$ 1,296,222**	$ 1,434,646
Cash - restricted	**76,502**	76,467
	$ 1,372,724	$ 1,511,113

See accompanying notes to the financial statements.

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 2027.

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, 2022 and 2021, the School had no assets with donor restrictions.

Cash – Restricted

An escrow account in the amount of $76,502 and $76,467 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, 2022 and 2021.

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 $473,043 and $226,215 at June 30, 2022 and 2021, 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, 2022 and 2021. 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 trued up to actual based on actual numbers submitted at year end.

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 Financial Accounting Standards Board ("FASB") 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 8). 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.

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 as follows:

The School leases office equipment and copiers under non-cancellable operating leases which will expire at various times during the next five years. The leasing expense for the years ended June 30, 2022 and 2021 was $14,271 and $17,157, respectively, which is included in the accompanying statements of functional expenses under office expense. Future minimum lease payments are as follows:

	Useful life
Furniture and office equipment	3 years
Computer equipment	3 years

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, 2022 and 2021.

Advertising

The School expenses advertising costs as incurred. The School incurred $17,993 and $3,172 in advertising costs for the years ended June 30, 2022 and 2021, 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.

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 years ended June 30, 2022 and 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, 2022, the School was not subject to any examination by a taxing authority.

Recently Adopted Accounting Pronouncements

Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets

In September 2020, the FASB issued Accounting Standards Update ("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. The School adopted this ASU as of July 1, 2021. The adoption of this ASU did not have a material impact on the financial statements. See note 8 for additional information.

Recently Issued but not yet Adopted Accounting Pronouncements

Lease Accounting

In February 2016, the 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 FASB also issued ASU 2020-05, which deferred the effective date for the School until annual periods beginning after December 15, 2021. The School is currently evaluating the impact of the adoption of ASU 2016-02.

Financial Instruments – Credit Losses

In June 2016, the FASB issued ASU 2016-13, Financial Instruments – Credit Losses (Topic 326): Measurement of Credit Losses on Financial on Financial Instruments. The new credit losses standard changes impairment model for most financial assets and certain other instruments. For trade and other receivables, contract assets recognized as a result of applying ASC 606, loans and certain other instruments, entities will be required to use new forward looking "expected loss" model that generally will result in earlier recognition of credit losses than under today's incurred loss model. ASU 2016-13 is effective for annual periods beginning after December 31, 2022. The School is currently evaluating the impact of this ASU on its financial statements.

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.

The School's financial assets available within one year of the statements of financial position date for general expenditures are as follows:

June 30,	**2022**	2021
Cash	**$ 1,296,222**	$ 1,434,646
Cash - restricted	**76,502**	76,467
Grants receivable	**473,043**	226,215
Due from related entities	**5,665**	650
Total Financial Assets	**1,851,432**	1,737,978
Less amounts unavailable for general expenditures within one year due to:		
Restricted by contract	**(76,502)**	(76,467)
Total Financial Assets Available to Management for General Expenditures within One Year	**$ 1,774,930**	$ 1,661,511

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, 2022 and 2021 amounted to $39,170 and $108,323, respectively, which is comprised of management fees, which is included in due to related entities on the statements of financial position. Total management fees incurred by the School for the years ended June 30, 2022 and 2021 totaled $414,030 and $523,125, respectively.

For operational efficiency and purchasing power, the School also shares expenses with other charter schools related by common management. At June 30, 2022 and 2021, the balance due from other charter schools was $5,665 and $650, respectively. At June 30, 2022, the balance due to other charter schools was $898 and $428, respectively, which is included in due to related entities on the statements of financial position.

5. Property and Equipment

Property and equipment consist of the following:

June 30,	**2022**	2021
Furniture and office equipment	**$ 14,400**	$ -
Computer equipment	**76,459**	54,963
Less: accumulated depreciation	**(53,252)**	(35,651)
	$ 37,607	$ 19,312

Depreciation expense amounted to $17,601 and $17,689 for the years ended June 30, 2022 and 2021, respectively.

