



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

Created: 06/25/2019 • Last updated: 07/24/2019

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

BASIC INFORMATION

a. SCHOOL NAME NEW VISIONS AIM CHARTER HIGH SCHOOL II

(Select name from the drop down menu)

**a1. Popular School Name
(Optional)** AIM II

**b. CHARTER AUTHORIZER (As of
June 30th, 2019)** SUNY Authorized Charter School

Please select the correct authorizer as of
June 30, 2019 or you may not be
assigned the correct tasks.

c. DISTRICT / CSD OF LOCATION NYC CSD 12

d. DATE OF INITIAL CHARTER 10/2017

**e. DATE FIRST OPENED FOR
INSTRUCTION** 08/2017

h. SCHOOL WEB ADDRESS (URL) <http://www.newvisions.org/aim2>

i. TOTAL MAX APPROVED 201

**ENROLLMENT FOR THE 2018-19
SCHOOL YEAR (exclude Pre-K
program enrollment)**

j. TOTAL STUDENT ENROLLMENT 193

**ON JUNE 30, 2019 (exclude Pre-K
program enrollment)**

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

Check all that apply

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

l2. 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	
CONTACT PERSON NAME	Melissa Marcus

FACILITIES INFORMATION

m. FACILITIES

Does the school maintain or operate multiple sites?

	No, just one site.
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School Site 1 (Primary)

m1. SCHOOL SITES

Please provide the following information for site 1.

	Physical Address	Phone Number	District/CSD	Grades Served at Site (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 ungraded	No

m1a. Please provide the contact information for Site 1.

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

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

Co located Space

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

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

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

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

Site 1 Certificate of Occupancy (COO)

(No response)

Site 1 Fire Inspection Report

(No response)

CHARTER REVISIONS DURING THE 2018-19 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2018-19 school year? (Please include approved or pending material and non-material charter revisions). No

ATTESTATION

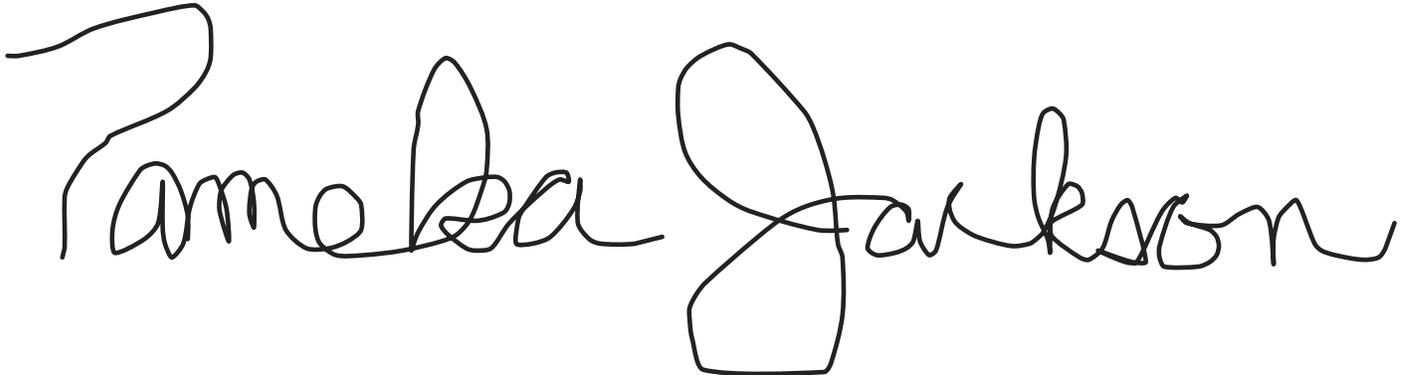
o. Individual Primarily Responsible for Submitting the Annual Report.

Name	Melissa Marcus
Position	Senior Program Officer, Charter
Phone/Extension	[REDACTED]
Email	[REDACTED]

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

Yes

Signature, Head of Charter School

A handwritten signature in black ink that reads "Pamela Jackson". The signature is written in a cursive style with a large, looped initial "P" and a large, looped initial "J".

Signature, President of the Board of Trustees

A handwritten signature in black ink, appearing to be "S. K. [unclear]". The signature is written in a cursive style with a large, looped initial "S" and a large, looped initial "K".

Date 2019/07/24

Thank you.



Entry 2 NYS School Report Card Link

Last updated: 06/25/2019

NEW VISIONS AIM CHARTER HIGH SCHOOL II

1. CHARTER AUTHORIZER (As of June 30th, 2019) SUNY Authorized Charter School

(For technical reasons, please re select authorizer name from the drop down menu).

2. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided.)

<https://data.nysed.gov/essa.php?instid=800000070534&year=2018&createreport=1&allchecked=1&OverallStatus=1&HSindicators=1&HScomposite=1&HSgradrate=1&HScompgrowth=1&HSelp=1&HSprogress=1&HSchronic=1&HScccr=1&HSpart=1&staffqual=1®ents=1&cohort=1&nyseslat=1>



**New Visions
AIM Charter High School II**

**2018-19 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2019

By Tameka Jackson, Principal and
Melissa Marcus, Senior Program Officer, Charter

1010 Rev. James A. Polite Ave
Bronx, NY 10459

718-861-7515

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Tameka Jackson, Principal, Melissa Marcus, Senior Program Officer, Charter, and Brad Gunton, Vice President, School Systems & Data Analytics, New Visions for Public Schools prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Elizabeth Chu	Member
Melanie Harris	Member
Sharon Hayes	Member
Garrett Lynch	Chair
Kelly Roman	Member
Marina Schreiber	Treasurer
Musa Ali Shama	Secretary
Becky Zofnass	Member

Tameka Jackson has served as the principal since August 2017.

New Visions AIM Charter High School II, formerly ROADS Charter School II, was reopened in 2017 by New Visions Charter Management Organization with students in grades 9-12.

Mission

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

Student Population

Located in the South Bronx, AIM II serves over-aged, under-credited youth, defined as students who are at least one grade behind their age cohort. Students who enroll are at least 15 years old, have completed 7th grade, and been retained at least once. The school gives admissions priority to students who have been involved with the criminal justice system, the foster care system and/or child welfare system, and homeless or runaway youth. As of BEDS day 2018, 200 students were enrolled in AIM II. Of these students:

- 96% are Black or Latino
- 90% are economically disadvantaged
- 50% are students with disabilities
- 6% are English Language Learners

Key Design Elements

New Visions AIM Charter High Schools ensure the success of the students who they serve by an intentionally engineered, tightly organized and highly personalized set of academic experiences complemented by robust and integrated socioemotional 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. These core elements are as follows:

- Evidence based and technology enabled administrative systems;
- Defined post-secondary pathways, including:
 - Direct partnerships with post-secondary programs
 - Post-secondary planning foundations;
 - Pathway specific post-secondary preparation;
 - Outcome tracking; and
 - Alumni support;
- Intensive and personalized academic supports, including:
 - Program assignment based on comprehensive diagnostic assessments;
 - Evidence based instructional design; and
 - Extended day academic supports;
- Flexible and personalized academic programming;
- Advisors for students, including:
 - Single point of contact with families;
 - Productive behavior management; and
 - Support for regular attendance; and
- Intensive and integrated socioemotional supports.

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

School Year	9	10	11	12	Total
2017-18	81	54	38	27	200
2018-19	74	53	42	31	200

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The Accountability Cohort consists specifically of students who are in their sixth year of high school after entering the 9th grade. For example, the 2013 Accountability Cohort consists of students who entered the 9th grade anywhere in the 2013-14 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2018-19 school year or graduated from the school prior to their sixth year, and either remained in the school for the rest of the year or left for an acceptable reason.

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

Sixth Year High School Accountability Cohorts

Sixth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Sixth Year	Number Leaving During the School Year (Not including early graduates)	Number in Accountability Cohort as of June 30 th
2017-18	2012-13	2012	25	8	17
2018-19	2013-14	2014	32	0	32

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 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Sixth Year Total Cohort for Graduation

Sixth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Sixth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2012-13	2012	20	76	96
2018-19	2013-14	2013	31	76	107

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

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

Goal 1: Leading Indicator

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

RESULTS AND EVALUATION

Forty-four percent of students in their first year at AIM II, who were enrolled as of BEDS day and remained enrolled through June 30, 2019, earned at least ten credits, therefore not meeting this measure. Although AIM II did not meet this measure, the percentage of first year students earning ten or more credits increased 8 percentage points from last year. It is also notable that there were 18 more first year students this year compared to last year.

AIM II revisited and implemented changes to a few key structures over the course of the 2018-19 school year, which resulted in modest gains in credit accumulation, Regents passing, and graduation. Building on structures laid in the 2017-18 school year, two of the system changes made, which impacted first year students included the implementation of a more comprehensive intake process and utilizing a House programming model.

AIM II's thorough intake process includes an intake welcome conversation with the student and family; intake survey to assess student barriers; intake interview to get a better understanding of the student and his/her needs; and a social emotional assessment to assess the student's overall well-being, capacity, self-motivation and resiliency. Based on the results from the social emotional assessment, intake interview, and survey process an intervention plan is developed. In addition, a list of goals is developed to identify the student's academic resiliency and/or early warning indicators. Goal-setting is at the forefront of this process and helps gauge the overall development of each student.

As a transfer school, AIM II accepts students with a limitless combination of credits earned, the majority of which have passed zero Regents exams at entry. Due to the wide ranging academic needs and varied ages at entry, AIM II is not organized around traditional grade levels. Students are placed in one of a three House system based on their credit level and Regents exam attainment at the beginning of each school year. The Base Camp, Peak, and Summit houses each have a programmatic focus, this includes coursework which culminates in the passing of two required

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Regents exams. For example, Base Camp where many first year students begin, focuses on algebra and living environment; deferring global history course work and sitting for the Regents exam to the following school year. By narrowing the breadth of the content sequence we hope to provide more time and opportunities for struggling students to fill content and skill gaps which often prevent them from moving forward.

Percent of Students in their First Year at AIM II Earning At least Ten Credits in 2018 19

School Year	Number of Students in Their First Year at AIM II	Percent Earning Ten Credits
2017-18	50	36%
2018-19	68	44%

ADDITIONAL EVIDENCE

The challenge of chronic absenteeism, a measure of student disengagement, has the greatest impact on an individual student's ability to earn credits. The school continues to provide support and coaching to all staff in order to build the tools and structures needed to re-engage young people into the school community as well as in their own learning. Instructional staff receive ongoing support and coaching in the areas critical to student reengagement including differentiation, content relevance, and relationship building. AIM II has also provided training to its counseling staff on student reengagement strategies beyond family outreach. The counseling units have developed systems to identify students who may be in need of support and interventions as well as systems for providing students and families the proper supports. Including referrals to outside agencies which address the many barriers which hinder student attendance and academic achievement.

Goal 1: 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 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 30th who have been at AIM II for more than one year earn at least eight credits.

RESULTS AND EVALUATION

Forty-one 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, 2019 earned at least eight credits. Although AIM II fell short of meeting this measure, the percentage of returning students earning at least eight credits increased 12 percentage points from last year.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

As described in the measure above, AIM II has engaged in a programming model that meets the broad academic and course needs of a diverse student population with a great deal of social emotional needs. One aspect of the House system which was enhanced over the course of the school year was the consistent planning and implementation of culture building activities centered around the three student houses. There was a deliberate focus on welcoming returning students back into a slightly new environment, where credit and Regents progress were more visible and tangible for students. The House structure also facilitated the sense of three smaller communities with common goals, within the larger community, and facilitated the differentiation of SEL supports for these different groups.

Percent of Students Who Have Been at AIM II for More Than One Year
Earning at least Eight Credits in 2018-19

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%

ADDITIONAL EVIDENCE

N/A

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 for students in their first year at AIM II. This measure requires that 80 percent of students in their first year at AIM II who were enrolled as of BEDS day be retained through June 30th of 2019.

RESULTS AND EVALUATION

Eighty-four percent of students in their first year at AIM II who were enrolled as of BEDS day were retained through June 30, 2019. AIM II met this measure and exceeded it by four percentage points.

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

Retention Rate for Students in Their First Year at AIM II

School Year	Retention Rate for First Year Students at AIM II
2017-18	86%
2018-19	84%

ADDITIONAL EVIDENCE

N/A

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 30th of the reporting year.

METHOD

This measure serves as a leading indicator of the performance for all students at AIM II. This measure requires that 70 percent of all students at AIM II who were enrolled as of BEDS day be retained through June 30th of 2019.

RESULTS AND EVALUATION

Eighty-four percent of students who were enrolled as of BEDS day were retained through June 30, 2019. AIM II met this measure and exceeded it by 14 percentage points.

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

Retention Rate for All Students

School Year	Retention Rate
2017-18	76%
2018-19	84%

ADDITIONAL EVIDENCE

The retention rate for school year 2018-19 increased eight percentage points from last year. The strengthening of school culture and systems of intervention, which resulted in higher student retention, was also reflected in the decrease of student suspensions from 93 in the 2017-18 school year to 53 in 2018-19.

Goal 1: Absolute Measures

Each year, 65 percent of students in the fourth year high school Total Graduation Cohort 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 serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on the passage of exams required for graduation. The measure requires that 65 percent of students in each Graduation Cohort have scored at or above proficiency, or at least 55 using the safety net option for eligible students, on at least two of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS. In August of 2019, the 2015 cohort will have completed its fourth year.

RESULTS AND EVALUATION

Thirty-eight percent of students in the 2015 cohort scored at or above proficiency, or at least 55 using the safety net option for eligible students, on at least two of the five exams required for graduation, therefore not meeting this measure.

Though we did not meet the 65% benchmark, we improved 19 percentage points from last year. The shift in Regents preparation, closing the education gaps of our students, and implementation of the AIM House Model with targeted interventions gave students a chance to succeed and meet this measure.

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

School Year	Cohort Designation	Number in Cohort	Percent Passing Two Exams
2017-18	2014	101	19%
2018-19	2015	89	38%

ADDITIONAL EVIDENCE

This past year, AIM II more purposefully planned, scheduled, and prepared students for Regents exam options, resulting in increases in both participation and passing. Sixty-nine more students sat for Regents exams and 36 more Regents exams were passed this school year than the last. In addition, 17 students earned and utilized the CDOS credential to graduate, 13 students as a +1 option, and four SPED students being granted superintendent determination appeals.

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 in the high school Graduation Cohort: those who entered the 9th grade as members of the 2013 cohort and graduated six years later. These data reflect August graduation rates. At a minimum, these students have passed 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.¹

RESULTS AND EVALUATION

Seventeen percent of students in AIM II's 2013 cohort, graduated after six years, therefore not meeting this measure. Although AIM II fell short of meeting this measure, the graduation rate for the 2013 cohort was three percentage points higher than the 2012 cohort.

The AIM House Model, which was rolled out at the start of the 2018-19 school year, contributed to the increased graduation rate. The House Model consists of Base Camp, Peak, and Summit where credit needs and academic needs are balanced when planning for graduation.

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

In addition, AIM II utilized strategic data check-ins (SDCs), which are structured sets of conversations at critical decision points in the school year to ensure that students receive the opportunities and supports they need to graduate. These conversations are anchored in real-time student data that is centralized, transparent, and actionable through the New Visions Data Portal.

The implementation of these routines and tools have positively impacted both team growth and school systems over the last 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 numerous graduation planning, Regents planning and preparation, and credit gap SDCs conducted:

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

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

- 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 4 core course credits in each trimester of the school year.

Unfortunately, many students in the 2013 cohort were enrolled under the previous institution and were negatively discharged prior to the school's restructuring and reopening, thus contributing to the low six-year graduation rate.

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%

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. This school year, AIM II more than doubled the number of graduates from eleven students graduating in SY17-18 to 26 students graduating in SY18-19.

Goal 1: Absolute Measures

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

METHOD

This measure examines the persistence of students in the Graduation Cohort, those who entered the 9th grade as members of the 2013 cohort and are in their sixth year. The persistence rate is defined as the percentage of students in the Total Graduation Cohort who either earned a local or higher diploma, earned a high school equivalency (formerly known as GED), earned a CDOS, or were still enrolled in a school or programs with at least 50% attendance since February 1st of the reporting year. To achieve this measure, the Total Graduation Cohort in their sixth year will have a 75 percent persistence rate.

RESULTS AND EVALUATION

AIM II's 2013 cohort had a persistence rate of 21%, therefore not meeting the measure. Although the measure was not met, AIM II's 2013 cohort's persistence rate was four percentage points higher than last year's six-year cohort.

AIM II has had challenges with tracking and providing continuing supports for students that have been discharged from the school prior to the CMO transition. The two primary reasons are staff capacity to take on a significant body of work as well as staff attrition. One consequence of the CMO change has also been a turnover in the majority of the school staff between the 2016-17 and 2017-18 school years. The change in teachers and counselors unfortunately resulted in a loss of the relationships which existed between the students who attended in the past.

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

Total Graduation Cohort Persistence Rate

School Year	Cohort Designation	Persistence Rate
2017-18	2012	17%
2018-19	2013	21%

ADDITIONAL EVIDENCE

The school has made progress with assisting students with other educational programs and has found that early intervention and aiding the process has led to lasting results and graduations. The school will continue to increase this practice among the counseling team.

Goal 1: Comparative Measure

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

METHOD

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

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

RESULTS AND EVALUATION

Seventeen percent of students in AIM II’s 2013 cohort graduated after six years compared to 51% of students in the 2012 cohort from comparable transfer high schools, therefore not meeting this measure. The six-year graduation rate for cohort 2013 from comparable transfer high schools was not available at the time of this report.

The school did not meet the measure, as it remains that many students within our school and the evaluating cohort, were negatively discharged prior to the transition from the prior network to the current. Moving forward the counseling team will be an integral part of the academic process, while utilizing the social emotional learning component embedded within the program.

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%	TBD	TBD

ADDITIONAL EVIDENCE

There was a slight increase in the six-year graduation rate, which can be attributed to our dedicated model, which assigns each student to an advisor. This model will continue next year with a new focus on academic interventions, social emotional learning and restorative practices.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2018-19, AIM II achieved two of eight measures of the high school graduation goal.

Type	Measure	Outcome
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 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 II for more than one year will earn at least eight credits.	Not Achieved
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 30 th of the reporting year.	Achieved
Leading Indicator	Each year, 70 percent of all students at AIM II who were enrolled as of BEDS day will be retained through June 30th of the reporting year.	Achieved
Absolute	Each year, 65 percent of students in the fourth year high school Total Graduation Cohort will score at or above proficiency, or at least a 55 using the safety net option for eligible students, on at least two of the five exams required for graduation, which may include one of the NYSED-Approved Pathway Assessments in CDOS.	Not Achieved

Absolute	Each year, 67 percent of students in the sixth year high school Total Graduation Cohort will graduate.	Not Achieved
Absolute	Each year, the Total Graduation Cohort in their sixth year will have a 75 percent persistence rate.	Not Achieved
Comparative	Each year, the percent of students in the sixth year high school Total Graduation Cohort graduating will exceed that of the Total Cohort from comparable transfer high schools.	Not Achieved

ACTION PLAN

AIM II plans to continue to establish and foster a welcoming school environment and culture, characterized by rigorous classroom experiences and targeted programs for students. Our AIM is to help students champion life’s barriers and transform into productive citizens within our society. AIM II will continue to focus on meeting all measures under the high school graduation goal of our accountability plan and work towards success in the following ways:

House Model

As previously stated, the AIM House Model consists of Base Camp, Peak, and Summit where credit needs and academic needs are balanced when planning for graduation. During the 2019-20 school year we plan to continue refining the House programming structure, deepening the differentiation of the instructional program, and building on this incremental growth. Students in Base Camp will be enrolled in 90 minute ELA and math blocks, increasing the uninterrupted instructional time needed to provide foundational academic and social emotional skills.

Students will receive instructional preparation prior to taking all Regent exams either through scheduled coursework and/or through additional preparatory activities. Individual student schedules will reflect credit needs, academic needs, and social-emotional learning needs.

Expanded Counseling Department

AIM II has expanded the counseling department to provide social emotional supports and other services necessary to support the unique needs of students attending AIM II. Through the expansion the following steps and supports will be in place:

- Primary Person Model - AIM II has implemented and managed a primary person model
- School Culture and social emotional learning development
- Coordinate Work Based Learning & Internship Opportunities for Students & Alumni- identify a point person/define a role within the school to support student postsecondary readiness plans
- Systems to Manage and Coordinate Access to Ancillary Support Services - coordination of support partners to ensure effective management

GOAL 2: POSTSECONDARY OUTCOMES

GOAL 2: Postsecondary Outcomes

Students will be prepared for and pursue postsecondary options

Goal 2: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Matriculation and postsecondary outcome data for AIM II's 2012 cohort was not available at the time of this report. Matriculation data from the National Student Clearinghouse will be reported out once it is received. In addition, counselors will collect other postsecondary outcomes including military service, technical/occupational institute, or employment.