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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:

June 30,	**2022**	2021
E-Rate Reimbursement	**$ 29,732**	$ 30,556
Title I	**94,321**	76,141
Title II	**10,669**	5,120
Title IV	**6,300**	6,150
ESSER I - CARES	**24,729**	74,188
ESSER II - CRRSA	**148,964**	-
ESSER III - ARP	**125,628**	-
CSP	**32,700**	32,700
Other	**-**	1,360
	$ 473,043	$ 226,215

7. 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 $157,467 and $214,109, net of forfeitures, for the years ended June 30, 2022 and 2021, respectively, and is included in retirement in the accompanying statements of functional expenses.

8. 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.

9. 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, 2022, 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 and will record them in the fiscal year they become known.

10. Commitments

The School leases office equipment and copiers under non-cancellable operating leases which will expire at various times during the next five years. The leasing expense for the years ended June 30, 2022 and 2021 was $14,271 and $17,157, respectively, which is included in the accompanying statements of functional expenses under office expense. Future minimum lease payments are as follows:

June 30,	
2023	$ 13,008
2024	13,008
2025	13,008
2026	13,008
2027	3,252
	$ 55,284

11. Concentration Risks

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 has not experienced any losses in such accounts and does not believe it is exposed to any significant credit risk on its cash accounts.

The School received approximately 83% and 90% of its total revenue from per pupil funding from the NYCDOE for the years ended June 30, 2022 and 2021, respectively.

The School's grants receivable consists of two major grantors accounting for approximately 94% at June 30, 2022 and two major grantors accounting for 99% at June 30, 2021.

The School's payables consist of three major vendors accounting for approximately 53% at June 30, 2022 and one major vendor accounting for approximately 76% of accounts payable at June 30, 2021.

12. Subsequent Events

The School's management has performed subsequent event procedures through October 26, 2022, which is the date the financial statements were available to be issued, and there were no subsequent events requiring adjustment to the financial statements or disclosures as stated herein.

Supplementary Information

New Visions AIM Charter High School II

Schedule of Expenditures of Federal Awards

Year Ended June 30, 2022

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal Assistance Listing Number	Pass-Through Entity Identifying Number	Provided To Subrecipients	Total Federal Expenditures
U.S. Department of Education				
Passed through the New York State Education Department:				
Title I Grants to Local Education Agencies (Title I Part A of the ESEA)	84.010	Not Applicable	$ -	$ 148,662
Supporting Effective Instruction State Grants	84.367	Not Applicable	-	16,336
Student Support and Academic Enrichment Program	84.424	Not Applicable	-	10,350
Special Education Cluster (IDEA):				
Special Education – Grants to States (IDEA, Part B)	84.027	Not Applicable	-	118,965
Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425D	Not Applicable	-	24,729
Coronavirus Response and Relief Supplemental Appropriations Act, 2021 – Emergency Assistance to Non-Public School (CRRSA EANS) Program	84.425R	Not Applicable	-	235,687
American Rescue Plan – Elementary And Secondary School Emergency Relief (ARP ESSER)	84.425U	Not Applicable	-	223,083
Total U.S. Department of Education				777,812
Total Expenditures of Federal Awards			$ -	$ 777,812

The accompanying notes are an integral part of this schedule.

1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of New Visions AIM Charter High School II (the "School") under programs of the federal government for the year ended June 30, 2022. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

2. Summary of Significant Accounting Policies

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

3. Indirect Cost Rate

The School has elected to use the 10% de minimis indirect costs rate allowed under the Uniform Guidance.

4. Reconciliation of Schedule of Expenditures of Federal Awards to the Statements of Activities

Expenditures of federal awards are reported on the statements of activities as operating expenses. In certain programs, the expenditures reported in the financial statements differ from the expenditures reported in the schedule of expenditures of federal awards. The Schedule includes expenses in the amount of $56,104 within Federal Assistance Listing Number 84.425R, which were incurred eligible expenses in a prior fiscal year and approved by New York State Education Department in fiscal year 2022. Therefore, based on New York State criteria it is appropriate to include these costs in the current year Schedule.

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New York, NY 10017

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, NY

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 statements of financial position as of June 30, 2022 and 2021, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements and have issued our report thereon dated October 26, 2022.

Report on 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 entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

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

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Report on 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, New York
October 26, 2022

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622 Third Ave, Suite 3100
New York, NY 10017

Independent Auditor's Report on Compliance for Each Major Federal Program and Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance

To the Board of Trustees
New Visions AIM Charter High School II
New York, New York

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited New Visions AIM Charter High School II (the "School") compliance with the types of compliance requirements identified as subject to audit in the OMB Compliance Supplement that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2022. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's federal programs.