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

School Year	Cohort	Number of Graduates	Percent of Graduates Enrolling in a Two or Four Year Accredited College, Military Service, Technical/Occupational Institute, or Gain Employment
2017-18	2012	14	TBD
2018-19	2013	26	TBD

ADDITIONAL EVIDENCE

In school year 2018-19, AIM II introduced Career & College (C&C) Lab during lunch times and afterschool to provide students with an opportunity to receive additional application support. This was in addition to individual support given throughout the day. We also encouraged non-seniors to drop-in and inquire about college, careers, and future goals.

AIM II is part of a multi-school and multiple organization initiative focused on developing targeted career pathways through partnerships with workforce development organizations in the Bronx

community.

As part of a three year project, AIM II is working with the HOPE program and The Knowledge House, both local workforce development organizations with sector-based training and placement, to build career readiness for students at AIM II in the following three phases: career awareness and exploration (self-assessments, interviewing skills, networking, career research and exploration), advanced career development (work-based learning experiences like internships, job shadowing, organization and industry site visits), and sectoral postsecondary training (coding, web design, tech support, green maintenance and construction). The School Design Team, consisting of AIM II staff and the workforce partners and JobsFirstNYC coaches, met every three weeks to build the structure for delivering career readiness, the details of implementation, and outcomes.

The 2019-2020 school year will focus on developing a structure and process of work for AIM II and the workforce partners. Working with a pilot group of students who are close to graduation (seniors), this partnership will build career readiness activities at AIM II during advisory and senior group time, establish a school structure for career exploration, and work to place students, not interested in college, into the partner sector-based training programs. As we developed the timeline for the work, the preliminary structure is: T1 is planning for the introduction of the workforce partners to students, curriculum development, senior group development, and creating a timeline for T2 and T3 work; T2 will see introduction of workforce partners, career readiness activities in partnership with AIM II staff and workforce partners; and T3 will see advanced career development activities including internships, workforce site visits, and other work-based learning experiences.

The tracking of postsecondary data by cohort year is an ongoing challenge due to the varying graduation years of our students and transient nature of our population. In order to address these challenges moving forward, advisors have been assigned to follow up with students from their caseloads bi-annually after graduation. In addition, New Visions has a dedicated Alumni Relations Manager who follows up with graduates on a consistent basis. All AIM II alumni who have provided forwarding contact information are part of a listserv that receives an alumni newsletter that includes information on scholarships, workforce readiness programs and other opportunities for engagement.

In addition, students with Individualized Education Plan (IEP) have been referred to ACCESS - VR (Adult Career and Continuing Education Services-Vocational Rehabilitation), a NYSED program which provides long term support for their postsecondary plans.

Below is additional information regarding college applications and acceptances, scholarships awarded, and vocational programs for AIM II students during school year 2018-19.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Total Applications and Acceptances

	Total Applicants	Students Accepted to at Least 1 School
CUNY	22 Students * **	22 Students * **
SUNY	10 Students **	10 Students **

*Includes 2 alumni applicants

** Includes students who applied but did not meet graduation requirements by August 2019

Applications & Acceptances for the 2018-2019 seniors

CUNY 2-Year	CUNY 4-Year	SUNY 2-Year	SUNY 4-Year
Borough of Manhattan Community College	Baruch College	Broome Community College	Albany State University
Bronx Community College	Brooklyn College	Clinton Community College	Alfred State University
Guttman Community College	City College	Columbia Community College	Buffalo State University
Hostos Community College	College of Staten Island	Erie Community College (South)	SUNY Canton
Laguardia Community College	Hunter College	Herkimer Community College	SUNY Cobleskill
Queensborough Community College	NYC College of Technology	Hudson Valley Community College	Delhi Technical College
	Queens College	Jefferson County Community College	Fashion Institute of Technology
	York College	Monroe Community College	SUNY Morrisville
		Niagara County Community College	SUNY New Paltz
		Onondaga Community College	SUNY Old Westbury
		Orange County Community College	SUNY Oswego
		Schenectady County Community College	SUNY Plattsburgh
		Sullivan County Community College	SUNY Potsdam
		Ulster Community College	SUNY Purchase College
			SUNY Stony Brook University

Bolded text denotes acceptances

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

State Scholarships Awarded	Award Amount Per Year	Total if Renewed for 5 Years (limit)
NYS 2019 Academic Excellence Award	\$1,500	\$7,500
NYS 2019 Academic Excellence Award	\$500	\$2,500
NYS 2019 Academic Excellence Award	\$500	\$2,500

Goal 2: Absolute Measure

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

METHOD

The school administers one of the nationally recognized work readiness credentialing assessments known as the SkillsUSA Workforce Ready Employability Assessment. This exam assesses 10 work readiness competencies aligned with the CDOS learning standards. The assessment cut score is 73%. This measure examines the percent of the Accountability Cohort that achieved at least a 73% on the exam by the completion of their sixth year in the cohort.

RESULTS AND EVALUATION

Twenty-eight percent of students in AIM II's 2013 cohort demonstrated proficiency of CDOS learning standards, therefore not meeting this measure. However, the percent of students in AIM II's 2013 cohort demonstrating proficiency of CDOS learning standards was 16 percentage points higher than the 2012 cohort. It is also notable that the 2013 cohort was larger than the 2012 cohort.

During the infancy stages of implementing this career readiness assessment, the focus was on tailoring the training and necessary skills for students in Summit to be proficient. This upcoming year, the focus will expand to Peak and Base Camp students.

Proficiency Rate of CDOS Learning Standards by Sixth Year Accountability Cohort

School Year	Cohort Designation	Number in Cohort	Percent Demonstrating Proficiency of CDOS Learning Standards
2017-18	2012	17	12%
2018-19	2013	32	28%

ADDITIONAL EVIDENCE

This year, more than double the percentage of students in cohort 2013 demonstrated proficiency of CDOS learning standards as compared to cohort 2012. In addition, cohort 2014 and 2015 already have 30% and 42% of students demonstrating proficiency of CDOS learning standards, respectively.

Goal 2: Absolute Measure

Each year, 100 percent of students planned to graduate in the reporting year will complete a career readiness portfolio containing a career plan and skills employability profile.

METHOD

The school will maintain a career readiness portfolio which will include a career plan, skills employability profile, resume, and other artifacts which reflect career readiness milestones.

Developing a career readiness portfolio should commence when a student first arrives at AIM II; this encourages self-reflection through the years as they review past goals and modify future goals as needed.

RESULTS AND EVALUATION

Thirty percent of students planned to graduate in school year 2018-19 completed a career readiness portfolio, therefore not meeting this measure.

Career readiness portfolios were worked on and assembled for seniors who were eligible for Superintendent Graduation Appeals. While most seniors participated in senior meetings, and submitted artifacts, information was not placed into a physical portfolio. More so, while career/postsecondary conversations occurred, students were unable to reflect on goals shared prior to this past school year. AIM II can improve on this by having all students complete career and interests profiles from their first semester, and inviting students to reflect upon and update their career readiness portfolio (with new artifacts, career assessments/career plans, employability profiles etc.) at the end of every year. Career readiness portfolios should travel with students through their Base, Peak, and Summit Camp years.

Percent of Students Completing a Career Readiness Portfolio

School Year	Number of Students Planned to Graduate	Percent of Students Completing a Career Readiness Portfolio
2017-18	N/A	N/A
2018-19	30	30%

ADDITIONAL EVIDENCE

N/A

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.

METHOD

The school compares the postsecondary enrollment rate by six months after high school for students in the sixth year Total Cohort to that of the respective cohort of students in comparable transfer high school. The postsecondary enrollment rate by six months after high school shows the percentage of students who graduated and enrolled in a two or four-year college, vocational program, or public service within six months of their transfer school graduation deadline. Due to the nature of this metric data will be lagged by one year. Data for this measure is provided by the NYC DOE School Quality Snapshot.

RESULTS AND EVALUATION

AIM I’s postsecondary enrollment rate for cohort 2012 six months after high school graduation was 8%. Cohort 2012 students from comparable transfer high schools had a postsecondary enrollment rate of 21%, therefore AIM I did not meet this measure.

Postsecondary Enrollment Rate Six Months After High School Graduation

School Year	Cohort	Charter School		Comparable Transfer High Schools	
		Number in Cohort	Enrollment Rate	Number in Cohort	Enrollment Rate
2017-18	2012	96	8%	624	21%
2018-19	2013	107	TBD	TBD	TBD

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE POSTSECONDARY OUTCOME GOAL

In school year 2018-19, AIM II did not achieve any of the four measures of the postsecondary outcome goal. Data for one measure was not available at the time of this report.

Type	Measure	Outcome
Absolute	Each year, 80 percent of graduates will enroll in a two or four year accredited college, military service, technical/occupational institute, or gain employment within one year of their graduation.	TBD
Absolute	Each year, 75 percent of students in the sixth year Accountability Cohort will demonstrate proficiency of CDOS learning standards.	Not Achieved
Absolute	Each year, 100 percent of students planned to graduate in the reporting year will complete a career readiness portfolio containing a career plan and skills employability profile.	Not Achieved
Comparative	Each year, the school’s 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.	Not Achieved

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 coach. Students engage in a range of experiences such as resume writing, college tours, work site visits, and FAFSA workshops. In addition to the coach, the guidance counselors, and future focus counselor work with students on their postsecondary plans. Seniors also participate in “Senior Meetings” where they are able to support each other through the sharing of plans, challenges, and expectations.

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

AIM II will continue to provide students with postsecondary pathways that all students can engage in throughout their experience at the school. The pathways were developed to provide students with a clear path towards success. AIM II will work to ensure that all students have an outlined route, no matter when they enter the school.

Career Development and Occupational Studies Credential (CDOS):

AIM II will continue to provide students with the opportunity to earn the Career Development and Occupational Studies Credential (CDOS). The CDOS credential is designed to prepare students with the knowledge and skills needed for entry-level work. By participating in work-based learning opportunities and career and technical education (CTE) classes, AIM II students can better prepare for life after high school. These experiences may help shape students’ future careers and interests

and are often a key part of a high-quality academic program. All AIM II students will be enrolled in a work based learning class and/or program to complete both options of the CDOS for the purposes of postsecondary success.

Advisory

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

AIM II also engaged students in college and career exploration in this past school year in the ways listed below, and plans to continue to for school year 2019-20s:

- Monthly postsecondary exploration trips including visits to West Point, Bronx Community College and Life Link a college bridge program; Long Island University, Howard University, Baruch College, and other local college fairs.
- Monthly speakers from CUNY, SUNY and other organization to speak to seniors about the programs offered at their campuses and locations.
- Seniors participate in monthly postsecondary planning meetings aimed to explore college, trade/ vocational and military pathways.
- “Senior Labs” held weekly provided all students an opportunity to explore postsecondary pathways during lunch or afterschool.
- Ongoing preparation and administration of the LifeskillsUSA employability assessment.
- Participation in Javits Center’s Vision Expo, which exposes future CTE students to the field of optometry; including certification, business practices, and optical fashion.
- Exposure to green energy, construction, technology, food handling certifications and more through The HOPE Program and Knowledge House.

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.

In school year 2018-19, AIM II worked with two New Visions Instructional Specialists who provided onsite and remote coaching. Coaching included working with the academic director and teacher teams to modify the ELA curriculum based on student performance and assessments and supporting teachers in planning and implementing consistent learning routines across all classrooms.

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 administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core)³ 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.

RESULTS AND EVALUATION

Sixty-six percent of students in AIM II's 2013 cohort 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). AIM II met this measure and exceeded it by 16 percentage points.

Though we exceeded the 50% benchmark, we did see a decrease from the previous cohort. It is notable that the 2013 cohort is nearly double the size of the previous cohort.

This past school year the ELA department met on a regular basis with a New Visions Instructional Specialist (IS). The IS supported the department in reviewing student work and creating action steps to target specific student needs. In addition, most ELA classes were co-taught, which allowed for more differentiation.

Further, AIM II was able to meet this measure by providing Regents preparation supports for all students. Prior to each Regents administration, students needing additional support were scheduled for Regents prep courses during the school day. In addition, after school prep was offered 6-8 weeks before the next Regents administration. The school continued to utilize an action-planning tool that supported teachers in using the mock Regents data to determine content and skills to target during the Regents prep sessions.

AIM II also utilizes a process to identify students that were at-risk on a bi-weekly basis. Teachers and staff were proactive and scheduled parent meetings, home visits, created intervention plans and behavior intervention plans for students who were at-risk.

³ Students in the 2012 and 2013 high school Accountability Cohorts may have taken the Regents Comprehensive English exam. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 75 (the previous target for college and career readiness) on that exam as having met the target for this measure.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on Regents English Common Core Exam by Sixth Year Accountability Cohort⁴

School Year	Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 or 55 for safety net eligible students on Common Core exam
2017-18	2012	17	82%
2018-19	2013	32	66%

ADDITIONAL EVIDENCE

Although the sixth year cohort ELA Regents passage rate decreased since last year, the overall ELA Regents passage rate for all students tested in school year 2018-19 increased, as seen in the table below. In school year 2017-18, 29% of the 34 students who sat for the ELA Regents passed. In comparison, of the 62 students who sat for the ELA Regents in school year 2018-19, 48% passed.

AIM II Regents	SY 17-18 Jan / June Regents			SY 18-19 Jan / June Regents			Change between SY 17-18 and SY 18-19		
	Sit #	Pass #	Pass %	Sit #	Pass #	Pass %	Sit Change	Pass Change	% change
	CC ELA Regents	34	10	29%	62	27	44%	28	17

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 careers. In the coming year, we will be implementing a 90-minute block period of ELA for Base Camp students, the collaboration between counselors and instructors will serve as an additional SEL support for students in the classroom setting. The added instructional time will allow for the inclusion of literacy skill building and a more responsive classroom.

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

Cohort Designation	2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	25	76%	32	66%
2014	54	46%	40	48%
2015	43	14%	60	35%
2016	26	4%	63	11%
2017	18	11%	24	0%
2018			19	0%

⁴ Based on the highest score for each student on the English Regents exam

Goal 3: Absolute Measure

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

METHOD

In the state’s revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.⁵ To achieve this measure, all tested students in the fourth year Accountability Cohort must have a PI that equals or exceeds the school’s 2018-19 English language arts MIP for all students of 43.6.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Accountability Cohort. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

AIM II’s 2015 cohort had a ELA Performance Index of 34.8, therefore not meeting the school’s 2018-19 ELA Measure of Interim Progress of 43.6. Although this measure was not achieved, the 2015 cohort’s ELA PI was 14 points higher than the 2014 cohort’s performance index of 20.8.

Regents resources include tools and curricular materials to support teachers in making instructional decisions based on Regents and network-wide data. The use of this data was helpful, but in order to meet the measure, teachers need more support in the continued use of different data points, such as Lexile levels and formative assessments in order to improve instruction.

It should be noted, this measure evaluates the performance of the fourth year Accountability Cohort as prescribed by the ESSA accountability system, which does not align to our school’s model of serving overage and under credited students.

English Language Arts Performance Index (PI) For the 2015 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
56	73.2%	19.6%	5.4%	1.8%

$$\begin{aligned}
 \text{PI} &= 19.6 + 5.4 + 1.8 = 26.8 \\
 &+ 5.4 + 1.8 = 7.1 \\
 &+ (.5)*1.8 = .89 \\
 \text{PI} &= 34.8
 \end{aligned}$$

⁵ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

ADDITIONAL EVIDENCE

N/A

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the PI of comparable transfer high schools.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in comparable transfer high schools. Given that students may take Regents exam up through the summer of their fourth year, the results for the comparable transfer high schools is not yet available.

RESULTS AND EVALUATION

AIM II’s 2015 cohort had an ELA Performance Index of 34.8 compared to comparable transfer high schools’ 2014 cohort’s ELA Performance Index of 64.9, therefore not meeting the measure. School data for comparable transfer high school’s 2015 cohort was not available for comparison at the time of this report.

It should be noted, this measure evaluates the performance of the fourth year Accountability Cohort as prescribed by the ESSA accountability system, which does not align to our school’s model or other transfer schools’ model of serving overage and under credited students.

English Regents Performance Index (PI)
of Fourth Year Accountability Cohorts by Charter School and Comparable Transfer High Schools

School Year	Cohort	Charter School		Comparable Transfer High Schools	
		PI	Cohort Size	PI	Cohort Size
2017-18	2014	20.8	53	64.9	767
2018-19	2015	34.8	56	TBD	TBD

ADDITIONAL EVIDENCE

N/A

Goal 3: Growth Measure

Each year, 60 percent of students will grow from fall to spring according to their Lexile measures using the Performance Series Reading diagnostic assessment.⁶

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-five 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. AIM II fell short of meeting this measure by 15 percentage points.

All students at AIM II are assessed via Performance Series, a web-based reading screener used to produce broad information about student reading skills. Students sit for the Performance Series in August/September or as soon as they are enrolled at AIM II, and they're assessed in April/May in order to measure growth. This Lexile data is available immediately upon completion of the Performance Series; New Visions gathers and organizes the data so schools in the network can turnkey Lexile information to staff, students, and parents and use the data to inform instructional practices and to determine the students who require further testing.

Performance Series provides a Lexile level in English, and students are sorted into Tier 1, Tier 2, or Tier 3 based on this information:

- Tier 1: >1000L
- Tier 2: 781-999L
- Tier 3: <780L

During the fall of 2018-19, 91% of students, who were enrolled during the fall and spring testing window, sat for the Performance Series assessment. Based on the data, students fell within the following bands:

- 25% - Tier 1
- 39% - Tier 2
- 36% - Tier 3

Unfortunately, only 48% of students, who were enrolled during both testing windows, sat for the Performance Series assessment in the spring. This directly correlated with decline in attendance at this time. Given the low participation rate during the spring assessment administration, our ability

⁶ Expected growth is calculated based on research conducted by Scholastic and MetaMetrics. These growth targets set higher gain expectations for students who start off with a lower entering Lexile.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

to capture growth is limited to the smaller group of students who sat for the assessment in both the spring and fall.

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%

ADDITIONAL EVIDENCE

N/A

Goal 3: Growth Measure

Each year, 50 percent of students programmed for reading intervention will meet or exceed their expected Lexile growth goal based on SRI research.⁷

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

Twenty-nine 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. Although this measure was not met, a higher percentage of students met or exceeded their expected Lexile growth than last school year.

The focus this year was on a smaller group of students with higher attendance and were consistent with the program. Next year, the program will expand to focus on Base Camp students.

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

Year	Number of Students Programmed for Reading Intervention	Number of Students Programmed for Reading Intervention and Tested in Fall and Spring	Percent of Students who Met or Exceeded their Expected Lexile Growth
2017-18	46	16	19%
2018-19	36	14	29%

ADDITIONAL EVIDENCE

N/A

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 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 administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the 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’s cohort 2013’s ELA passage rate of 66% falls short of exceeding cohort 2012’s ELA passage rate of 82%, therefore not meeting this measure.

Factors that may have contributed to the decrease in ELA Regents passage for the sixth year cohort include the scheduled time of an ELA section as well as staffing. One 11/12 ELA section was scheduled for first period, which saw a decline in attendance and the ELA team consisted of three new teachers.

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

School Year 2017-18		School Year 2018-19	
Cohort 2012		Cohort 2013	
Number in Cohort	ELA Passage	Number in Cohort	ELA Passage
17	82%	32	66%

ADDITIONAL EVIDENCE

As mentioned previously, although there was a decrease in sixth year cohort ELA Regents passage rate from the 2012 cohort to the 2013 cohort, the overall ELA Regents passage rate for all students tested in school year 2018-19 increased. In school year 2017-18, 29% of the 34 students who sat for the ELA Regents passed. In comparison, of the 62 students who sat for the ELA Regents in school year 2018-19, 48% passed.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In school year 2018-19, AIM II achieved one of six measures of the high school English language arts goal.

Type	Measure	Outcome
Absolute	Each year, 50 percent of students in the high school Accountability Cohort will score at Performance Level 3, or score at least a 55 using the safety net option for eligible students, on the Regents Exam in English Language Arts (Common Core) by the completion of their sixth year in the cohort.	Achieved
Absolute	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 Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.	Not Achieved
Comparative	Each year, the Performance Index ("PI") in English Language Arts of students in the sixth year of their high school Accountability Cohort will exceed the PI of comparable transfer high schools.	Not Achieved
Growth	Each year, 60 percent of students will grow from fall to spring according to their Lexile measures 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 based 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 Performance Level 3 on the Regents Exam in English Language Arts (Common Core), or scored at least a 55 using the safety net option for eligible students. After reaching 50% proficiency, each subsequent Accountability Cohort will continue to demonstrate growth.	Not Achieved

ACTION PLAN

AIM II is committed to meeting all measures in the English language arts goal in the coming school year and plans to achieve this by implementing proven strategies, interventions and prioritizing school wide data-informed decision making. AIM II's instructional framework includes 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.

In addition, the AIM schools will continue to work across campuses to coordinate their efforts and maximize the potential. 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.

All students will continue to take the Performance Series Reading diagnostic assessment during orientation at the start of the school year to provide teachers, administrators, and students with a

Lexile level. Lexile levels will be used to identify students who are in need of additional diagnostic testing through the use of nationally normed assessments designed to determine if the student's primary reading support needs are comprehension, fluency or decoding. Based on the data collected we will continue to identify struggling readers and determine if they will benefit from an ELA credit bearing READ 180 course. We will look at overall attendance, credit needs, and data on their ability to decode to appropriately match students to the program. Further, Lexile levels will be used by classroom teachers to appropriately match readers to texts and will use the student's Lexile level to determine if they are making progress towards college readiness reading levels.

As mentioned previously, for school year 2019-20, Base Camp students will be enrolled in a 90 minute ELA block increasing uninterrupted instructional time needed to provide foundational academic and social emotional skills and maximize their opportunity to bridge the knowledge gap.

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.

In school year 2018-19, AIM II worked with two New Visions Instructional Specialists who provided onsite and remote coaching. Coaching included working with the academic director and teacher teams to modify the math curriculum based on student performance and assessments and supporting teachers in planning and implementing consistent learning routines across all classrooms. Additionally, the Instructional Specialists supported school instructional leaders in coaching teachers around these routines.

AIM II also provided a bridge to the algebra I sequence by offering a pre-algebra course, that enabled students to master pre-algebraic concepts. This class was in addition to math lab, and was specifically for Base Camp students and those that had not fulfilled the algebra I sequence due to low performance and lack of mastery. This course was bridged with the New Visions math curriculum and the transitions to algebra curriculum. New Visions developed a scope and sequence that AIM II could use to ensure students would not be off-track for graduation. The math lab and transitions to algebra course, while appearing to slow down course progression, was intentionally designed by the school and New Visions network to bridge learning gaps for opportunity youth and students with significant learning disparities.

To foster professional development, Math pedagogues were trained on all math curriculum and learning software. Additionally, leaders and teachers attended numerous professional development sessions provided by New Visions. The professional development was then turn-keyed at the school. In addition, a math tutor was hired to support our most at-risk students.

Finally 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.

RESULTS AND EVALUATION

Seventy-two percent of students in AIM II's 2013 cohort 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. AIM II met this measure and exceeded it by 22 percentage points. Though we exceeded the 50% benchmark, we did see a decrease from the previous cohort.

As previously mentioned, Base Camp students and students who had not fulfilled the algebra I sequence, due to low performance and lack of mastery, were programmed for a pre-algebra course, transition to algebra, to provide an opportunity to master pre-algebraic concepts. In addition, IXL Math, a personalized online learning program, was utilized in all math classes to incorporate differentiated skill building.

AIM II also provided Regents preparation supports for all students. Prior to each Regents administration, students needing additional support were scheduled for Regents prep courses during the school day. In addition, after school prep was offered 6-8 weeks before the next Regents administration. The school utilized an action-planning tool that supported teachers in using the mock Regents data to determine content and skills to target during the Regents prep sessions. Also, there was a dedicated tutoring session held after school.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

In addition, AIM II continued to utilize a process to identify students that were at-risk on a bi-weekly basis. Teachers and staff were proactive and scheduled parent meetings, home visits, created intervention plans and behavior intervention plans for students who were at-risk.

Percent Scoring at Least Level 3 or 55 for Safety Net Eligible Students on a Regents Mathematics Common Core Exam by Sixth Year Accountability Cohort⁷

School Year	Cohort Designation	Number in Cohort	Percent Passing with a score at Level 3 or 55 for safety net eligible students on Common Core exam
2017-18	2012	17	82%
2018-19	2013	32	72%

ADDITIONAL EVIDENCE

Although the sixth year cohort math Regents passage rate decreased since last year, the overall Algebra I (Common Core) Regents passage rate for all students tested in school year 2018-19 increased. In school year 2017-18, only 3% of the 33 students who sat for the Algebra I (Common Core) Regents exam passed. In comparison, of the 76 students who sat for the Algebra I (Common Core) Regents exam in school year 2018-19, 22% passed.

AIM II Regents	SY 17-18 Jan / June Regents			SY 18-19 Jan / June Regents			Change between SY 17-18 and SY 18-19		
	Sit #	Pass #	Pass %	Sit #	Pass #	Pass %	Sit Change	Pass Change	% change
CC Algebra Regents	33	1	3%	76	17	22%	43	16	19%

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 careers. In the coming year, Base Camp students will be enrolled in a 90-minute math block. This programming structure will provide additional instructional time for math and the collaboration between counselors and instructors in the classroom will serve as an additional SEL support.

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

Cohort Designation	2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	25	76%	32	72%
2014	36	36%	40	48%
2015	33	33%	60	57%
2016	41	7%	63	24%
2017	8	0%	24	8%
2018			19	5%

⁷ Based on the highest score for each student on a mathematics Regents exam

Goal 4: Absolute Measure

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

METHOD

In the state’s revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.⁸ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the school’s 2018-19 mathematics MIP for all students of 33.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Accountability Cohort. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

AIM II’s 2015 cohort had a math Performance Index of 23.2, therefore not meeting the school’s 2018-19 math Measure of Interim Progress of 33.

It should be noted, this measure evaluates the performance of the fourth year Accountability Cohort as prescribed by the ESSA accountability system, which does not align to our school’s model of serving overage and under credited students.

Mathematics Performance Index (PI) For the 2015 High School Accountability Cohort				
Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
56	73.21%	23.2%	0%	0%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 23.2 & + & 0 & + & 0 & = & 23.2 \\
 & & & & 0 & + & 0 & = & 0 \\
 & & & & & + & (.5)*0 & = & 0 \\
 & & & & & & \text{PI} & = & 23.2
 \end{array}$$

ADDITIONAL EVIDENCE

Although this measure was not achieved, the 2015 cohort’s ELA PI was 13.8 points higher than the 2014 cohort’s performance index of 9.4.

⁸ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed the PI of comparable transfer high schools.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in comparable transfer high schools. Given that students may take Regents exam up through the summer of their fourth year, the results for the comparable transfer schools is not yet available.

RESULTS AND EVALUATION

AIM II’s 2015 cohort had a math Performance Index of 23.2 compared to comparable transfer high schools’ 2014 cohort’s math Performance Index of 41.1, therefore not meeting the measure. School data for comparable transfer high school’s 2015 cohort was not available for comparison at the time of this report.

It should be noted, this measure evaluates the performance of the fourth year Accountability Cohort as prescribed by the ESSA accountability system, which does not align to our school’s model or other transfer schools’ model of serving overage and under credited students.

Mathematics Regents Performance Index (PI)
of Fourth Year Accountability Cohorts by Charter School and Comparable Transfer High Schools

School Year	Cohort	Charter School		Comparable Transfer High Schools	
		PI	Cohort Size	PI	Cohort Size
2017-18	2014	9.4	53	41.1	767
2018-19	2015	23.2	56	TBD	TBD

ADDITIONAL EVIDENCE

N/A

Goal 4: Growth Measure

Each year, 60 percent of students will increase their scaled score from fall to spring using STAR Math.⁹

⁹ Student Growth Percentiles (SGP) use quantile regression to provide a measure of how much a student changed from one STAR testing window to the next relative to other students with similar starting scores. SGPs range from 1–99; lower numbers indicate lower relative growth and higher numbers indicate higher relative growth.

METHOD

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

RESULTS AND EVALUATION

Fifty-two percent of students, who were enrolled and tested during both testing windows, increased their scaled score from fall to spring based on the STAR Math assessment. AIM II fell short of meeting this measure by eight percentage points.

Star Math serves as the school’s universal screener and diagnostic assessment. All students 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 are used to identify students who are in need of additional diagnostic testing through the use of nationally normed assessments designed to inform intervention strategies.

During fall 2018, 91% of students, who were enrolled during the fall and spring testing window, sat for the STAR Math assessment. Unfortunately, only 39% of students, who were enrolled during both testing windows, sat for the STAR Math assessment in the spring.

Similar to the literacy growth metric, given the low participation rate during the spring assessment administration, our ability to capture growth is limited to the smaller group of students who sat for the assessment in both the spring and fall.

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%

ADDITIONAL EVIDENCE

N/A

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.¹⁰

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

Twenty-five percent of students programmed for math intervention, who were tested during both testing windows, met or exceeded their norm-referenced growth goal from fall to spring, therefore not meeting this measure.

Students who scored low on STAR Math were programed in a section of transitions to algebra. The school also purchased IXL, a math program that allows students to work on basic skills. Teachers infused this into their regular lessons.

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

School Year	Number of Students Programed for Mathematics Intervention	Number of Students Programed for Mathematics Intervention and Tested in Fall and Spring	Percent of Students who Met or Exceeded their Growth Goal
2017-18	N/A	N/A	N/A
2018-19	15	4	25%

ADDITIONAL EVIDENCE

N/A

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 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.

¹⁰ Student Growth Percentiles (SGP) use quantile regression to provide a measure of how much a student changed from one STAR testing window to the next relative to other students with similar starting scores. SGPs range from 1–99; lower numbers indicate lower relative growth and higher numbers indicate higher relative 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’s cohort 2013’s math passage rate of 72% falls short of exceeding cohort 2012’s math passage rate of 82%, therefore not meeting this measure.

Based on diagnostic assessment results, there were many cohort 2013 students whose math skills were below grade level. As previously stated, in response, students who scored low and needed math credits were placed in a .5 credit transitions to algebra class to prepare them for algebra.

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

School Year 2017-18		School Year 2018-19	
Cohort 2012		Cohort 2013	
Number in Cohort	Math Passage	Number in Cohort	Math Passage
17	82%	32	72%

ADDITIONAL EVIDENCE

As mentioned previously, although the sixth year cohort math Regents passage rate decreased since last year, the overall Algebra I (Common Core) Regents passage rate for all students tested in school year 2018-19 increased. In school year 2017-18, only 3% of the 33 students who sat for the Algebra I (Common Core) Regents exam passed. In comparison, of the 76 students who sat for the Algebra I (Common Core) Regents exam in school year 2018-19, 22% passed.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In school year 2018-19, AIM II achieved one of six measures of the high school mathematics goal.

Type	Measure	Outcome
Absolute	Each year, 50 percent of students in the high school Accountability Cohort will score at Performance Level 3, or score at least a 55 using the safety net option for eligible students, on the Regents mathematics exam by the completion of their sixth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Measure of Interim Progress (“MIP”) set forth in the school’s ESSA accountability system.	Not Achieved
Comparative	Each year, the Performance Index (“PI”) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the PI of comparable transfer high schools.	Not Achieved
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.	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 Performance Level 3, or scored at least a 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

AIM II is committed to meeting all of the measures for the high school mathematics goal in the coming school year and plans to achieve this by implementing proven strategies, interventions and prioritizing school-wide 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.

Renaissance Accelerated Math will be implemented within the core classes and math lab, which will help remediate and accelerate learning. The program will help teachers accelerate student learning and increase motivation by providing immediate, individualized feedback on student academic

tasks and classroom achievement. Based on the data collected we will continue to identify struggling students and determine if they will benefit from a math intervention course. We will look at overall attendance, credit needs, and data to appropriately match students to the program. Further, scaled scores will be used by classroom teachers to appropriately match students to rigorous work and monitor their growth to determine if they are making progress towards college readiness math levels.

In addition, for school year 2019-20, students in Base Camp will now be enrolled in a 90-minute math block, increasing the uninterrupted instructional time needed to provide foundational academic and social emotional skills.

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.

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

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment and Earth Science. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass, or 55 for safety net eligible students. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their sixth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their sixth year to pass a science exam.

RESULTS AND EVALUATION

Sixty-three percent of students in AIM II’s 2013 cohort scored at least 65 on a Regents science exam or scored at least 55 using the safety net option for eligible students. AIM II met and exceeded this measure and improved ten percentage points from last year.

A consistent science team played an integral part in achieving this measure, as well as recurring professional development internally and at New Visions. Prior to each Regents administration students needing additional support were scheduled for Regents prep courses during the school day. In addition, after school prep was offered 6-8 weeks before the next Regents administration. Lab hours were also integrated during the school day and provided additional supports for students around Regents content. The school utilized an action-planning tool that supported teachers in using the mock Regents data to determine content and skills to target during Regents prep sessions.

Science Regents Passing Rate with a Score of 65 or 55 for Safety Net Eligible Students by Sixth Year Accountability Cohort¹¹

School Year	Cohort Designation	Number in Cohort	Percent Passing with a score of 65 or 55 for Safety Net Eligible Students
2017-18	2012	17	53%
2018-19	2013	32	63%

ADDITIONAL EVIDENCE

As seen in the table below, cohort 2014 has already met this measure and exceeded the previous cohort’s performance, with 58% of students passing a science Regents, prior to entering their sixth year.

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

Cohort Designation	2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	25	64%	32	63%
2014	36	39%	40	58%
2015	33	27%	60	37%
2016	41	10%	63	19%
2017	8	13%	24	13%
2018			19	0%

¹¹ Based on the highest score for each student on any science Regents exam

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.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in comparable transfer high schools. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available comparable transfer high school results.

RESULTS AND EVALUATION

Twenty percent of students in AIM II’s 2015 cohort scored at least 65 on a Regents science exam, compared to comparable transfer high school’s 2014’s science pass rate of 37%, therefore not meeting this measure. School data for the 2015 cohort for comparable transfer high schools was not available for comparison at the time of this report.

It should be noted; this measure compares fourth year Total Cohort performance rather than sixth year Total Cohort performance. Given that both AIM II and the comparable transfer high schools serve overage and under credited students it would be logical to compare sixth year performance data, however only fourth year performance data is publically available.

Science Regents Passing Rate
of the Fourth Year Total Cohort by Charter School and Comparable Transfer High Schools

School year	Cohort	Charter School		Comparable Transfer High Schools	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2017-18	2014	7%	97	37%	767
2018-19	2015	20%	89	TBD	TBD

ADDITIONAL EVIDENCE

Although this measure was not met, the percent of fourth year students passing a science Regents at 65 or higher increased 12 percentage points from cohort 2014 to cohort 2015.

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 a 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

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass one of these Regents exams with a score of at least 65 or 55 for safety net eligible students. This measure requires students in each Accountability Cohort to pass one exam by the completion of their sixth year in the cohort. Students may have

taken the exams multiple times and have until the summer of their sixth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS AND EVALUATION

Forty-seven percent of students in AIM II’s 2013 cohort 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.

This past year, AIM II provided Regents preparation supports for all students. Prior to each Regents administration students needing additional support were scheduled for Regents prep courses during the school day. In addition, after school prep was offered 6-8 weeks before the next Regents administration. The school utilized an action-planning tool that supported teachers in using the mock Regents data to determine content and skills to target during the Regents prep sessions. To respond to this, the social studies Regents exam will be put off until the student entered Peak Camp, to allow focus on two other exams at first and also give time for them to work on literacy skills needed to pass the social studies exam.

Social Studies Regents Passing Rate with a Score of 65 or 55 for Safety Net Eligible Students By Sixth Year Accountability Cohort¹²

School Year	Cohort Designation	Number in Cohort	Percent Passing with a score of 65 or 55 for safety net eligible students
2017-18	2012	17	82%
2018-19	2013	32	47%

ADDITIONAL EVIDENCE

As seen in the table below, cohort 2014 has already met this measure, with 56% of students passing a social studies Regents, prior to entering their sixth year.

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

Cohort Designation	2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	25	48%	32	47%
2014	36	44%	40	45%
2015	33	21%	60	37%
2016	41	2%	63	6%
2017	8	0%	24	0%
2018			19	0%

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

Goal 6: Comparative Measure

Each year, the percent to 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 schools.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in comparable transfer high schools. Given that students may take Regents exam up through the summer of their fourth year, the school presents the most recently available comparable transfer high school results.

RESULTS AND EVALUATION

Nineteen percent of students in AIM II’s 2015 cohort scored at least 65 on a Regents social studies exam, compared to comparable transfer high school’s 2014’s science pass rate of 23%, therefore not meeting this measure. School data for the 2015 cohort was not available for comparison at the time of this report.

Social Studies Regents Passing Rate of the Fourth Year Total Cohort by Charter School and Comparable Transfer High Schools

School Year	Cohort	Charter School		Comparable Transfer High Schools	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2017-18	2014	N/A	N/A	23%	767
2018-19	2015	19%	89	TBD	TBD

ADDITIONAL EVIDENCE

N/A

GOAL 7: ESSA

Goal 7: ESSA

The school will remain in good standing.

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 2018-19 was Comprehensive Support and Improvement School (CSI), therefore not meeting this measure.

AIM II was preliminarily identified as CSI because cohort 2013’s four-year graduation rate was below 67%. The school participated in the Transfer High School Automatic Appeals Processes and appealed its preliminary designation, but the designation remained. AIM II submitted a Plan for Improving Outcomes for Youth Placed At Risk to NYSED last winter, a requirement for schools to participate in the Transfer High School Automatic appeals process.

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

Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	CSI

ADDITIONAL EVIDENCE

N/A



Entry 4 Expenditures per Child

Last updated: 07/29/2019

NEW VISIONS AIM CHARTER HIGH SCHOOL II Section Heading

Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2018-19 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: *The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:* [Audit Guide](#) available within the portal or on the NYSED website

at: <http://www.p12.nysed.gov/psc/regentsoversightplan/otherdocuments/auditguide2018.pdf>.

Line 1: Total Expenditures	3757350
Line 2: Year End FTE student enrollment	193
Line 3: Divide Line 1 by Line 2	19468

2. Administrative Expenditures per Child

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

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2018 19 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

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

Line 1: Relevant Personnel Services Cost (Row)	527486
Line 2: Management and General Cost (Column)	21544
Line 3: Sum of Line 1 and Line 2	549030
Line 5: Divide Line 3 by the Year End FTE student enrollment	2845

Thank you.

NEW VISIONS AIM CHARTER HIGH SCHOOL II

FINANCIAL STATEMENTS

JUNE 30, 2019 AND 2018

NEW VISIONS AIM CHARTER HIGH SCHOOL II

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INDEPENDENT AUDITOR'S REPORT

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

Report on the Financial Statements

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

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

An independent member of Baker Tilly International



Opinion

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

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 30, 2019 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is 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 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.

MBAF CPAs, LLC

New York, NY
October 30, 2019

NEW VISIONS AIM CHARTER HIGH SCHOOL II

STATEMENTS OF FINANCIAL POSITION

JUNE 30, 2019 AND 2018

ASSETS	2019	2018
Cash	\$ 460,455	\$ 655,497
Cash - restricted	75,835	75,289
Grants receivable	115,230	172,242
Prepaid expenses and other assets	22,966	3,382
Property and equipment, net	18,932	-
Due from related parties	501,190	2,480
	<u>\$ 1,194,608</u>	<u>\$ 908,890</u>
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable and accrued expenses	\$ 658,637	\$ 41,772
Accrued salaries and other payroll related expenses	70,596	65,778
Due to NYC Department of Education	150,980	128,988
Due to related parties	43,024	47,239
	<u>923,237</u>	<u>283,777</u>
NET ASSETS		
Net assets - without donor restrictions	<u>271,371</u>	<u>625,113</u>
	<u>\$ 1,194,608</u>	<u>\$ 908,890</u>

The accompanying notes are an integral part of these financial statements.

NEW VISIONS AIM CHARTER HIGH SCHOOL II

STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30, 2019 AND 2018

	2019	2018
OPERATING REVENUE WITHOUT DONOR RESTRICTIONS		
State and local per pupil operating revenue	\$ 3,193,940	3,344,955
Government grants and contracts	<u>385,717</u>	<u>304,450</u>
	<u>3,579,657</u>	<u>3,649,405</u>
EXPENSES		
Program services	3,871,481	2,861,555
Management and general	<u>574,265</u>	<u>434,803</u>
	<u>4,445,746</u>	<u>3,296,358</u>
(LOSS) INCOME FROM SCHOOL OPERATIONS	(866,089)	353,047
SUPPORT AND OTHER INCOME		
Other income	507,275	-
Interest income	<u>5,072</u>	<u>8,464</u>
	<u>512,347</u>	<u>8,464</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS	(353,742)	361,511
NET ASSETS - BEGINNING OF YEAR	<u>625,113</u>	<u>263,602</u>
NET ASSETS - END OF YEAR	<u>\$ 271,371</u>	<u>\$ 625,113</u>

The accompanying notes are an integral part of these financial statements.