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BDO is the brand name for the BDO network and for each of the BDO Member Firms.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- exercise professional judgment and maintain professional skepticism throughout the audit.

- identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.

- obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

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

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

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

BDO USA, LLP

New York, New York
October 26, 2022

New Visions Aim Charter High School II

Schedule of Findings and Questioned Costs

Section I – Summary of Auditor's Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with U.S. GAAP: Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? _____ Yes ___X___ No
- Significant deficiency(ies) identified? _____ Yes ___X___ None reported

Noncompliance material to financial statements noted? _____ Yes ___X___ No

Federal Awards

Internal control over major federal programs:

- Material weakness(es) identified? _____ Yes ___X___ No
- Significant deficiency(ies) identified? _____ Yes ___X___ None reported

Type of auditor's report issued on compliance for major federal programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? _____ Yes ___X___ No

Identification of major federal programs:

Assistance Listing Number(s)	Name of Federal Program or Cluster
84.425D	Elementary and Secondary School Emergency Relief (ESSER) Fund
84.425R	Coronavirus Response and Relief Supplemental Appropriations Act, 2021 – Emergency Assistance to non-Public School (CRRSA EANS) Program
84.425U	American Rescue Plan – Elementary and Secondary School Emergency Relief (ARP ESSER)

Dollar threshold used to distinguish between type A and type B programs: $750,000

Auditee qualified as low-risk auditee? _____ Yes ___X___ No

Section II - Financial Statement Findings

There were no findings related to the financial statements that are required to be reported in accordance with generally accepted government auditing standards.

Section III - Federal Award Findings and Questioned Costs

There were no findings and questioned costs for federal awards (as defined in 2 CFR 200.516 (a)) that are required to be reported.

Disclosure of Financial Interest by a Current or Former Trustees

Trustee Name:

Elizabeth Chu

Name of Charter School Education Corporation:

New Visions AIM Charter High School II

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

   Chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

   ☐ **Yes** ☑ **No**

   If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in the school and/or education corporation?

   ☐ **Yes** ☑ **No**

   If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☑ **No**

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☑ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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

☑ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

6.29.22

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

This document is considered a public record and, as such, ma be made available to members of the public upon request under the Freedom of Information aw. The personal contact information provided below will be redacted.

[redacted]

last revised 04/2022

Disclosure of Financial Interest by a Current r Former Trustees

Trustee Name:

Sharon Hayes

Name of Charter School Education Corporation:

New Visions AIM Charter High School II

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, y blood or marriage, to any person employed y the school and/or education corporation?

   ☐ **Yes** ☒ **No**

   If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related y blood, or marriage, or legal adoption/guardianship to any student currently enrolled in the school and/or education corporation?

   ☐ **Yes** ☒ **No**

   If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

   ☐ **Yes** ☒ **No**

   If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

   ☐ **Yes** ☒ **No**

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict f interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

Sharon H. Hays 07-01-2022

Signature **Date**

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[redacted]

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustees

Trustee Name:

Chabeli Lajara

Name of Charter School Education Corporation:

New Visions AIM Charter High School II

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

   I haven't held any specific positions.

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

   ☐ **Yes** ☑ **No**

   If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in the school and/or education corporation?

   ☐ **Yes** ☑ **No**

   If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

   ☐ **Yes** ☑ **No**

   If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

   ☐ **Yes** ☑ **No**

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☑ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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

☑ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

6/29/2022

Signature **Date**

Acceptable signature formats include:

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- Print form, manually sign, scan to PDF

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[redacted]

Home Telephone:

Home Address:

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustees

Trustee Name:

Garrett Lynch

Name of Charter School Education Corporation:

New Visions AIM Charter High School II

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

   Former Chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

   ☐ **Yes** ☒ **No**

   If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in the school and/or education corporation?