NEW VISIONS AIM CHARTER HIGH SCHOOL II

STATEMENT OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED JUNE 30, 2019

	<u>No. of Positions</u>	<u>Program Services</u>			<u>Supporting Services</u>	<u>2019</u>
		<u>General Education</u>	<u>Special Education</u>	<u>Total</u>	<u>Management and General</u>	
Personnel service costs						
Administrative staff personnel	13	\$ 410,005	\$ 114,415	\$ 524,420	\$ 448,708	\$ 973,128
Instructional personnel	<u>23</u>	<u>1,095,012</u>	<u>375,010</u>	<u>1,470,022</u>	-	<u>1,470,022</u>
Total salaries and staff	36	1,505,017	489,425	1,994,442	448,708	2,443,150
Fringe benefits and payroll taxes		276,129	93,555	369,684	81,458	451,142
Retirement		36,202	11,773	47,975	10,793	58,768
Management company fee		265,302	60,445	325,747	2,919	328,666
Legal services		817	186	1,003	9	1,012
Accounting and audit services		-	-	-	20,822	20,822
Other purchases of professional and consulting services		585,308	131,907	717,215	1,361	718,576
Repairs and maintenance		4,053	923	4,976	699	5,675
Insurance		28,306	6,449	34,755	311	35,066
Utilities		29,465	7,021	36,486	1,482	37,968
Instructional supplies and materials		32,422	7,282	39,704	-	39,704
Equipment and furnishings		9,801	2,252	12,053	1,563	13,616
Staff development		9,268	2,968	12,236	1,120	13,356
Marketing and recruitment		1,059	688	1,747	2	1,749
Technology		80,448	18,201	98,649	687	99,336
Food service		40,554	9,226	49,780	350	50,130
Student services		50,172	11,402	61,574	-	61,574
Office expense		37,868	8,617	46,485	1,911	48,396
Depreciation		3,800	866	4,666	42	4,708
Other		10,047	2,257	12,304	28	12,332
		<u>\$ 3,006,038</u>	<u>\$ 865,443</u>	<u>\$ 3,871,481</u>	<u>\$ 574,265</u>	<u>\$ 4,445,746</u>

The accompanying notes are an integral part of these financial statements

NEW VISIONS AIM CHARTER HIGH SCHOOL II

STATEMENT OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED JUNE 30, 2018

	No. of Positions	Program Services			Supporting Services	2018
		General Education	Special Education	Total	Management and General	
Personnel service costs						
Administrative staff personnel	14	\$ 341,540	\$ 235,197	\$ 576,737	\$ 323,669	\$ 900,406
Instructional personnel	18	531,810	554,371	1,086,181	-	1,086,181
Total salaries and staff	32	873,350	789,568	1,662,918	323,669	1,986,587
Fringe benefits and payroll taxes		161,471	152,369	313,840	63,072	376,912
Retirement		47,469	42,915	90,384	17,592	107,976
Management company fee		206,551	123,052	329,603	12,004	341,607
Legal services		2,981	1,776	4,757	173	4,930
Accounting and audit services		-	-	-	2,115	2,115
Other purchases of professional and consulting services		67,898	41,455	109,353	1,877	111,230
Repairs and maintenance		5,418	3,227	8,645	965	9,610
Insurance		20,669	12,225	32,894	999	33,893
Utilities		6,013	3,826	9,839	608	10,447
Instructional supplies and materials		14,548	8,290	22,838	-	22,838
Equipment and furnishings		1,178	766	1,944	603	2,547
Staff development		7,107	4,515	11,622	361	11,983
Marketing and recruitment		908	719	1,627	39	1,666
Technology		87,630	51,300	138,930	3,893	142,823
Food service		20,331	11,678	32,009	660	32,669
Student services		25,595	14,784	40,379	-	40,379
Office expense		28,987	17,144	46,131	6,160	52,291
Other		2,443	1,399	3,842	13	3,855
		\$ 1,580,547	\$ 1,281,008	\$ 2,861,555	\$ 434,803	\$ 3,296,358

The accompanying notes are an integral part of these financial statements

NEW VISIONS AIM CHARTER HIGH SCHOOL II

STATEMENTS OF CASH FLOWS

FOR THE YEARS ENDED JUNE 30, 2019 AND 2018

	2019	2018
CASH FLOWS FROM OPERATING ACTIVITIES		
Cash received from operating revenue	\$ 3,658,661	\$ 3,597,300
Other cash received	512,347	8,464
Cash paid to employees and suppliers	<u>(4,341,864)</u>	<u>(3,456,242)</u>
NET CASH (USED IN) PROVIDED BY OPERATING ACTIVITIES	<u>(170,856)</u>	<u>149,522</u>
CASH FLOW FROM INVESTING ACTIVITIES		
Purchase of property and equipment	<u>(23,640)</u>	<u>-</u>
NET (DECREASE) INCREASE IN CASH	(194,496)	149,522
CASH AND CASH - RESTRICTED - BEGINNING OF YEAR	<u>730,786</u>	<u>581,264</u>
CASH AND CASH - RESTRICTED - END OF YEAR	<u>\$ 536,290</u>	<u>\$ 730,786</u>
Reconciliation of change in net assets to net cash (used in) provided by operating activities:		
Change in net assets	\$ (353,742)	\$ 361,511
Adjustments to reconcile change in net assets to net cash (used in) provided by operating activities:		
Depreciation	4,708	-
Changes in operating assets and liabilities:		
Grants receivable	57,012	(55,039)
Prepaid expenses and other assets	(19,584)	-
Due from related parties	(498,710)	2,823
Accounts payable and accrued expenses	616,865	1,553
Accrued salaries and other payroll related expenses	4,818	(191,499)
Due to NYC Department of Education	21,992	2,934
Due to related parties	<u>(4,215)</u>	<u>27,239</u>
NET CASH (USED IN) PROVIDED BY OPERATING ACTIVITIES	<u>\$ (170,856)</u>	<u>\$ 149,522</u>
Cash and cash - restricted consist of:		
Cash	\$ 460,455	\$ 655,497
Cash - restricted	<u>75,835</u>	<u>75,289</u>
	<u>\$ 536,290</u>	<u>\$ 730,786</u>

The accompanying notes are an integral part of these financial statements.

NEW VISIONS AIM CHARTER HIGH SCHOOL II

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019 AND 2018

1. NATURE OF THE ORGANIZATION

New Visions AIM Charter School II (the "School") is a New York State not-for-profit educational corporation that was incorporated on April 5, 2011 to operate a charter school pursuant to Article 56 of the Educational Law of the State of New York. The School was granted a provisional charter on April 5, 2011, valid for a term of five years and renewable by the Board of Regents of the University of the State of New York. The School's charter was renewed and restructured for an additional five years, expiring in July 2022.

The School opened its doors in the fall of 2012 in the Bronx with a rigorous academic program and a highly structured and supportive school culture. While the School is comprised of students from many backgrounds, it is uniquely designed to meet the needs of at-risk students who are currently in the foster care and child welfare system. In connection with the restructuring of the School's charter and change in management, the School's legal name and IRS filing was changed from ROADS Charter School II to New Visions AIM Charter High School II during fiscal year 2018.

The School 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 and 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.

The School shares space with a New York City public school and is not responsible for rent, utilities, custodial services, maintenance, and school safety. Square footage totaling approximately 10,700 feet is allocated to the School.

The New York City Department of Education ("NYCDOE") provides free lunches and transportation directly to a majority of the School's students.

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 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, such as state and local per pupil operating revenue.

Cash – Restricted

Included in cash – restricted is an escrow account of \$75,835 and \$75,289 at June 30, 2019 and 2018, respectively, which is held aside for contingency purposes as required by the Board of Regents.

NEW VISIONS AIM CHARTER HIGH SCHOOL II

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2019 AND 2018

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Grants Receivable

Grants receivable represents amounts due from federal and state grants. Grants receivable are expected to be collected within one year, are recorded at net realizable value, and amount to \$115,230 and \$172,242 at June 30, 2019 and 2018, respectively. The School has determined that no allowance for uncollectible accounts is necessary at June 30, 2019 and 2018. Such estimate is based on management's assessment of the creditworthiness of its grantors, the aged basis of its receivables, as well as current economic conditions.

Revenue Recognition

Revenue is recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as net assets with donor restrictions if they are received with donor stipulations. Contributions of assets other than cash are recorded at their estimated fair value.

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

The School receives a substantial portion of its support and revenue from the NYCDOE. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

Premises Provided by Government Authorities

The School does not record any in-kind contributions and related costs with respect to dedicated and shared space provided to it by the NYCDOE as the premises are temporary in nature and are excess shared space whereby a fair value cannot be determined and is industry practice.

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.

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, 2019 and 2018.

Advertising

The School expenses advertising costs as incurred. The School incurred \$1,749 and \$1,666 in advertising costs for the years ended June 30, 2019 and 2018, respectively, which is included in the accompanying statements of functional expenses under marketing and recruitment.

NEW VISIONS AIM CHARTER HIGH SCHOOL II

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019 AND 2018

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Functional Allocation of Expenses

The costs of providing the various programs and other activities have been summarized on a functional basis in the statements of activities. Accordingly, certain costs have been allocated among the program and supporting services benefited.

Directly identifiable expenses are charged to program and supporting services. Expenses related to more than one function are charged to program and supporting services on the basis of the proportionate share of instructional and management and general expenses. Management and general expenses include those expenses that are not directly identifiable with any other specific function, but provide for the overall support and direction of the School.

Estimates

The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Subsequent Events

The School has evaluated events through October 30, 2019, which is the date the financial statements were available to be issued.

Income Taxes

The School follows the accounting standard for uncertainty in income taxes. The standard prescribes a minimum recognition threshold and measurement methodology that a tax position taken or expected to be taken in a tax return is required to meet before being recognized in the financial statements. It also provides guidance for derecognition, classification, interest and penalties, disclosure, and transition.

The School files informational returns in the federal jurisdiction. With few exceptions, the School is no longer subject to federal income tax examinations for fiscal years before 2016.

The School believes that it has appropriate support for the positions taken on its tax returns. Nonetheless, the amounts ultimately paid, if any, upon resolution of the issues raised by the taxing authorities may differ materially from the amounts accrued for each year. Management believes that its nonprofit status would be sustained upon examination.

Should there be interest on underpayments of income tax, the School would classify it as interest expense. The School would classify penalties in connection with underpayments of income tax as other expense.

The School is subject to tax reportable on Form 990T consisting of unrelated business income if they have provided pre-tax transportation benefits to employees.

Reclassification

Certain amounts in the June 30, 2018 financial statements have been reclassified to conform to the June 30, 2019 presentation. This reclassification had no effect on previously reported change in net assets.

NEW VISIONS AIM CHARTER HIGH SCHOOL II

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019 AND 2018

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Adoption of Accounting Pronouncement

Financial Statement Presentation

During the year ended June 30, 2019, the School adopted Accounting Standards Update 2016-14, Not-for-Profit Entities (Topic 958) – *Presentation of Financial Statements of Not-for-Profit Entities*. The update amends the current reporting model for not-for-profit organizations and enhances their required disclosures. The major changes include, but are not limited to: (a) requiring the presentation of two classes of net assets now entitled “net assets without donor restrictions” and “net assets with donor restrictions,” (b) modifying the presentation of underwater endowment funds and related disclosures, (c) requiring the use of the placed in service approach to recognize the expirations on gifts used to acquire or construct long-lived assets absent explicit donor restrictions otherwise, (d) requiring the presentation of an analysis of expenses by function and nature, (e) requiring the disclosure of information regarding liquidity and availability of resources, and (f) presenting investment return net of external and direct internal investment expenses. In addition, the update removes the requirement that statements of cash flows using the direct method also present a reconciliation consistent with the indirect method. The School has applied the update retrospectively to all periods presented and adjusted the presentation of these financial statements accordingly. As a result, the School reclassified amounts formerly classified as unrestricted net assets to net assets without donor restrictions. The adoption of this update had no other material effect on the School's financial position and changes in net assets. In addition, the School has elected to continue to present a reconciliation in the statement of cash flows consistent with the indirect method.

Recent Accounting Pronouncements

In May 2014, the Financial Accounting Standards Board (“FASB”) issued an accounting standards update which affects the revenue recognition of entities that enter into either (1) certain contracts to transfer goods or services to customers or (2) certain contracts for the transfer of nonfinancial assets. The update indicates an entity should recognize revenue in an amount that reflects the consideration the entity expects to be entitled to in exchange for the goods or services transferred by the entity. The update is to be applied to the beginning of the year of implementation or retrospectively and is effective for annual periods beginning after December 15, 2018 and in interim periods in annual periods beginning after December 15, 2019. Early application is permitted but no earlier than annual reporting periods beginning after December 31, 2016. The School is currently evaluating the effect the update will have on its financial statements.

In June 2018, the FASB issued an accounting standards update in an effort to clarify and improve the scope and the accounting guidance for contributions received and contributions made. The FASB believes the update should assist entities in (1) evaluating whether transactions should be accounted for as contributions (non-reciprocal transactions) within the scope of not-for-profit guidance, or as an exchange (reciprocal) transaction subject to other guidance and (2) determining whether a contribution is conditional or not. The update is effective on a modified prospective basis for fiscal years beginning after December 15, 2018, and interim periods within annual periods beginning after December 15, 2019, with early adoption permitted. The School is currently evaluating the potential accounting, transition, and disclosure effects the update will have on its financial statements.

In February 2016, the FASB issued an accounting standards update which amends existing lease guidance. The update requires lessees to recognize a right-of-use asset and related lease liability for many operating leases now currently off-balance-sheet under current U.S. GAAP. Also, the FASB has issued amendments to the update with practical expedients related to land easements, lessor accounting, and disclosures related to accounting changes and error corrections. The School is currently evaluating the effect the update will have on its financial statements.

NEW VISIONS AIM CHARTER HIGH SCHOOL II

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019 AND 2018

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Recent Accounting Pronouncements (continued)

The update originally required transition to the new lease guidance using a modified retrospective approach which would reflect the application of the update as of the beginning of the earliest comparative period presented. A subsequent amendment to the update provides an optional transition method that allows entities to initially apply the new lease guidance with a cumulative-effect adjustment to the opening balance of equity in the period of adoption. If this optional transition method is elected, after the adoption of the new lease guidance, the School's presentation of comparative periods in the financial statements will continue to be in accordance with current lease accounting. The School is evaluating the method of adoption it will elect. The update is originally effective for fiscal years beginning after December 15, 2019, and for interim periods within fiscal years beginning after December 15, 2020, with early application permitted. The effective dates have tentatively been extended to fiscal years beginning after December 15, 2020, and for interim periods within fiscal years beginning after December 15, 2021.

3. LIQUIDITY MANAGEMENT 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 statement of financial position date for general expenditures are as follows:

	2019	2018
Cash	\$ 460,455	\$ 655,497
Cash - restricted	75,835	75,289
Grants receivable	115,230	172,242
Due from related entities	<u>501,190</u>	<u>2,480</u>
Total financial assets	1,152,710	905,508
Less amount unavailable for general expenditures within one year due to:		
Restricted by contract with time or purpose	<u>(75,835)</u>	<u>(75,289)</u>
Total financial assets available to management for general expenditures within one year	<u>\$ 1,076,875</u>	<u>\$ 830,219</u>

At June 30, 2019 and 2018, the School has no board designated net assets.

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 all public revenues, defined as per-pupil revenues, received by the School during the year.

The balance due to New Visions from the School at June 30, 2019 and 2018 amounted to \$43,024 and \$44,083, respectively, which is comprised of management fees. Total management fees incurred by the School for the years ended June 30, 2019 and 2018 totaled \$328,666 and \$341,607, respectively.

NEW VISIONS AIM CHARTER HIGH SCHOOL II

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2019 AND 2018

4. RELATED PARTY TRANSACTIONS (CONTINUED)

For operational efficiency and purchasing power, the School also shares expenses with other charter schools related by common management. At June 30, 2019, the school did not have a balance due to other charter schools. At June 30, 2018, the balance due to other charter schools was \$3,156. At June 30, 2019 and 2018, the balance due from other charter schools was \$1,190 and \$2,480, respectively. During fiscal year 2019, New Visions granted the School \$500,000 to support services that were provided to the School during the year, which is included as due from related parties in the accompanying statements of financial position.

5. PROPERTY AND EQUIPMENT

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

	<u>2019</u>
Computer equipment	\$ 23,640
Less: accumulated depreciation	<u>(4,708)</u>
	<u>\$ 18,932</u>

Depreciation expense amounted to \$4,708 for the year ended June 30, 2019. There were no additions to property and equipment or depreciation expense for the year ended June 30, 2018.

6. GRANTS RECEIVABLE

Grants receivable consist of federal and state entitlements and grants. The School expects to collect these receivables within one year. Grants receivable consist of the following as of June 30,:

	<u>2019</u>	<u>2018</u>
Title I	\$ 76,100	\$ 71,714
Title II	9,111	21,644
Title IV	6,000	-
NYS Additional Funding	-	71,112
E-Rate Reimbursement	<u>24,019</u>	<u>7,772</u>
	<u>\$ 115,230</u>	<u>\$ 172,242</u>

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 \$58,768 and \$107,976, net of forfeitures, for the years ended June 30, 2019 and 2018, respectively, and is included in retirement in the accompanying statements of functional expenses.

NEW VISIONS AIM CHARTER HIGH SCHOOL II

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2019 AND 2018

8. 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 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.

9. COMMITMENTS

The School leases office equipment and copiers under non-cancellable operating leases which will expire at various times during the next three years. The leasing expense for the years ended June 30, 2019 and 2018 was \$18,935 and \$18,221, which is included in the accompanying statements of functional expenses under office expense. Future minimum lease payments are as follows:

<u>June 30,</u>	
2020	\$ 14,784
2021	14,784
2022	<u>7,392</u>
	<u>\$ 36,960</u>

10. CONCENTRATIONS

Financial instruments that potentially subject the School to a concentration of credit risk include cash accounts at a major financial institution that, at times, exceeded the Federal Deposit Insurance Corporation insured limit of \$250,000.

The School received approximately 78% and 91% of its total revenue from per pupil funding from the NYCDOE for the years ended June 30, 2019 and 2018, respectively.

The School's grants receivable consists of two major grantors accounting for 100% at June 30, 2019 and three major grantors accounting for approximately 94% at June 30, 2018.

One vendor accounted for approximately 96% and three vendors accounted for 73% of accounts payable at June 30, 2019 and 2018, respectively.



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

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

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

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

We noted certain matters that we reported to management of the School in a separate letter dated October 30, 2019.

An independent member of Baker Tilly International



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.

MBAF CPAs, LLC

New York, NY
October 30, 2019



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

Charter School Name:	New Visions AIM Charter High School II
Audit Period:	2018-19
Prior Period:	2017-18
Report Due Date:	Friday, November 01, 2019
Date Submitted:	Thursday, October 31, 2019
School Fiscal Contact Name:	Cynthia Rietscha
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	MBAF
School Audit Contact Name:	Marc Taub
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

**Please submit the Annual Financial Statement and other associated documents
to BOTH
SUNY Charter Schools Institute
AND
New York State Education Department**

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

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

Required 8 Items:

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

And, if applicable:

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included.

Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

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

7) Guidance in 2 CFR Part 200, Subpart F	
8) Corrective Action Plan	N/A

NEW YORK STATE EDUCATION DEPARTMENT - Reporting Requirements:

Online Portal: <https://nysed-cso-reports.myreviewroom.com/>

Required Items:

- 1) This transmittal form (a copy of the Excel file containing the four schedules Does NOT need to be included);
- 2) Audited Financial Report;

And, if applicable:

- 3) Management Letter and Response;
- 4) Federal Single Audit/Uniform Guidance in 2 CFR Part 200, Subpart F.