   ☐ **Yes** ☒ **No**

   If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☒ **No**

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

Signature

6/28/22
Date

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[redacted]

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

Edgar Rodriguez

Name of Charter School Education Corporation:

New Visions AIM Charter High School II

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

   Secretary

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

   ☐ **Yes** ☒ **No**

   If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

   ☐ **Yes** ☒ **No**

   If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes.** ☒ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☒ **Yes** ☐ **No**

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

Position Held: I serve as the Superintendent of Charter Schools for New Visions for Public Schools, the Charter Management Organization.
Responsibilities include supervision of the principal and the CMO team.
Salary: $228,125
Start Date: July 15, 2021

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☐ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
July 15, 2021	Employment at the CMO, New Visions for Public Schools	Will abstain from voting, as necessary.	Edgar Rodriguez (myself)

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

☐ **None**

Organization conducting business with the school(s)	**Nature of business conducted**	**Approximate value of the business conducted**	**Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest**	**Steps taken to avoid conflict of interest**
New Visions for Public Schools	Edgar Rodriguez serves as Superintendent of the Charter Schools at the CMO	See salary above	Edgar Rodriguez	Abstain from voting where necessary

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[redacted]

July 14, 2022

Signature **Date**

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last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustees

Trustee Name:

Musa Ali Shama

Name of Charter School Education Corporation:

New Visions AIM Charter High School II

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

   Superintendent - Secretary

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

   ☐ **Yes** ☑ **No**

   If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in the school and/or education corporation?

   ☐ **Yes** ☑ **No**

   If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☑ **No**

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☑ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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

☑ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

Digitally signed by Musa Ali Shama
Date: 2022.07.18 19:59:08 -04'00' 07/17/2022

Signature **Date**

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[redacted]

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustees

Trustee Name:

Vikas Shoor

Name of Charter School Education Corporation:

New Visions AIM Charter High School II

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

   Chair of Finance Committee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

   ☐ **Yes** ☑ **No**

   If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

   Chair of Finance Committee

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in the school and/or education corporation?

   ☐ **Yes** ☑ **No**

   If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☑ **No**

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☑ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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

☑ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

vikas.
shoor@guggenheimpartners.com

Digitally signed by: vikas.
shoor@guggenheimpartners.com
DN: CN = vikas.shoor@guggenheimpartners.com
Date: 2022.07.20 13:28 35 -04'00'

Signature **Date**

Acceptable signature formats include:

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[redacted]

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustees

Trustee Name:

Renee Skolaski

Name of Charter School Education Corporation:

New Visions AIM Charter High School II

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

   Board Member until 8/26/2021

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

   ☐ **Yes** ☐ **No** **X I Don't Know**

   If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in the school and/or education corporation?

   ☐ **Yes** ☐ **No** **X I Don't Know**

   If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☐ **No** **X I Don't Know**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☐ **No** **X I Don't Know**

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☐ **None** **X I Don't Know**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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

☐ **None** **X I Don't Know**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

7.26.22

Date

Signature by Elizabeth Chu on behalf of Renee Skolaski.

Acceptable signature formats include:

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- Print form, manually sign, scan to PDF

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[redacted]

Home Telephone:

Home Address:

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustees

Trustee Name:

Daniel Volock

Name of Charter School Education Corporation:

New Visions AIM Charter High School II

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

   Education Committee

   Board Member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

   ☐ **Yes** ☒ **No**

   If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in the school and/or education corporation?

   ☐ **Yes** ☒ **No**

   If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

   ☐ **Yes** ☒ **No**

   If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

   ☐ **Yes** ☒ **No**

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☑ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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

☑ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

06/27/22

Signature **Date**

Acceptable signature formats include:

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[redacted]

last revised 04/2022

New Visions Charter High Schools

2022-2023 School Calendar - Trimesters

School Start Date

Thursday, September 8th

180 Days Required by NYSED (September-June instructional days, Regents days, and PD days total 181 days)

September – June:

- 165 instructional/attendance days
- 12 Regents days (including rating days)
- 4 professional development days (September 7th, November 8th, January 30th, June 8th)
- Last day of school is Tuesday, June 27th

Trimester Instructional Days

- Trimester 1: 54 instructional days
- Trimester 2: 55 instructional days
- Trimester 3: 56 instructional days

Assessment Dates & Windows

Fall PSAT/SAT: October 2022

Spring PSAT/SAT: March 2023

NYSITELL: August 2022 – September 2022

Fall STAR Reading/Math: July 2022 – November 2022

Spring STAR Reading/Math: March 2023– May 2023

NYSESLAT Speaking: April 2023 – May 2023 / NYSESLAT LRW: May 2023 – May 2023

Fall On-Demand Writing: August 2022 – October 2022 / Spring On-Demand Writing: March 2023 – April 2023

AP Exams: May 2023 – May 2023

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 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 2022

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 Independence Day - School Closed	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 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.