NEW VISIONS AIM CHARTER HIGH SCHOOL II
Statement of Financial Position
as of June 30, 2019

<u>ASSETS</u>	<u>2018-19</u>	<u>2017-18</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ 536,290	\$ 730,786
Grants and contracts receivable	115,230	175,624
Accounts receivables	-	-
Prepaid expenses	22,966	-
Contributions and other receivables	-	2,480
TOTAL CURRENT ASSETS	674,486	908,890
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	18,932	
<u>OTHER ASSETS</u>	501,190	-
TOTAL ASSETS	<u>1,194,608</u>	<u>908,890</u>
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 658,637	\$ 41,772
Accrued payroll and benefits	70,596	65,778
Deferred Revenue	-	128,988
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	194,004	47,239
TOTAL CURRENT	923,237	283,777
<u>LONG-TERM LIABILITIES</u>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	-
LIABILITIES	-	-
TOTAL LIABILITIES	<u>923,237</u>	<u>283,777</u>
<u>NET ASSETS</u>		
Unrestricted	271,371	625,113
Temporarily restricted	-	-
TOTAL NET ASSETS	<u>271,371</u>	<u>625,113</u>

**TOTAL LIABILITIES AND
NET ASSETS**

1,194,608

908,890

CK - Should be zero

-

-

NEW VISIONS AIM CHARTER HIGH SCHOOL II

Statement of Activities

as of June 30, 2019

	2018-19			2017-18
	Unrestricted	Temporarily Restricted	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$2,840,597	\$ -	\$ 2,840,597	2,572,063
Students with disabilities	\$353,343	-	353,343	772,892
Grants and Contracts				
State and local	106,644	-	106,644	71,112
Federal - Title and IDEA	257,430	-	257,430	225,566
Federal - Other	21,643	-	21,643	7,772
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	3,579,657	-	3,579,657	3,649,405
EXPENSES				
Program Services				
Regular Education	\$ 3,006,038	\$ -	\$ 3,006,038	\$ 1,580,547
Special Education	865,443	-	865,443	1,281,008
Other Programs	-	-	-	-
Total Program Services	3,871,481	-	3,871,481	2,861,555
Management and general	574,265	-	574,265	434,803
Fundraising	-	-	-	-
TOTAL OPERATING EXPENSES	4,445,746	-	4,445,746	3,296,358
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(866,089)	-	(866,089)	353,047
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ 500,000	\$ -	\$ 500,000	\$ -
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	5,072	-	5,072	8,464
Miscellaneous income	7,275	-	7,275	-
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	512,347	-	512,347	8,464

CHANGE IN NET ASSETS	(353,742)	-	(353,742)	361,511
NET ASSETS BEGINNING OF YEAR	625,113	-	625,113	263,602
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	<u>\$ 271,371</u>	<u>\$ -</u>	<u>\$ 271,371</u>	<u>\$ 625,113</u>

NEW VISIONS AIM CHARTER HIGH SCHOOL II
Statement of Cash Flows
as of June 30, 2019

	2018-19	2017-18
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ (353,742)	\$ 361,511
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	4,708	-
Grants Receivable	57,012	(55,039)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	(19,584)	-
Accounts Payable	616,865	1,553
Accrued Expenses	-	-
Accrued Liabilities	4,818	(191,499)
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	21,992	2,934
Interest payments	-	-
Other	(4,215)	27,239
Other	(498,710)	2,823
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ (170,856)	\$ 149,522
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(23,640)	-
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (23,640)	\$ -
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ (194,496)	\$ 149,522
Cash at beginning of year	730,786	581,264
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 536,290	\$ 730,786

NEW VISIONS AIM CHARTER HIGH SCHOOL II
Statement of Functional Expenses
as of June 30, 2019

		2018-19						
		Program Services				Supporting Services		
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total
		\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs								
Administrative Staff Personnel	13.00	410,005	114,415		524,420	-	448,708	448,708
Instructional Personnel	23.00	1,095,012	375,010		1,470,022	-		-
Non-Instructional Personnel	-	-	-	-	-	-	-	-
Total Salaries and Staff	36.00	1,505,017	489,425	-	1,994,442	-	448,708	448,708
Fringe Benefits & Payroll Taxes		276,129	93,555		369,684	-	81,458	81,458
Retirement		36,202	11,773		47,975	-	10,793	10,793
Management Company Fees		265,302	60,445		325,747	-	2,919	2,919
Legal Service		817	186		1,003	-	9	9
Accounting / Audit Services		-	-		-	-	20,822	20,822
Other Purchased / Professional / Consulting Services		585,308	131,907		717,215	-	1,361	1,361
Building and Land Rent / Lease / Facility Finance Interes		-	-		-	-	-	-
Repairs & Maintenance		4,053	923		4,976	-	699	699
Insurance		28,306	6,449		34,755	-	311	311
Utilities		29,465	7,021		36,486	-	1,482	1,482
Supplies / Materials		32,422	7,282		39,704	-	-	-
Equipment / Furnishings		9,801	2,252		12,053	-	1,563	1,563
Staff Development		9,268	2,968		12,236	-	1,120	1,120
Marketing / Recruitment		1,059	688		1,747	-	2	2
Technology		80,448	18,201		98,649	-	687	687
Food Service		40,554	9,226		49,780	-	350	350
Student Services		50,172	11,402		61,574	-	-	-
Office Expense		37,868	8,617		46,485	-	1,911	1,911
Depreciation		3,800	866		4,666	-	42	42
OTHER		10,047	2,257		12,304	-	28	28
Total Expenses		\$ 3,006,038	\$ 865,443	\$ -	\$ 3,871,481	\$ -	\$ 574,265	\$ 574,265

		2017-18
Total		
\$		\$
973,128		900,406
1,470,022		1,086,181
-		-
2,443,150		1,986,587
451,142		376,912
58,768		107,976
328,666		341,607
1,012		4,930
20,822		2,115
718,576		111,230
-		-
5,675		9,610
35,066		33,893
37,968		10,447
39,704		22,838
13,616		2,547
13,356		11,983
1,749		1,666
99,336		142,823
50,130		32,669
61,574		40,379
48,396		52,291
4,708		-
12,332		3,855
\$ 4,445,746		\$ 3,296,358



**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	<ul style="list-style-type: none"> >Select school name from list. >Enter contact information.
2.) Enrollment	<p>Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes:</p> <ul style="list-style-type: none"> >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	<p>Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes:</p> <ul style="list-style-type: none"> >Full Time Equivalent (FTE), by Position Category, By Quarter >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
4.) Yearly Budget	<p>Enter Yearly Budget information. Includes:</p> <ul style="list-style-type: none"> >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
5.) Balance Sheet	<p>Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab.</p> <ul style="list-style-type: none"> >"Prior Year" column may be <i>initially</i> completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.

6.) Quarterly Report	Enter Actual Quarterly Report information . Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

-  = Enter information into the light BLUE shaded cells.
-  = Cells labeled in ORANGE containe guidance regarding the input of information.
-  = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

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



ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

New Visions AIM Charter High School II

SCHOOL

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

CONTACT INFORMATION

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

REPORT PERIOD

Current Academic Year:	2019-20
Prior Academic Year:	2018-19

**NEW VISIONS AIM CHARTER HIGH SCHOOL II
2019-20**

ENROLLMENT BY GRADES

GRADES	K	1	2	3	4	5	6	7
INITIAL BUDGETED ENROLLMENT								
TOTAL ENROLLMENT = 200								

ENROLLMENT BY DISTRICT

	PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER						
		QUARTER 1		QUARTER 2		QUARTER 3		QUAR
		Original	<i>Revised</i>	Original	<i>Revised</i>	Original	<i>Revised</i>	Original
NUMBER OF SCHOOL DISTRICTS ENROLLED:	1	1	0	1	0	1	0	1
NUMBER OF STUDENTS ENROLLED:	193	200	0	200	0	200	0	200

***NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns affected quarter(s) must be completed on tabs 2, 3 and 4.

	PRIOR YEAR 2018-19	ANNUAL BUDGET						
		QUARTER 1		QUARTER 2		QUARTER 3		QUAR
		Original Budgeted Enrollment	<i>Revised Budgeted Enrollment</i>	Original Budgeted Enrollment	<i>Revised Budgeted Enrollment</i>	Original Budgeted Enrollment	<i>Revised Budgeted Enrollment</i>	Original Budgeted Enrollment
PRIMARY/OTHER	DISTRICT NAME(S)							
PRIMARY District	NYC CHANCELLOR'S OFFICE	200		200		200		200
SECONDARY District	(Select from drop-down list) →							

**NEW VISIONS AIM CHARTER HIGH SCHOOL II
2019-20**

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.

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

ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE		
	2018-19	Q1		Q2		Q3		Q4		Q1	Q2	Q3
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual
Executive Management	1.0	1.0		1.0		1.0		1.0				
Instructional Management	3.0	4.0		4.0		4.0		4.0				
Deans, Directors & Coordinators	3.0	6.0		6.0		6.0		6.0				
CFO / Director of Finance	1.0	1.0		1.0		1.0		1.0				
Operation / Business Manager	3.0	1.0		1.0		1.0		1.0				
Administrative Staff	2.0	4.0		4.0		4.0		4.0				
TOTAL ADMINISTRATIVE STAFF	13.0	17.0	0.0	17.0	0.0	17.0	0.0	17.0	0.0	0.0	0.0	0.0
INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE		
	2018-19	Q1		Q2		Q3		Q4		Q1	Q2	Q3
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual
Teachers - Regular	11.0	8.0		8.0		8.0		8.0				
Teachers - SPED	2.0	8.0		8.0		8.0		8.0				
Substitute Teachers												
Teaching Assistants												
Specialty Teachers	6.0	5.0		5.0		5.0		5.0				
Aides												
Therapists & Counselors	4.0	4.0		4.0		4.0		4.0				
Other												
TOTAL INSTRUCTIONAL	23.0	25.0	0.0	25.0	0.0	25.0	0.0	25.0	0.0	0.0	0.0	0.0
NON-INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE		
	2018-19	Q1		Q2		Q3		Q4		Q1	Q2	Q3
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	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
TOTAL PERSONNEL SERVICE FTE	36.0	42.0	0.0	42.0	0.0	42.0	0.0	42.0	0.0	0.0	0.0	0.0

**SIOUXS AIM CHARTER HIGH SCHOOL
2019-20**

PLAN - FULL TIME EQUIVALENT

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

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

ADMINISTRATIVE PERSONNEL FTE	Q4	Description of Assumptions
	Actual	
Executive Management		
Instructional Management		AD of School Support, Dir. Of Insutrction, Dir of Counseling, AD of SpEd
Deans, Directors & Coordinators		Student Advisors
CFO / Director of Finance		
Operation / Business Manager		
Administrative Staff		Attendance, Admin, Recruitment, tech
TOTAL ADMINISTRATIVE STAFF	0.0	

INSTRUCTIONAL PERSONNEL FTE	Q4	Description of Assumptions
	Actual	
Teachers - Regular		
Teachers - SPED		
Substitute Teachers		
Teaching Assistants		
Specialty Teachers		CTE (2), Language, PE
Aides		
Therapists & Counselors		Counselors (2) Social Worker (2)
Other		
TOTAL INSTRUCTIONAL	0.0	

NON-INSTRUCTIONAL PERSONNEL FTE	Q4	Description of Assumptions
	Actual	
Nurse		
Librarian		
Custodian		
Security		
Other		
TOTAL NON-INSTRUCTIONAL	0.0	

TOTAL PERSONNEL SERVICE FTE	0.0	
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NEW VISIONS AIM CHARTER HIGH SCHOOL II								
Budget / Operating Plan								
2019-20								
Total Revenue	-	1,458,420	-	-	1,564,740	-	-	766,960
Total Expenses	-	1,211,629	-	-	1,263,303	-	-	1,174,831
Net Income	-	246,791	-	-	301,437	-	-	(407,871)
Actual Student Enrollment	193	200	-	-	200	-	-	200
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	2018-19	Original	Revised		Original	Revised		Original
	Revenue Per	Budget	Budget	Variance	Budget	Budget	Variance	Budget
	Pupil							
Charter School Program (CSP) Planning & Implementation				-			-	
Other				-			-	
Other				-			-	
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	106,320	-	-	21,600
LOCAL and OTHER REVENUE								
Contributions and Donations				-			-	
Fundraising				-			-	
Erate Reimbursement				-			-	
Earnings on Investments				-			-	
Interest Income				-			-	
Food Service (Income from meals)				-			-	
Text Book				-			-	
OTHER				-			-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-
TOTAL REVENUE	-	1,458,420	-	-	1,564,740	-	-	766,960

NEW VISIONS AIM CHARTER HIGH SCHOOL II
Budget / Operating Plan
2019-20

Total Revenue	-	1,458,420	-	-	1,564,740	-	-	766,960
Total Expenses	-	1,211,629	-	-	1,263,303	-	-	1,174,831
Net Income	-	246,791	-	-	301,437	-	-	(407,871)
Actual Student Enrollment	193	200	-	-	200	-	-	200
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	2018-19	Original	Revised		Original	Revised		Original
	Revenue Per Pupil	Budget	Budget	Variance	Budget	Budget	Variance	Budget

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Avg. No. of Positions

Executive Management	1.00	41,110		-	41,110		-	41,110
Instructional Management	4.00	102,220		-	102,220		-	102,220
Deans, Directors & Coordinators	6.00	70,979		-	70,979		-	70,979
CFO / Director of Finance	1.00	22,882		-	22,882		-	22,882
Operation / Business Manager	1.00	20,182		-	20,182		-	20,182
Administrative Staff	4.00	45,600		-	45,600		-	45,600
TOTAL ADMINISTRATIVE STAFF	17.00	302,973	-	-	302,973	-	-	302,973

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	8.00	125,352		-	159,555		-	159,555
Teachers - SPED	8.00	117,773		-	151,976		-	151,976
Substitute Teachers	-			-			-	
Teaching Assistants	-			-			-	
Specialty Teachers	5.00	62,179		-	96,382		-	96,382
Aides	-			-			-	
Therapists & Counselors	4.00	73,507		-	73,507		-	73,507
Other	-			-			-	
TOTAL INSTRUCTIONAL	25.00	378,811	-	-	481,420	-	-	481,420

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-			-			-	
Librarian	-			-			-	
Custodian	-			-			-	
Security	-			-			-	
Other	-			-			-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-

SUBTOTAL PERSONNEL SERVICE COSTS

	42.00	681,784	-	-	784,393	-	-	784,393
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		56,907		-	64,932		-	64,932
Fringe / Employee Benefits		78,665		-	89,759		-	89,759

		NEW VISIONS AIM CHARTER HIGH SCHOOL II Budget / Operating Plan 2019-20							
Total Revenue		-	1,458,420	-	-	1,564,740	-	-	766,960
Total Expenses		-	1,211,629	-	-	1,263,303	-	-	1,174,831
Net Income		-	246,791	-	-	301,437	-	-	(407,871)
Actual Student Enrollment		193	200	-	-	200	-	-	200
		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
		2018-19 Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
Retirement / Pension			35,148		-	40,105		-	40,105
TOTAL PAYROLL TAXES AND BENEFITS		-	170,720	-	-	194,796	-	-	194,796
TOTAL PERSONNEL SERVICE COSTS		42.00	852,504	-	-	979,189	-	-	979,189
CONTRACTED SERVICES					-			-	
Accounting / Audit					-	15,000		-	4,000
Legal			1,250		-	1,250		-	1,250
Management Company Fee			146,945		-	146,945		-	73,473
Nurse Services					-			-	
Food Service / School Lunch					-			-	
Payroll Services			3,224		-	3,224		-	3,224
Special Ed Services					-			-	
Titlement Services (i.e. Title I)					-			-	
Other Purchased / Professional / Consulting			28,425		-	44,925		-	44,925
TOTAL CONTRACTED SERVICES		-	179,844	-	-	211,344	-	-	126,872

NEW VISIONS AIM CHARTER HIGH SCHOOL II
Budget / Operating Plan
2019-20

Total Revenue	-	1,458,420	-	-	1,564,740	-	-	766,960
Total Expenses	-	1,211,629	-	-	1,263,303	-	-	1,174,831
Net Income	-	246,791	-	-	301,437	-	-	(407,871)
Actual Student Enrollment	193	200	-	-	200	-	-	200

	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	2018-19 Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget

SCHOOL OPERATIONS

Board Expenses				-				-
Classroom / Teaching Supplies & Materials		6,000		-	7,000			5,000
Special Ed Supplies & Materials				-				-
Textbooks / Workbooks		2,500		-	2,500			2,500
Supplies & Materials other		20,000		-	5,000			7,000
Equipment / Furniture		125		-	125			125
Telephone		7,520		-	7,520			7,520
Technology		42,792		-	17,000			7,000
Student Testing & Assessment		2,000		-	2,000			4,000
Field Trips				-				-
Transportation (student)		1,000		-	2,000			1,000
Student Services - other		1,000		-	1,000			1,000
Office Expense		4,900		-	5,900			5,100
Staff Development		3,100		-	4,500			7,500
Staff Recruitment		500		-	1,500			1,500
Student Recruitment / Marketing		1,000		-	500			1,000
School Meals / Lunch				-				-
Travel (Staff)		200		-	200			500
Fundraising				-				-
Other		9,025		-	14,525			17,025
TOTAL SCHOOL OPERATIONS	-	101,662	-	-	71,270	-	-	67,770

FACILITY OPERATION & MAINTENANCE

Insurance		36,119		-				-
Janitorial				-				-
Building and Land Rent / Lease / Facility Finance Interest		3,500		-	500			-
Repairs & Maintenance		3,000		-	1,000			1,000
Equipment / Furniture		15,000		-				-
Security				-				-
Utilities				-				-
TOTAL FACILITY OPERATION & MAINTENANCE	-	57,619	-	-	1,500	-	-	1,000

DEPRECIATION & AMORTIZATION

RESERVES / CONTINGENCY				-				-
DEFERRED RENT		20,000		-				-

NEW VISIONS AIM CHARTER HIGH SCHOOL II
Budget / Operating Plan
2019-20

Total Revenue	-	1,458,420	-	-	1,564,740	-	-	766,960
Total Expenses	-	1,211,629	-	-	1,263,303	-	-	1,174,831
Net Income	-	246,791	-	-	301,437	-	-	(407,871)
Actual Student Enrollment	193	200	-	-	200	-	-	200
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd C
	2018-19	Original	Revised		Original	Revised		Original
	Revenue Per	Budget	Budget	Variance	Budget	Budget	Variance	Budget
	Pupil							
TOTAL EXPENSES	-	<u>1,211,629</u>	-	-	<u>1,263,303</u>	-	-	<u>1,174,831</u>
NET INCOME	-	<u>246,791</u>	-	-	<u>301,437</u>	-	-	<u>(407,871)</u>

		NEW VISIONS AIM CHARTER HIGH SCHOOL II Budget / Operating Plan 2019-20							
Total Revenue	-	1,458,420	-	-	1,564,740	-	-	766,960	
Total Expenses	-	1,211,629	-	-	1,263,303	-	-	1,174,854 C	
Net Income	-	246,791	-	-	301,437	-	-	(407,871)	
Actual Student Enrollment	193	200	-	-	200	-	-	200	
	Prior Year Actual 2018-19 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q	
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	
ENROLLMENT - *School Districts Are Linked To Above Entries*									
Number of Districts:	1	1	-	-	1	-	-	1	
NYC CHANCELLOR'S OFFICE	193	200	-	-	200	-	-	200	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-	
TOTAL ENROLLMENT	193	200	-	-	200	-	-	200	
REVENUE PER PUPIL	-	7,292	-	-	7,824	-	-	3,835	
EXPENSES PER PUPIL	-	6,058	-	-	6,317	-	-	5,874	

Total Revenue	-	-	1,120,360	-	-
Total Expenses	-	-	1,258,120	-	-
Net Income	-	-	(137,760)	-	-
Actual Student Enrollment	-	-	200	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Charter School Program (CSP) Planning & Implementation		-			-
Other		-			-
Other		=			=
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	64,800	-	-
LOCAL and OTHER REVENUE					
Contributions and Donations		-			-
Fundraising		-			-
Erate Reimbursement		-	5,000		-
Earnings on Investments		-			-
Interest Income		-			-
Food Service (Income from meals)		-			-
Text Book		-	15,800		-
OTHER		=	289,400		=
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	310,200	-	-
TOTAL REVENUE	-	-	1,120,360	-	-

		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Revised Budget	Variance	Original Budget	Revised Budget	Variance
Total Revenue		-	-	1,120,360	-	-
Total Expenses		-	-	1,258,120	-	-
Net Income		-	-	(137,760)	-	-
Actual Student Enrollment		-	-	200	-	-
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions				
Executive Management	1.00		-	41,111		-
Instructional Management	4.00		-	102,221		-
Deans, Directors & Coordinators	6.00		-	70,979		-
CFO / Director of Finance	1.00		-	22,882		-
Operation / Business Manager	1.00		-	20,182		-
Administrative Staff	4.00		-	45,600		-
TOTAL ADMINISTRATIVE STAFF	17.00	-	-	302,975	-	-
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	8.00		-	162,287		-
Teachers - SPED	8.00		-	154,708		-
Substitute Teachers	-		-			-
Teaching Assistants	-		-			-
Specialty Teachers	5.00		-	99,114		-
Aides	-		-			-
Therapists & Counselors	4.00		-	73,507		-
Other	-		-			-
TOTAL INSTRUCTIONAL	25.00	-	-	489,616	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-		-			-
Librarian	-		-			-
Custodian	-		-			-
Security	-		-			-
Other	-		-			-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	42.00	-	-	792,591	-	-
PAYROLL TAXES AND BENEFITS						
Payroll Taxes			-	64,932		-
Fringe / Employee Benefits			-	89,759		-

Total Revenue		-	-	1,120,360	-	-
Total Expenses		-	-	1,258,120	-	-
Net Income		-	-	(137,760)	-	-
Actual Student Enrollment		-	-	200	-	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Revised Budget	Variance	Original Budget	Revised Budget	Variance
Retirement / Pension			-	<u>40,105</u>		-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	194,796	-	-
TOTAL PERSONNEL SERVICE COSTS						
	42.00	-	-	987,387	-	-
CONTRACTED SERVICES						
Accounting / Audit			-	5,463		-
Legal			-	1,250		-
Management Company Fee			-	73,472		-
Nurse Services			-			-
Food Service / School Lunch			-			-
Payroll Services			-	3,224		-
Special Ed Services			-			-
Titlement Services (i.e. Title I)			-			-
Other Purchased / Professional / Consulting			-	<u>45,674</u>		-
TOTAL CONTRACTED SERVICES		-	-	129,083	-	-

Total Revenue	-	-	1,120,360	-	-
Total Expenses	-	-	1,258,120	-	-
Net Income	-	-	(137,760)	-	-
Actual Student Enrollment	-	-	200	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS					
Board Expenses		-			-
Classroom / Teaching Supplies & Materials		-	7,000		-
Special Ed Supplies & Materials		-			-
Textbooks / Workbooks		-	7,500		-
Supplies & Materials other		-	8,000		-
Equipment / Furniture		-	125		-
Telephone		-	7,520		-
Technology		-	20,020		-
Student Testing & Assessment		-	1,000		-
Field Trips		-			-
Transportation (student)		-	3,500		-
Student Services - other		-	5,000		-
Office Expense		-	7,100		-
Staff Development		-	21,240		-
Staff Recruitment		-	1,500		-
Student Recruitment / Marketing		-	2,500		-
School Meals / Lunch		-			-
Travel (Staff)		-	1,620		-
Fundraising		-			-
Other		-	<u>46,525</u>		-
TOTAL SCHOOL OPERATIONS	-	-	140,150	-	-
FACILITY OPERATION & MAINTENANCE					
Insurance		-			-
Janitorial		-			-
Building and Land Rent / Lease / Facility Finance Interest		-	500		-
Repairs & Maintenance		-	1,000		-
Equipment / Furniture		-			-
Security		-			-
Utilities		-			-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	1,500	-	-
DEPRECIATION & AMORTIZATION		-			-
RESERVES / CONTINGENCY		-			-
DEFERRED RENT		-			-

Total Revenue	-	-	1,120,360	-	-
Total Expenses	-	-	1,258,120	-	-
Net Income	-	-	(137,760)	-	-
Actual Student Enrollment	-	-	200	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
TOTAL EXPENSES	-	-	<u>1,258,120</u>	-	-
NET INCOME	-	-	<u>(137,760)</u>	-	-

Total Revenue	-	-	1,120,360	-	-
Total Expenses	Quarter - 1/1 - 3/31	-	1,258,120	-	-
Net Income	-	-	(137,760)	-	-
Actual Student Enrollment	-	-	200	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*					
Number of Districts:	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	-	-	200	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-
TOTAL ENROLLMENT	-	-	200	-	-
REVENUE PER PUPIL	-	-	5,602	-	-
EXPENSES PER PUPIL	-	-	6,291	-	-

NEW VISIONS AIM CHARTER HIGH SCHOOL II
Budget / Operating Plan

2019-20

Total Revenue	4,910,480	4,910,480	-	4,910,480	4,910,480
Total Expenses	4,907,883	4,907,883	-	(4,907,883)	(4,907,883)
Net Income	2,597	2,597	-	2,597	2,597
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	192,720	192,720	-	192,720	192,720
LOCAL and OTHER REVENUE					
Contributions and Donations	-	-	-	-	-
Fundraising	-	-	-	-	-
Erate Reimbursement	5,000	5,000	-	5,000	5,000
Earnings on Investments	-	-	-	-	-
Interest Income	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-
Text Book	15,800	15,800	-	15,800	15,800
OTHER	<u>289,400</u>	<u>289,400</u>	<u>-</u>	<u>289,400</u>	<u>289,400</u>
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	310,200	310,200	-	310,200	310,200
TOTAL REVENUE	<u>4,910,480</u>	<u>4,910,480</u>	<u>-</u>	<u>4,910,480</u>	<u>4,910,480</u>

DESCRIPTION OF ASSUMPTIONS

Private grant and Additional State Aid

NEW VISIONS AIM CHARTER HIGH SCHOOL II
Budget / Operating Plan

2019-20

Total Revenue	4,910,480	4,910,480	-	4,910,480	4,910,480
Total Expenses	4,907,883	4,907,883	-	(4,907,883)	(4,907,883)
Net Income	2,597	2,597	-	2,597	2,597
Actual Student Enrollment					

Total Year			VARIANCE	
Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget

DESCRIPTION OF ASSUMPTIONS

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Avg. No. of Positions

Executive Management	1.00	164,441	164,441	-	(164,441)	(164,441)
Instructional Management	4.00	408,881	408,881	-	(408,881)	(408,881)
Deans, Directors & Coordinators	6.00	283,916	283,916	-	(283,916)	(283,916)
CFO / Director of Finance	1.00	91,528	91,528	-	(91,528)	(91,528)
Operation / Business Manager	1.00	80,728	80,728	-	(80,728)	(80,728)
Administrative Staff	4.00	182,400	182,400	-	(182,400)	(182,400)
TOTAL ADMINISTRATIVE STAFF	17.00	1,211,894	1,211,894	-	(1,211,894)	(1,211,894)

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	8.00	606,749	606,749	-	(606,749)	(606,749)
Teachers - SPED	8.00	576,433	576,433	-	(576,433)	(576,433)
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	5.00	354,057	354,057	-	(354,057)	(354,057)
Aides	-	-	-	-	-	-
Therapists & Counselors	4.00	294,028	294,028	-	(294,028)	(294,028)
Other	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	25.00	1,831,267	1,831,267	-	(1,831,267)	(1,831,267)

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-

SUBTOTAL PERSONNEL SERVICE COSTS

42.00	3,043,161	3,043,161	-	(3,043,161)	(3,043,161)
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PAYROLL TAXES AND BENEFITS

Payroll Taxes		251,703	251,703	-	(251,703)	(251,703)
Fringe / Employee Benefits		347,942	347,942	-	(347,942)	(347,942)

NEW VISIONS AIM CHARTER HIGH SCHOOL II
Budget / Operating Plan

2019-20

Total Revenue	4,910,480	4,910,480	-	4,910,480	4,910,480
Total Expenses	4,907,883	4,907,883	-	(4,907,883)	(4,907,883)
Net Income	2,597	2,597	-	2,597	2,597
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
Retirement / Pension	<u>155,463</u>	<u>155,463</u>	-	<u>(155,463)</u>	<u>(155,463)</u>
TOTAL PAYROLL TAXES AND BENEFITS	755,108	755,108	-	(755,108)	(755,108)
TOTAL PERSONNEL SERVICE COSTS	3,798,269	3,798,269	-	(3,798,269)	(3,798,269)
CONTRACTED SERVICES					
Accounting / Audit	24,463	24,463	-	(24,463)	(24,463)
Legal	5,000	5,000	-	(5,000)	(5,000)
Management Company Fee	440,835	440,835	-	(440,835)	(440,835)
Nurse Services	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-
Payroll Services	12,896	12,896	-	(12,896)	(12,896)
Special Ed Services	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-
Other Purchased / Professional / Consulting	<u>163,949</u>	<u>163,949</u>	-	<u>(163,949)</u>	<u>(163,949)</u>
TOTAL CONTRACTED SERVICES	647,143	647,143	-	(647,143)	(647,143)

42.00

DESCRIPTION OF ASSUMPTIONS

NEW VISIONS AIM CHARTER HIGH SCHOOL II
Budget / Operating Plan

2019-20

Total Revenue	4,910,480	4,910,480	-	4,910,480	4,910,480
Total Expenses	4,907,883	4,907,883	-	(4,907,883)	(4,907,883)
Net Income	2,597	2,597	-	2,597	2,597
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	25,000	25,000	-	(25,000)	(25,000)
Special Ed Supplies & Materials	-	-	-	-	-
Textbooks / Workbooks	15,000	15,000	-	(15,000)	(15,000)
Supplies & Materials other	40,000	40,000	-	(40,000)	(40,000)
Equipment / Furniture	500	500	-	(500)	(500)
Telephone	30,080	30,080	-	(30,080)	(30,080)
Technology	86,812	86,812	-	(86,812)	(86,812)
Student Testing & Assessment	9,000	9,000	-	(9,000)	(9,000)
Field Trips	-	-	-	-	-
Transportation (student)	7,500	7,500	-	(7,500)	(7,500)
Student Services - other	8,000	8,000	-	(8,000)	(8,000)
Office Expense	23,000	23,000	-	(23,000)	(23,000)
Staff Development	36,340	36,340	-	(36,340)	(36,340)
Staff Recruitment	5,000	5,000	-	(5,000)	(5,000)
Student Recruitment / Marketing	5,000	5,000	-	(5,000)	(5,000)
School Meals / Lunch	-	-	-	-	-
Travel (Staff)	2,520	2,520	-	(2,520)	(2,520)
Fundraising	-	-	-	-	-
Other	87,100	87,100	-	(87,100)	(87,100)
TOTAL SCHOOL OPERATIONS	380,852	380,852	-	(380,852)	(380,852)

FACILITY OPERATION & MAINTENANCE

Insurance	36,119	36,119	-	(36,119)	(36,119)
Janitorial	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	4,500	4,500	-	(4,500)	(4,500)
Repairs & Maintenance	6,000	6,000	-	(6,000)	(6,000)
Equipment / Furniture	15,000	15,000	-	(15,000)	(15,000)
Security	-	-	-	-	-
Utilities	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	61,619	61,619	-	(61,619)	(61,619)

DEPRECIATION & AMORTIZATION

	20,000	20,000	-	(20,000)	(20,000)
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RESERVES / CONTINGENCY

	-	-	-	-	-
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DEFERRED RENT

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

2019-20

Total Revenue	4,910,480	4,910,480	-	4,910,480	4,910,480
Total Expenses	4,907,883	4,907,883	-	(4,907,883)	(4,907,883)
Net Income	2,597	2,597	-	2,597	2,597
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
TOTAL EXPENSES	<u>4,907,883</u>	<u>4,907,883</u>	-	<u>(4,907,883)</u>	<u>(4,907,883)</u>
NET INCOME	<u>2,597</u>	<u>2,597</u>	-	<u>2,597</u>	<u>2,597</u>

DESCRIPTION OF ASSUMPTIONS

NEW VISIONS AIM CHARTER HIGH SCHOOL II
Budget / Operating Plan

2019-20

Total Revenue	4,910,480	4,910,480	-	4,910,480	4,910,480
Total Expenses	4,907,883	4,907,883	-	(4,907,883)	(4,907,883)
Net Income	2,597	2,597	-	2,597	2,597
Actual Student Enrollment					

Total Year

VARIANCE

Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
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DESCRIPTION OF ASSUMPTIONS

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

		NEW VISIONS AIM CHARTER HIGH SCHOOL II Budget / Operating Plan 2019-20							
Total Revenue	-	1,458,420	-	-	1,564,740	-	-	766,960	
Total Expenses	-	1,211,629	-	-	1,263,303	-	-	1,174,831	
Net Income	-	246,791	-	-	301,437	-	-	(407,871)	
Actual Student Enrollment	193	200	-	-	200	-	-	200	
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q	
	2018-19	Original	Revised		Original	Revised		Original	
	Revenue Per Pupil	Budget	Budget	Variance	Budget	Budget	Variance	Budget	
CASH FLOW ADJUSTMENTS									
OPERATING ACTIVITIES <i>{enter descriptions below}</i>									
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	-	-	-	
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>									
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	-	-	-	
FINANCING ACTIVITIES <i>{enter descriptions below}</i>									
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	-	-	-	
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	
NET INCOME	-	246,791	-	-	301,437	-	-	(407,871)	
Beginning Cash Balance	229,527	229,527	-	-	476,318	-	-	777,755	
ENDING CASH BALANCE	229,527	476,318	-	-	777,755	-	-	369,884	

Total Revenue	-	-	1,120,360	-	-
Total Expenses	-	-	1,258,120	-	-
Net Income	-	-	(137,760)	-	-
Actual Student Enrollment	-	-	200	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised		Original	Revised	
	Budget	Variance	Budget	Budget	Variance
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES <i>{enter descriptions below}</i>					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES <i>{enter descriptions below}</i>					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-
NET INCOME	-	-	(137,760)	-	-
Beginning Cash Balance	-	-	369,884	-	-
ENDING CASH BALANCE	-	-	232,124	-	-

NEW VISIONS AIM CHARTER HIGH SCHOOL II
Budget / Operating Plan

2019-20

Total Revenue	4,910,480	4,910,480	-	4,910,480	4,910,480
Total Expenses	4,907,883	4,907,883	-	(4,907,883)	(4,907,883)
Net Income	2,597	2,597	-	2,597	2,597
Actual Student Enrollment					

Total Year

VARIANCE

Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
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DESCRIPTION OF ASSUMPTIONS

CASH FLOW ADJUSTMENTS

OPERATING ACTIVITIES *{enter descriptions below}*

Example - Add Back Depreciation

Other

Total Operating Activities

INVESTMENT ACTIVITIES *{enter descriptions below}*

Example - Subtract Property and Equipment Expenditures

Other

Total Investment Activities

FINANCING ACTIVITIES *{enter descriptions below}*

Example - Add Expected Proceeds from a Loan or Line of Credit

Other

Total Financing Activities

Total Cash Flow Adjustments

NET INCOME

Beginning Cash Balance

ENDING CASH BALANCE

-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
2,597	2,597	-	2,597	2,597
229,527	229,527	-	-	-
232,124	232,124	-	2,597	2,597

**NEW VISIONS AIM CHARTER HIGH SCHOOL II
BALANCE SHEET
2019-20**

	Prior Year	Q1	Q2	Q3	Q4
	2018-19	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<u>ASSETS</u>					
<u>CURRENT ASSETS</u>					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	-	-	-	-	-
<u>OTHER ASSETS</u>	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
<u>CURRENT LIABILITIES</u>					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
<u>NET ASSETS</u>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

**NEW VISIONS AIM CHARTER HIGH
Budget / Operating Plan**

2019-20

Total Revenue	-	1,458,420	-	-	1,564,740	-	-
Total Expenses	-	1,211,629	-	-	1,263,303	-	-
Net Income	-	246,791	-	-	301,437	-	-
Actual Student Enrollment	-	200	-	-	200	-	-

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
		Current Budget	Variance		Current Budget	Variance	Actual
	Actual			Actual			
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed							
Other		=	=		=	=	
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	106,320	-	-
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-		-	-	
Fundraising		-	-		-	-	
Erate Reimbursement		-	-		-	-	
Earnings on Investments		-	-		-	-	
Interest Income		-	-		-	-	
Food Service (Income from meals)		-	-		-	-	
Text Book		-	-		-	-	
OTHER		=	=		=	=	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-
TOTAL REVENUE	-	1,458,420	-	-	1,564,740	-	-

2019-20

Total Revenue	-	1,458,420	-	-	1,564,740	-	-
Total Expenses	-	1,211,629	-	-	1,263,303	-	-
Net Income	-	246,791	-	-	301,437	-	-
Actual Student Enrollment	-	200	-	-	200	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual

EXPENSES	Quarter 0 No. of Positions	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
ADMINISTRATIVE STAFF PERSONNEL COSTS								
Executive Management	-		41,110	-		41,110	-	
Instructional Management	-		102,220	-		102,220	-	
Deans, Directors & Coordinators	-		70,979	-		70,979	-	
CFO / Director of Finance	-		22,882	-		22,882	-	
Operation / Business Manager	-		20,182	-		20,182	-	
Administrative Staff	-		45,600	-		45,600	-	
TOTAL ADMINISTRATIVE STAFF	-		302,973	-		302,973	-	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	-		125,352	-		159,555	-	
Teachers - SPED	-		117,773	-		151,976	-	
Substitute Teachers	-		-	-		-	-	
Teaching Assistants	-		-	-		-	-	
Specialty Teachers	-		62,179	-		96,382	-	
Aides	-		-	-		-	-	
Therapists & Counselors	-		73,507	-		73,507	-	
Other	-		-	-		-	-	
TOTAL INSTRUCTIONAL	-		378,811	-		481,420	-	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-		-	-		-	-	
Librarian	-		-	-		-	-	
Custodian	-		-	-		-	-	
Security	-		-	-		-	-	
Other	-		-	-		-	-	
TOTAL NON-INSTRUCTIONAL	-		-	-		-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	-		681,784	-		784,393	-	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes	-		56,907	-		64,932	-	
Fringe / Employee Benefits	-		78,665	-		89,759	-	
Retirement / Pension	-		35,148	-		40,105	-	
TOTAL PAYROLL TAXES AND BENEFITS	-		170,720	-		194,796	-	
TOTAL PERSONNEL SERVICE COSTS	-		852,504	-		979,189	-	

NEW VISIONS AIM CHARTER HIGH
Budget / Operating Plan

2019-20

Total Revenue	-	1,458,420	-	-	1,564,740	-	-
Total Expenses	-	1,211,629	-	-	1,263,303	-	-
Net Income	-	246,791	-	-	301,437	-	-
Actual Student Enrollment	-	200	-	-	200	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual

	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
CONTRACTED SERVICES							
Accounting / Audit		-	-		15,000	-	
Legal		1,250	-		1,250	-	
Management Company Fee		146,945	-		146,945	-	
Nurse Services		-	-		-	-	
Food Service / School Lunch		-	-		-	-	
Payroll Services		3,224	-		3,224	-	
Special Ed Services		-	-		-	-	
Titlement Services (i.e. Title I)		-	-		-	-	
Other Purchased / Professional / Consulting		28,425	-		44,925	-	
TOTAL CONTRACTED SERVICES	-	179,844	-	-	211,344	-	-

Total Revenue	-	1,458,420	-	-	1,564,740	-	-
Total Expenses	-	1,211,629	-	-	1,263,303	-	-
Net Income	-	246,791	-	-	301,437	-	-
Actual Student Enrollment	-	200	-	-	200	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual

SCHOOL OPERATIONS

Board Expenses	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	6,000	-	-	7,000	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-
Textbooks / Workbooks	2,500	-	-	2,500	-	-	-
Supplies & Materials other	20,000	-	-	5,000	-	-	-
Equipment / Furniture	125	-	-	125	-	-	-
Telephone	7,520	-	-	7,520	-	-	-
Technology	42,792	-	-	17,000	-	-	-
Student Testing & Assessment	2,000	-	-	2,000	-	-	-
Field Trips	-	-	-	-	-	-	-
Transportation (student)	1,000	-	-	2,000	-	-	-
Student Services - other	1,000	-	-	1,000	-	-	-
Office Expense	4,900	-	-	5,900	-	-	-
Staff Development	3,100	-	-	4,500	-	-	-
Staff Recruitment	500	-	-	1,500	-	-	-
Student Recruitment / Marketing	1,000	-	-	500	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	200	-	-	200	-	-	-
Fundraising	-	-	-	-	-	-	-
Other	9,025	-	-	14,525	-	-	-
TOTAL SCHOOL OPERATIONS	-	101,662	-	-	71,270	-	-

FACILITY OPERATION & MAINTENANCE

Insurance	36,119	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	3,500	-	-	500	-	-	-
Repairs & Maintenance	3,000	-	-	1,000	-	-	-
Equipment / Furniture	15,000	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	57,619	-	-	1,500	-	-

DEPRECIATION & AMORTIZATION

RESERVES / CONTINGENCY	-	-	-	-	-	-	-
DEFERRED RENT	-	-	-	-	-	-	-

**NEW VISIONS AIM CHARTER HIGH
Budget / Operating Plan**

2019-20

Total Revenue	-	1,458,420	-	-	1,564,740	-	-
Total Expenses	-	1,211,629	-	-	1,263,303	-	-
Net Income	-	246,791	-	-	301,437	-	-
Actual Student Enrollment	-	200	-	-	200	-	-

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
	<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>						
TOTAL EXPENSES	-	1,211,629	-	-	1,263,303	-	-
NET INCOME	-	246,791	-	-	301,437	-	-

NEW VISIONS AIM CHARTER HIGH SCHOOL
Budget / Operating Plan

2019-20

Total Revenue	-	1,458,420	-	-	1,564,740	-	-
Total Expenses	-	1,211,629	-	-	1,263,303	-	-
Net Income	-	246,791	-	-	301,437	-	-
Actual Student Enrollment	-	200	-	-	200	-	3rd C