August 2022

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15 New Teacher Report Date: ALL SCHOOLS New Staff Onboarding	16 New Staff Onboarding	17 New Staff Onboarding Regents - TBD	18 New Staff Onboarding Regents - TBD	19	20
21	22 Returning Teacher Report Date: ALL SCHOOLS	23	24	25	26	27
28	29	30	31			

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 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.

September 2022

New Visions Charter High Schools

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

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 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.

October 2022

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3 16	4 17	5 Yom Kippur – No School BEDS Day	6 18	7 19	8
9	10 Indigenous Peoples' Day – No School	11 20	12 21	13 22	14 23	15
16	17 24	18 25	19 26	20 27	21 28	22
23	24 29	25 30	26 31	27 32	28 33	29
30	31 34					

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 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.

November 2022

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 35	2 36	3 37	4 38	5
6	7 39	8 Election Day – No School for Students Professional Development Day	9 40	10 41	11 Veteran's Day – No School	12
13	14 42	15 43	16 44	17 45	18 46	19
20	21 47	22 48	23 49	24 Thanksgiving – No School	25 Day After Thanksgiving – No School	26
27	28 50	29 51	30 52			

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 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.

December 2022

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 53	2 End of Trimester #1 54	3
4	5 Beginning of Trimester #2 1	6 2	7 3	8 4	9 5	10
11	12 6	13 7	14 8	15 9	16 10	17
18	19 11	20 12	21 13	22 14	23 15	24
25	26 Winter Break No School	27 Winter Break No School	28 Winter Break No School	29 Winter Break No School	30 Winter Break No School	31

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 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 2023

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Winter Break No School	3 16	4 17	5 18	6 19	7
8	9 20	10 21	11 22	12 23	13 24	14
15	16 Martin Luther King Jr. Day – No School	17 25	18 26	19 27	20 28	21
22	23 29	24 Regents - TBD	25 Regents - TBD	26 Regents - TBD	27 Regents Rating Day	28
29	30 No School for Students Regents Scoring (if needed) Professional Development Day	31 30				

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 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.

February 2023

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 31	2 32	3 33	4
5	6 34	7 35	8 36	9 37	10 38	11
12	13 39	14 40	15 41	16 42	17 43	18
19	20 President's Day – No School	21 Mid-Winter Break – No School	22 Mid-Winter Break – No School	23 Mid-Winter Break – No School	24 Mid-Winter Break – No School	25
26	27 44	28 45				

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 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.

March 2023

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 46	2 47	3 48	4
5	6 49	7 50	8 51	9 52	10 53	11
12	13 54	14 **End of Trimester #2** 55	15 **Beginning of Trimester #3** 1	16 2	17 3	18
19	20 4	21 5	22 6	23 7	24 8	25
26	27 9	28 10	29 11	30 12	31 13	1

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 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 2023

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3 14	4 15	5 16	6 Passover – No School	7 Good Friday – No School	8
9	10 Spring Break – No School	11 Spring Break – No School	12 Spring Break – No School	13 Spring Break – No School	14 Spring Break – No School	15
16	17 17	18 18	19 19	20 20	21 Eid al-Fitr – No School	22
23	24 21	25 22	26 23	27 24	28 25	29
30						

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 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.

May 2023

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 26	2 27	3 28	4 29	5 30	6
7	8 31	9 32	10 33	11 34	12 35	13
14	15 36	16 37	17 38	18 39	19 40	20
21	22 41	23 42	24 43	25 44	26 45	27
28	29 **Memorial Day – No School**	30 46	31 47			

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 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 2023

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 Regents – US History and Government Framework	2 48	3
4	5 49	6 50	7 51	8 No School for Students Professional Development Day	9 52	10
11	12 53	13 54	14 Regents - TBD	15 Regents - TBD	16 Regents - TBD	17
18	19 Juneteenth – No School	20 Regents - TBD	21 Regents - TBD	22 Regents - TBD	23 Regents Rating Day	24
25	26 55	27 Last Day of School for Students Report Card Distribution 56	28	29	30 Last Day of School for Teachers	

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