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd C
		Current			Current		
	Actual	Budget	Variance	Actual	Budget	Variance	Actual

ENROLLMENT - *School Districts Are Linked To Above Entries*							
NYC CHANCELLOR'S OFFICE	-	200	-	-	200	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	<u>200</u>	-	-	<u>200</u>	-	-
REVENUE PER PUPIL	-	<u>7,292</u>	-	-	<u>7,824</u>	-	-
EXPENSES PER PUPIL	-	<u>6,058</u>	-	-	<u>6,317</u>	-	-

**H SCHOOL II
n**

Total Revenue	766,960	-	-	1,120,360	-
Total Expenses	1,174,831	-	-	1,258,120	-
Net Income	(407,871)	-	-	(137,760)	-
Actual Student Enrollment	200	-	-	200	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Current Budget	Variance	Actual	Current Budget	Variance
	-	-		-	-
Other	-	-		-	-
TOTAL REVENUE FROM FEDERAL SOURCES	21,600	-	-	64,800	-
LOCAL and OTHER REVENUE					
Contributions and Donations	-	-		-	-
Fundraising	-	-		-	-
Erate Reimbursement	-	-		5,000	-
Earnings on Investments	-	-		-	-
Interest Income	-	-		-	-
Food Service (Income from meals)	-	-		-	-
Text Book	-	-		15,800	-
OTHER	-	-		289,400	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	310,200	-
TOTAL REVENUE	766,960	-	-	1,120,360	-

**H SCHOOL II
n**

Total Revenue	766,960	-	-	1,120,360	-
Total Expenses	1,174,831	-	-	1,258,120	-
Net Income	(407,871)	-	-	(137,760)	-
Actual Student Enrollment	200	-	-	200	-

<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance

EXPENSES	Quarter 0 No. of Positions				
ADMINISTRATIVE STAFF PERSONNEL COSTS					
Executive Management	-	41,110	-	41,111	-
Instructional Management	-	102,220	-	102,221	-
Deans, Directors & Coordinators	-	70,979	-	70,979	-
CFO / Director of Finance	-	22,882	-	22,882	-
Operation / Business Manager	-	20,182	-	20,182	-
Administrative Staff	-	45,600	-	45,600	-
TOTAL ADMINISTRATIVE STAFF	-	302,973	-	302,975	-
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	-	159,555	-	162,287	-
Teachers - SPED	-	151,976	-	154,708	-
Substitute Teachers	-	-	-	-	-
Teaching Assistants	-	-	-	-	-
Specialty Teachers	-	96,382	-	99,114	-
Aides	-	-	-	-	-
Therapists & Counselors	-	73,507	-	73,507	-
Other	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	481,420	-	489,616	-
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	-	-	-	-	-
Librarian	-	-	-	-	-
Custodian	-	-	-	-	-
Security	-	-	-	-	-
Other	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	784,393	-	792,591	-
PAYROLL TAXES AND BENEFITS					
Payroll Taxes	-	64,932	-	64,932	-
Fringe / Employee Benefits	-	89,759	-	89,759	-
Retirement / Pension	-	40,105	-	40,105	-
TOTAL PAYROLL TAXES AND BENEFITS	-	194,796	-	194,796	-
TOTAL PERSONNEL SERVICE COSTS	-	979,189	-	987,387	-

**H SCHOOL II
n**

Total Revenue	766,960	-	-	1,120,360	-
Total Expenses	1,174,831	-	-	1,258,120	-
Net Income	(407,871)	-	-	(137,760)	-
Actual Student Enrollment	200	-	-	200	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	H SCHOOL II					
	n	Current Budget	Variance	Actual	Current Budget	Variance
CONTRACTED SERVICES						
Accounting / Audit	4,000	-		5,463	-	
Legal	1,250	-		1,250	-	
Management Company Fee	73,473	-		73,472	-	
Nurse Services	-	-		-	-	
Food Service / School Lunch	-	-		-	-	
Payroll Services	3,224	-		3,224	-	
Special Ed Services	-	-		-	-	
Titlement Services (i.e. Title I)	-	-		-	-	
Other Purchased / Professional / Consulting	44,925	-		45,674	-	
TOTAL CONTRACTED SERVICES	126,872	-		129,083	-	

**H SCHOOL II
n**

Total Revenue	766,960	-	-	1,120,360	-
Total Expenses	1,174,831	-	-	1,258,120	-
Net Income	(407,871)	-	-	(137,760)	-
Actual Student Enrollment	200	-	-	200	-

<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance

SCHOOL OPERATIONS

Board Expenses	-	-		-	-
Classroom / Teaching Supplies & Materials	5,000	-		7,000	-
Special Ed Supplies & Materials	-	-		-	-
Textbooks / Workbooks	2,500	-		7,500	-
Supplies & Materials other	7,000	-		8,000	-
Equipment / Furniture	125	-		125	-
Telephone	7,520	-		7,520	-
Technology	7,000	-		20,020	-
Student Testing & Assessment	4,000	-		1,000	-
Field Trips	-	-		-	-
Transportation (student)	1,000	-		3,500	-
Student Services - other	1,000	-		5,000	-
Office Expense	5,100	-		7,100	-
Staff Development	7,500	-		21,240	-
Staff Recruitment	1,500	-		1,500	-
Student Recruitment / Marketing	1,000	-		2,500	-
School Meals / Lunch	-	-		-	-
Travel (Staff)	500	-		1,620	-
Fundraising	-	-		-	-
Other	<u>17,025</u>	-		<u>46,525</u>	-
TOTAL SCHOOL OPERATIONS	67,770	-	-	140,150	-

FACILITY OPERATION & MAINTENANCE

Insurance	-	-		-	-
Janitorial	-	-		-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-		500	-
Repairs & Maintenance	1,000	-		1,000	-
Equipment / Furniture	-	-		-	-
Security	-	-		-	-
Utilities	-	-		-	-
TOTAL FACILITY OPERATION & MAINTENANCE	1,000	-	-	1,500	-

- DEPRECIATION & AMORTIZATION**
- RESERVES / CONTINGENCY**
- DEFERRED RENT**

	-	-		-	-
	-	-		-	-
	-	-		-	-

H SCHOOL II					
n					
H SCHOOL II					
Total Revenue	766,960	-	-	1,120,360	-
Total Expenses	1,174,831	-	-	1,258,120	-
Net Income	(407,871)	-	-	(137,760)	-
Actual Student Enrollment	200	-	-	200	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
		Current 1/1 - 3/31		Current 4/1 - 6/30	
	Budget	Variance	Actual	Current Budget	Variance
TOTAL EXPENSES	1,174,831	-	-	1,258,120	-
NET INCOME	(407,871)	-	-	(137,760)	-

**H SCHOOL II
n**

Total Revenue	766,960	-	-	1,120,360	-
Total Expenses	1,174,831	-	-	1,258,120	-
Net Income	(407,871)	-	-	(137,760)	-
Actual Student Enrollment	Quarter - 1/1 - 3/31 200	-	-	200	-

<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance

ENROLLMENT - *School Districts Are Linked To Above Entries*					
NYC CHANCELLOR'S OFFICE	200	-	-	200	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-	-
TOTAL ENROLLMENT	200	-	-	200	-
REVENUE PER PUPIL	3,835	-	-	5,602	-
EXPENSES PER PUPIL	5,874	-	-	6,291	-

NEW VISIONS AIM CHARTER HIGH SCHOOL
Budget / Operating Plan

2019-20

Total Revenue	-	-	-	4,910,480	(4,910,480)	-	-	4,910,480
Total Expenses	-	-	-	4,907,883	4,907,883	-	-	4,907,883
Net Income	-	-	-	2,597	(2,597)	-	-	2,597
Actual Student Enrollment	-	-	-			-	-	

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

TOTALS AND VARIANCE ANALYSIS

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -
Other	-	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	192,720	(192,720)	-	-	192,720
LOCAL and OTHER REVENUE								
Contributions and Donations	-	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	-	
Erate Reimbursement	-	-	-	5,000	(5,000)	-	-	5,000
Earnings on Investments	-	-	-	-	-	-	-	
Interest Income	-	-	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	-	-	
Text Book	-	-	-	15,800	(15,800)	-	-	15,800
OTHER	-	-	-	289,400	(289,400)	-	-	289,400
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	310,200	(310,200)	-	-	310,200
TOTAL REVENUE	-	-	-	4,910,480	(4,910,480)	-	-	4,910,480

NEW VISIONS AIM CHARTER HIGH SCHOOL
Budget / Operating Plan

2019-20

Total Revenue	-	-	-	4,910,480	(4,910,480)	-	-	4,910,480
Total Expenses	-	-	-	4,907,883	4,907,883	-	-	4,907,883
Net Income	-	-	-	2,597	(2,597)	-	-	2,597
Actual Student Enrollment	-	-	-	-	-	-	-	-

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

TOTALS AND VARIANCE ANALYSIS

				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
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS	Quarter 0 No. of Positions									
Executive Management	-	-	-	164,441	-	164,441	-	-	-	164,441
Instructional Management	-	-	-	408,881	-	408,881	-	-	-	408,881
Deans, Directors & Coordinators	-	-	-	283,916	-	283,916	-	-	-	283,916
CFO / Director of Finance	-	-	-	91,528	-	91,528	-	-	-	91,528
Operation / Business Manager	-	-	-	80,728	-	80,728	-	-	-	80,728
Administrative Staff	-	-	-	182,400	-	182,400	-	-	-	182,400
TOTAL ADMINISTRATIVE STAFF	-	-	-	1,211,894	-	1,211,894	-	-	-	1,211,894
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	-	-	-	606,749	-	606,749	-	-	-	606,749
Teachers - SPED	-	-	-	576,433	-	576,433	-	-	-	576,433
Substitute Teachers	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	354,057	-	354,057	-	-	-	354,057
Aides	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	294,028	-	294,028	-	-	-	294,028
Other	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	1,831,267	-	1,831,267	-	-	-	1,831,267
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	3,043,161	-	3,043,161	-	-	-	3,043,161
PAYROLL TAXES AND BENEFITS										
Payroll Taxes	-	-	-	251,703	-	251,703	-	-	-	251,703
Fringe / Employee Benefits	-	-	-	347,942	-	347,942	-	-	-	347,942
Retirement / Pension	-	-	-	155,463	-	155,463	-	-	-	155,463
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	755,108	-	755,108	-	-	-	755,108
TOTAL PERSONNEL SERVICE COSTS	-	-	-	3,798,269	-	3,798,269	-	-	-	3,798,269

NEW VISIONS AIM CHARTER HIGH SCHOOL
Budget / Operating Plan

2019-20

Total Revenue	-	-	-	4,910,480	(4,910,480)	-	-	4,910,480
Total Expenses	-	-	-	4,907,883	4,907,883	-	-	4,907,883
Net Income	-	-	-	2,597	(2,597)	-	-	2,597
Actual Student Enrollment	-	-	-			-	-	

TOTALS AND VARIANCE ANALYSIS

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

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -
CONTRACTED SERVICES								
Accounting / Audit	-	-	-	24,463	24,463	-	-	24,463
Legal	-	-	-	5,000	5,000	-	-	5,000
Management Company Fee	-	-	-	440,835	440,835	-	-	440,835
Nurse Services	-	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	-	
Payroll Services	-	-	-	12,896	12,896	-	-	12,896
Special Ed Services	-	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	-	-	163,949	163,949	-	-	163,949
TOTAL CONTRACTED SERVICES	-	-	-	647,143	647,143	-	-	647,143

NEW VISIONS AIM CHARTER HIGH SCHOOL
Budget / Operating Plan

2019-20

Total Revenue	-	-	-	4,910,480	(4,910,480)	-	-	4,910,480
Total Expenses	-	-	-	4,907,883	4,907,883	-	-	4,907,883
Net Income	-	-	-	2,597	(2,597)	-	-	2,597
Actual Student Enrollment	-	-	-	-	-	-	-	-

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

TOTALS AND VARIANCE ANALYSIS

Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -
-	-	-	-	-	-	-	-
-	-	-	25,000	25,000	-	-	25,000
-	-	-	-	-	-	-	-
-	-	-	15,000	15,000	-	-	15,000
-	-	-	40,000	40,000	-	-	40,000
-	-	-	500	500	-	-	500
-	-	-	30,080	30,080	-	-	30,080
-	-	-	86,812	86,812	-	-	86,812
-	-	-	9,000	9,000	-	-	9,000
-	-	-	-	-	-	-	-
-	-	-	7,500	7,500	-	-	7,500
-	-	-	8,000	8,000	-	-	8,000
-	-	-	23,000	23,000	-	-	23,000
-	-	-	36,340	36,340	-	-	36,340
-	-	-	5,000	5,000	-	-	5,000
-	-	-	5,000	5,000	-	-	5,000
-	-	-	-	-	-	-	-
-	-	-	2,520	2,520	-	-	2,520
-	-	-	-	-	-	-	-
-	-	-	87,100	87,100	-	-	87,100
-	-	-	380,852	380,852	-	-	380,852
SCHOOL OPERATIONS							
-	-	-	36,119	36,119	-	-	36,119
-	-	-	-	-	-	-	-
-	-	-	4,500	4,500	-	-	4,500
-	-	-	6,000	6,000	-	-	6,000
-	-	-	15,000	15,000	-	-	15,000
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	61,619	61,619	-	-	61,619
-	-	-	20,000	20,000	-	-	20,000
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-

NEW VISIONS AIM CHARTER HIGH SCHOOL
Budget / Operating Plan

2019-20

Total Revenue	-	-	-	4,910,480	(4,910,480)	-	-	4,910,480
Total Expenses	-	-	-	4,907,883	4,907,883	-	-	4,907,883
Net Income	-	-	-	2,597	(2,597)	-	-	2,597
Actual Student Enrollment	-	-	-			-	-	

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Current	Actual		Actual	Original	Actual	
		Budget	vs.	Current	vs.	Budget	vs.	Original
	Actual	(Current	Current	Budget - TY	Current	(Current	Original	Budget -
		Quarter)	Budget		Budget TY	Quarter)	Budget	
TOTAL EXPENSES	-	-	-	4,907,883	4,907,883	-	-	4,907,883
NET INCOME	-	-	-	2,597	(2,597)	-	-	2,597

Total Revenue	(4,910,480)	-	-
Total Expenses	4,907,883	-	-
Net Income	(2,597)	-	-
Actual Student Enrollment		-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
---	--------------------------------------	--	--------------------------------

REVENUE				
REVENUES FROM STATE SOURCES				
Per Pupil Revenue	2019-20 Per Pupil Rate			
NYC CHANCELLOR'S OFFICE	16,150	(3,230,000)	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	16,150	(3,230,000)	-	-
Special Education Revenue		(1,177,560)	-	-
Grants				
Stimulus		-	-	-
DYCD (Department of Youth and Community Development)		-	-	-
Other		-	-	-
NYC DoE Rental Assistance		-	-	-
Other		-	-	-
TOTAL REVENUE FROM STATE SOURCES		(4,407,560)	-	-
REVENUE FROM FEDERAL FUNDING				
IDEA Special Needs		(84,720)	-	-
Title I		(100,000)	-	-
Title Funding - Other		(8,000)	-	-
School Food Service (Free Lunch)		-	-	-
Grants				
Charter School Program (CSP) Planning & Implementation		-	-	-
Other		-	-	-



Total Revenue	(4,910,480)	-	-
Total Expenses	4,907,883	-	-
Net Income	(2,597)	-	-
Actual Student Enrollment		-	-
<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>			
	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
Other	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	(192,720)	-	-
LOCAL and OTHER REVENUE			
Contributions and Donations	-	-	-
Fundraising	-	-	-
Erate Reimbursement	(5,000)	-	-
Earnings on Investments	-	-	-
Interest Income	-	-	-
Food Service (Income from meals)	-	-	-
Text Book	(15,800)	-	-
OTHER	(289,400)	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	(310,200)	-	-
TOTAL REVENUE	(4,910,480)	-	-

Total Revenue	(4,910,480)	-	-
Total Expenses	4,907,883	-	-
Net Income	(2,597)	-	-
Actual Student Enrollment		-	-

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

Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
--------------------------------------	--	--------------------------------

EXPENSES	Quarter 0 No. of Positions			
ADMINISTRATIVE STAFF PERSONNEL COSTS				
Executive Management	-	164,441	-	-
Instructional Management	-	408,881	-	-
Deans, Directors & Coordinators	-	283,916	-	-
CFO / Director of Finance	-	91,528	-	-
Operation / Business Manager	-	80,728	-	-
Administrative Staff	-	182,400	-	-
TOTAL ADMINISTRATIVE STAFF	-	1,211,894	-	-
INSTRUCTIONAL PERSONNEL COSTS				
Teachers - Regular	-	606,749	-	-
Teachers - SPED	-	576,433	-	-
Substitute Teachers	-	-	-	-
Teaching Assistants	-	-	-	-
Specialty Teachers	-	354,057	-	-
Aides	-	-	-	-
Therapists & Counselors	-	294,028	-	-
Other	-	-	-	-
TOTAL INSTRUCTIONAL	-	1,831,267	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS				
Nurse	-	-	-	-
Librarian	-	-	-	-
Custodian	-	-	-	-
Security	-	-	-	-
Other	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	3,043,161	-	-
PAYROLL TAXES AND BENEFITS				
Payroll Taxes	-	251,703	-	-
Fringe / Employee Benefits	-	347,942	-	-
Retirement / Pension	-	155,463	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	755,108	-	-
TOTAL PERSONNEL SERVICE COSTS	-	3,798,269	-	-

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Total Revenue	(4,910,480)	-	-
Total Expenses	4,907,883	-	-
Net Income	(2,597)	-	-
Actual Student Enrollment		-	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed			
	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
CONTRACTED SERVICES			
Accounting / Audit	24,463	-	-
Legal	5,000	-	-
Management Company Fee	440,835	-	-
Nurse Services	-	-	-
Food Service / School Lunch	-	-	-
Payroll Services	12,896	-	-
Special Ed Services	-	-	-
Titlement Services (i.e. Title I)	-	-	-
Other Purchased / Professional / Consulting	163,949	-	-
TOTAL CONTRACTED SERVICES	647,143	-	-

Total Revenue	(4,910,480)	-	-
Total Expenses	4,907,883	-	-
Net Income	(2,597)	-	-
Actual Student Enrollment		-	-
<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>			
	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
SCHOOL OPERATIONS			
Board Expenses	-	-	-
Classroom / Teaching Supplies & Materials	25,000	-	-
Special Ed Supplies & Materials	-	-	-
Textbooks / Workbooks	15,000	-	-
Supplies & Materials other	40,000	-	-
Equipment / Furniture	500	-	-
Telephone	30,080	-	-
Technology	86,812	-	-
Student Testing & Assessment	9,000	-	-
Field Trips	-	-	-
Transportation (student)	7,500	-	-
Student Services - other	8,000	-	-
Office Expense	23,000	-	-
Staff Development	36,340	-	-
Staff Recruitment	5,000	-	-
Student Recruitment / Marketing	5,000	-	-
School Meals / Lunch	-	-	-
Travel (Staff)	2,520	-	-
Fundraising	-	-	-
Other	87,100	-	-
TOTAL SCHOOL OPERATIONS	380,852	-	-
FACILITY OPERATION & MAINTENANCE			
Insurance	36,119	-	-
Janitorial	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	4,500	-	-
Repairs & Maintenance	6,000	-	-
Equipment / Furniture	15,000	-	-
Security	-	-	-
Utilities	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	61,619	-	-
DEPRECIATION & AMORTIZATION	20,000	-	-
RESERVES / CONTINGENCY	-	-	-
DEFERRED RENT	-	-	-

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Total Revenue	(4,910,480)	-	-
Total Expenses	4,907,883	-	-
Net Income	(2,597)	-	-
Actual Student Enrollment		-	
<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>			
	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
TOTAL EXPENSES	4,907,883	-	-
NET INCOME	(2,597)	-	-

				-
Total Revenue	(4,910,480)	-	-	-
Total Expenses	4,907,883	-	-	-
Net Income	(2,597)	-	-	-
Actual Student Enrollment		-	-	-
<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>				
	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY	
ENROLLMENT - *School Districts Are Linked To Above Entries*				
NYC CHANCELLOR'S OFFICE		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
-		-	-	-
ALL OTHER School Districts: (Count = 0)		-	-	-
TOTAL ENROLLMENT		-	-	-
REVENUE PER PUPIL		-	-	-
EXPENSES PER PUPIL		-	-	-



Annual Report Requirement
for SUNY Authorized Charter Schools
NEW VISIONS AIM CHARTER HIGH SCHOOL II
2019-20

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**

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

Trustee Name:

Elizabeth Chu

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

Aim Charter School II,

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

Trustee

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes **No**

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

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

Yes **No**

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

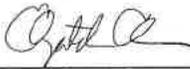
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None	None	None	None

Please write "None" if applicable. Do not leave this space blank.

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

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



June 25, 2019

Signature

Date

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

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

Trustee Name:

Melanie Harris

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

New Visions AIM Charter High School II

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

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

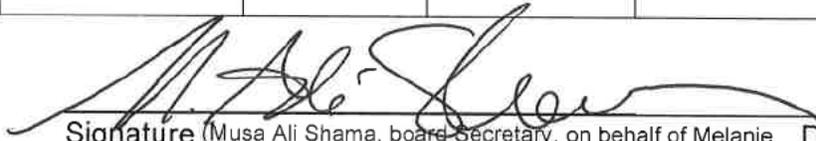
If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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

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

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

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


08/01/19
 Signature _____ Date _____
 (Musa Ali Shama, board Secretary, on behalf of Melanie Harris)

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

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

Trustee Name:

SHARON HAYES

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

NEW VISIONS AIM CHARTER HS II

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

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

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

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

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

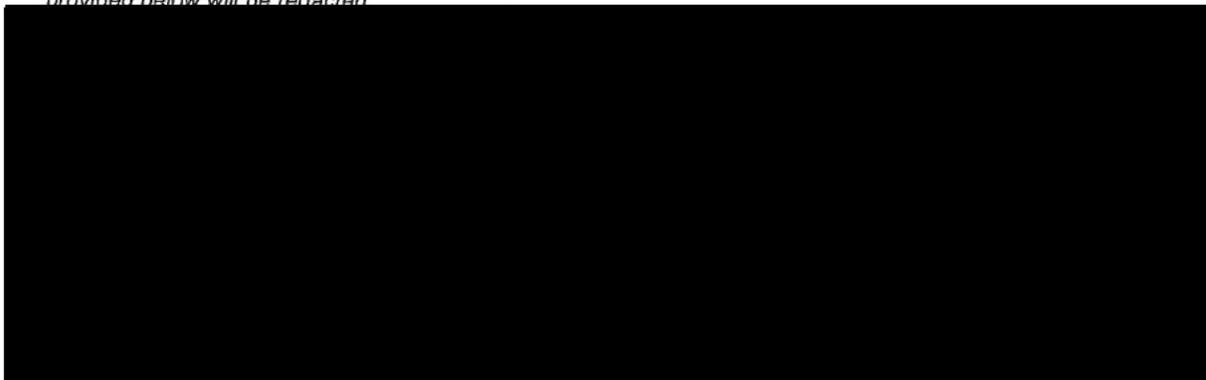
5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="font-size: 2em; font-weight: bold; letter-spacing: 0.5em;">N O N E</p>				

Shantay
Signature

06/25/2019
Date

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



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

Trustee Name:

Garrett Lynch

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

New Visions / AEM II

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

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

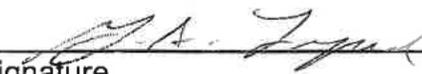
If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

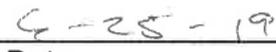
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the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

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

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

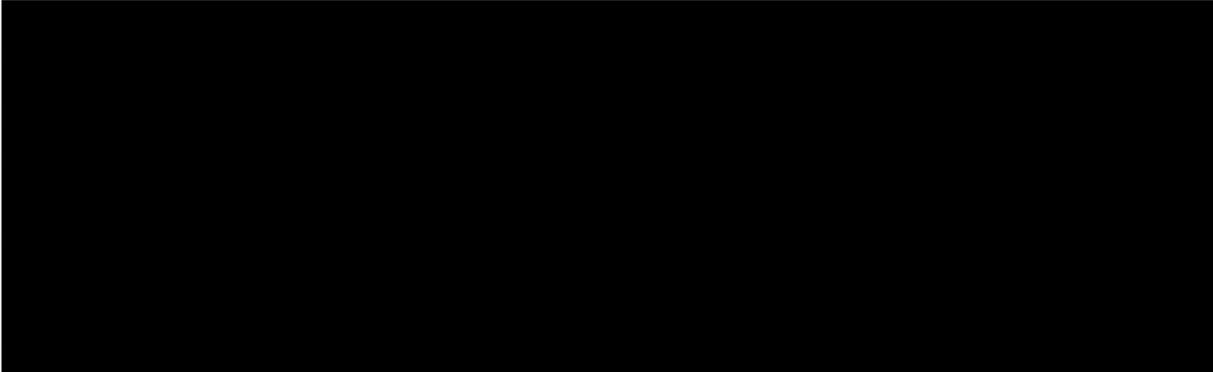
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps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





Signature Date

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



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

Trustee Name:

Kelly Roman

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

AIM II

- List all positions held on the education corporation board (e.g., president, treasurer, parent representative).
- Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

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

- Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

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

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

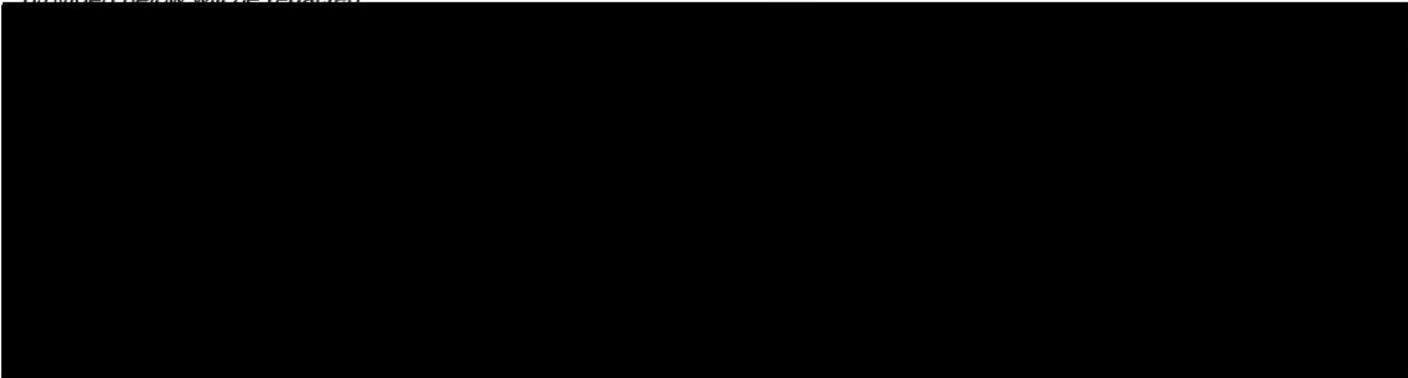
Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<p><i>Please write "None" if applicable. Do not leave this space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

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

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

Signature  Date 7/30/19

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



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

Trustee Name:

MARISA SCHREIBER

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

NEW VISIONS AIM CHARTER HS I (AIM I)
 NEW VISIONS AIM CHARTER HS II (AIM II)

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

2. Is the trustee an employee of any school operated by the Education Corporation?
 ___ Yes No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 ___ Yes No

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

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

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

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

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


6/25/2019

Signature Date

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



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

Trustee Name:

Musa Ali Shama

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

New Visions AIM Charter High School II

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

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No
 If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date. Position: Superintendent of Charter Schools
 Responsibilities included support and supervision of New Visions Charter School principals.

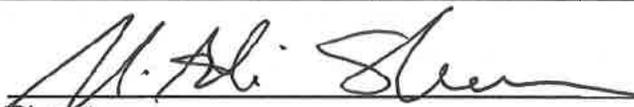
Started: August 15, 2017 Salary: 200K

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

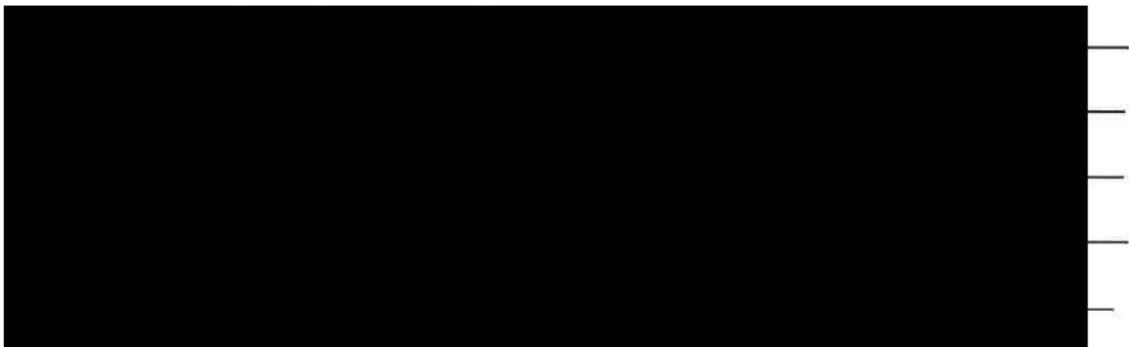
Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<i>Please write "None" if applicable. Do not leave this space blank.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

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

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


 Signature _____ Date 7/17/19

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



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

Trustee Name:

Rebecca Zofnass

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

; Aim II

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

Trustee

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

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

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

Yes No

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

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

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

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

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

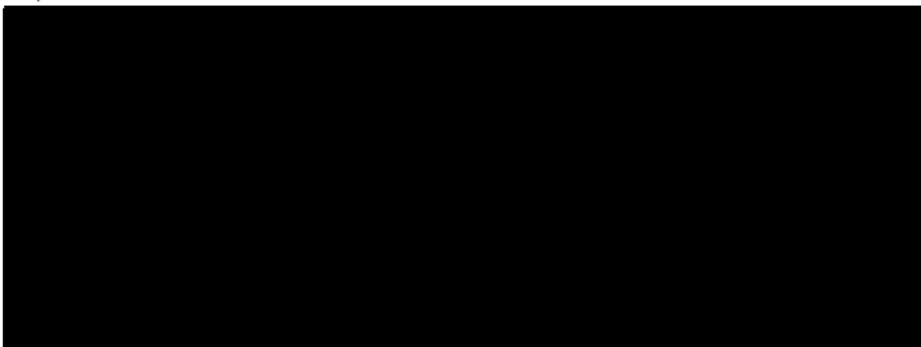
Allen G. Jones

 Signature

7.18.19

 Date

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





Entry 8 BOT Table

Created: 07/19/2019 • Last updated: 07/23/2019

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

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

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2018 19
1	Elizabeth Chu [REDACTED]	Trustee/Member	N/A	Yes	1	06/22/2017	12/31/2022	8
2	Melanie Harris [REDACTED]	Chair	N/A	Yes	1	06/22/2017	12/31/2022	9
3	Sharon Hayes [REDACTED]	Trustee/Member	N/A	Yes	1	01/31/2019	12/31/2022	5 or less
4	Garret Lynch [REDACTED]	Trustee/Member	N/A	Yes	1	04/30/2018	12/31/2021	11
5	Kelly Roman [REDACTED]	Trustee/Member	N/A	Yes	1	06/22/2017	12/31/2022	9
6	Marina Schreiber [REDACTED]	Treasurer	N/A	Yes	1	06/22/2017	12/31/2022	11

7	Musa Ali Shama [REDACTED]	Secretary	N/A	Yes	1	04/30/2018	12/31/2021	12
8	Becky Zofnass [REDACTED]	Trustee/Member	N/A	Yes	1	04/30/2018	12/31/2021	7
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, 2019	8
b.Total Number of Members Added During 2018 19	1
c. Total Number of Members who Departed during 2018 19	0
d.Total Number of members in 2018 19, as set by in Bylaws, Resolution or Minutes	8

3. Number of Board meetings held during 2018-19 12

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

Thank you.



Entry 10 Enrollment and Retention of Special Populations

Last updated: 07/16/2019

Instructions for Reporting Enrollment and Retention Strategies

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

NEW VISIONS AIM CHARTER HIGH SCHOOL II Section Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2018 19	Describe Recruitment Plans in 2019 20
Economically Disadvantaged	<p>AIM II is committed to recruiting, enrolling and retaining at risk students including those who are economically disadvantaged, English Language Learners/Multilingual Learners (ELLs/MLLs) and students with disabilities; as well as students affected by their histories with foster care and incarceration.</p> <p>To meet targets in 2018 2019, AIM II was able to execute comprehensive recruitment strategies that included outreach to agencies and community based organizations who serve our target population in Community School District (CSD) 12 and near by districts. AIM II widely disseminated information about the target population, eligibility, and admissions process to the community, schools, referral center for High School alternatives and maintained continuous communication throughout the school year.</p> <p>With the support of New Visions, AIM II admissions information and eligibility was shared with over 200 community partners,</p>	<p>For 2019 2020,we will continue our commitment to recruit, enroll, and retain at risk students including those who are economically disadvantaged, English Language Learners/Multilingual Learners (ELLs/MLLs), and students with disabilities, as well as students affected by their histories with foster care and incarceration.</p> <p>In addition, we have added a full time staff member for school year 2019 20 dedicated to recruitment and enrollment.</p> <p>AIM II will continue to execute outreach in target areas including CSD 12 and the surrounding community. We will also include target areas based on data of feeder schools, social service agencies, and CBOs. Our efforts will continue to include attending school fairs and individual middle and high school recruiting events, conducting in person, email, and mail outreach to community based organizations in the surrounding school neighborhood, as well as conducting direct outreach in the community.</p> <p>Further, with the continued support of New Visions, AIM II will have updated marketing and branding materials to attract new</p>

	<p>middle schools, and key city agencies. Additional recruitment strategies included posting flyers in the community such as local businesses, community centers, and other high traffic areas and disseminating information at community based meetings, like the South Bronx JCCA Community Partnership Program (CPP) meetings, where social service agencies and staff gather to share resources.</p>	<p>students. These materials include a one pager flyer and brochure in English and Spanish and any other materials needed such as postcards.</p> <p>Additionally, we will have support around ordering promotional materials, signage and anything else branded to help attract students. The materials will continue to convey our commitment to supporting students who are economically disadvantaged, English Language Learners/Multilingual Learners (ELLs/MLLs), and students with disabilities.</p>
<p>English Language Learners/Multilingual Learners</p>	<p>In addition to the recruitment strategies referenced above, AIM II had bilingual staff available to speak to families during outreach and shared information on the school with non English speaking families. This information promoted the school model and population we serve. To facilitate the admissions process for families, the application was available in English and Spanish both online and in paper format. Families had the choice to drop off, fax or mail their application and given the option to apply over the phone with access to bilingual staff.</p> <p>AIM II benefits from the New Visions' network connections with agencies and organizations that support families of students with disabilities, ELLs/MLLs, and students who are economically disadvantaged. New Visions has an extensive database of over 500 partner organizations 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. We connected with them via mailings and emails to promote AIM II's application and information about our recruitment process.</p>	<p>In addition to the recruitment strategies used previously, the school, with the support of New Visions, will connect with community organizations that work with immigrant and non English speaking communities. The application along with all recruitment materials will continue to be available in English and Spanish. We will also review what other languages are emerging in our district and student population and plan for information to be translated into those languages. Applications will continue to be accepted online, via mail, fax, drop off or over the phone with access to bilingual staff.</p>
<p>Students with</p>	<p>AIM II made efforts to recruit and enroll students with disabilities as evidenced by the number of students currently enrolled. We were intentional in making sure the schools, CBOs, and other organizations we connected with knew we support students with disabilities. Our efforts to specifically target students with disabilities included</p>	<p>For 2019 2020, AIM II will continue to make efforts to recruit and enroll students with disabilities. We will continue to partner with schools and community constituents to</p>

Disabilities	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.	receive referrals for students with disabilities. Our marketing materials will reflect our commitment to serving and supporting students with disabilities.
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2018 19	Describe Retention Plans in 2019 20
Economically Disadvantaged	<p>We made every effort to ensure the success and retention of our most vulnerable students by providing academic and social supports. The school used the Response to Intervention (RtI) framework to monitor student progress in all grades, not only incoming students. Using this framework, the school used multiple data points to identify areas of need in four domains: number of Regents passed and credit accumulation, social emotional support (measured by average daily attendance), literacy needs and math. For example, student attendance was closely monitored as it is a well established predictor of student outcomes. New Visions' data tools provided up to date daily attendance data for individual students which allowed the school to monitor and intervene quickly with individualized support plans.</p>	<p>AIM II plans to continue to utilize the same strategies to retain economically disadvantaged students in the coming year. Further, the Social Emotional Learning assessment will be issued to all incoming students to measure their progress throughout the school year. This will also work in conjunction with the student development plans that will be monitored by the Point Person. Additional retention efforts include: advisories, access to the Lyfe Center, attendance and academic incentive trips, data informed interventions, and trauma informed environment and restorative practices.</p>
English Language Learners/Multilingual Learners	<p>The school worked to identify ELL/MLL students at the time of enrollment so that a support plan was put in place immediately. Families also completed a Home Language Identification Survey (HLIS) at this time to determine if a student should be administered the New York State Identification Test for English Language Learners (NYSITELL). The results from the NYSITELL determined the student's eligibility for English as a Second Language/English as a New Language (ESL/ENL) services. To support the school staff, New Visions provided regular professional development opportunities for both special education and ELL staff and resources to guide the development of the school's special education and ELL programs including how to identify any general education students</p>	<p>To support and retain students who are English Language Learners/Multilingual Learners (ELLs/MLLs), the schools will hire an ENL/Bilingual coordinator/instructional specialists dependent upon the number of ELLs/MLLs in the school population and the school's budget.</p>

who might not be responding to the strategies and programs outlined.

Additionally, ELL students were also progress monitored using the RtI framework and assessed through the administration of NYSESLAT.

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 the coming year AIM II will continue to identify special needs students at the time of enrollment, but with greater depth, so that the support plan will include services that are needed outside of the school. If a student is identified as having an IEP, the school staff will meet with the family to review the student's IEP and make sure the family understands the supports being offered to their child. Furthermore, students with disabilities will continue to be 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.



Entry 11 Classroom Teacher and Administrator Attrition

Last updated: 07/24/2019

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

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

1. Classroom Teacher Attrition Table

	FTE Classroom Teachers on 6/30/18	FTE Classroom Teachers Departed 7/1/18 6/30/19	FTE Classroom Teachers Filling Vacant Positions 7/1/18 6/30/19	FTE Classroom Teachers Added in New Positions 7/1/18 6/30/19	FTE of Classroom Teachers on 6/30/19
	13	11	11	4	17

2. Administrator Position Attrition Table

	FTE Administrative Positions on 6/30/18	FTE Administrators Departed 7/1/18 6/30/19	FTE Administrators Filling Vacant Positions 7/1/18 6/30/19	FTE Administrators Added in New Positions 7/1/18 6/30/19	FTE Administrative Positions on 6/30/19
	5	0	0	0	5

3. Tell your school's story

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

(No response)

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

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

Yes

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

	Not Applicable
--	----------------

Thank you

New Visions Charter High Schools

2019-2020 School Calendar - Trimesters

School Start Date

Thursday, September 5th

180 Days Required by NYSED (September-June instructional days, Regents days, and PD days total 184 days)

September – June:

- 167 instructional/attendance days
- 13 Regents days (including rating days)
- 4 professional development days (September 4th, November 5th, January 27th, June 4th)
- Last day of school is June 26th

Trimester Instructional Days

- Trimester 1: 54 instructional days
- Trimester 2: 56 instructional days
- Trimester 3: 57 instructional days

Assessment Dates & Windows

Fall PSAT/SAT: October 16, 2019

Spring PSAT/SAT: March 4, 2020

NYSITELL: August – September 30, 2019

Fall Performance Series Reading: July 16, 2019 – November 27, 2019

Winter Performance Series Reading (optional): December 2, 2019 – February 28, 2020

Spring Performance Series Reading: March 1, 2020 – May 29, 2020

NYSESLAT Speaking: April 13, 2020 – May 15, 2020 / NYSESLAT LRW: May 4, 2020 – May 15, 2020

Fall On-Demand Writing: August 19, 2019 – October 4, 2019 / Spring On-Demand Writing: March 16, 2020 – April 3, 2020

AP Exams: May 4, 2020 – May 15, 2020

Spring Mock Regents: March 16, 2020 – May 8, 2020

STAR Math Fall (AIMs only): July 16, 2019 – November 27, 2019 / STAR Math Spring (AIMs only): March 1, 2020 – May 29, 2020

Purple numbers in right corner indicate instructional days: 184 total (167 attendance days from September to June + 13 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 2019

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4 Holiday	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	31			

Revised 5/31/19

Purple numbers in right corner indicate instructional days: 184 total (167 attendance days from September to June + 13 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 2019

New Visions Charter High Schools

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

Revised 5/31/19

Purple numbers in right corner indicate instructional days: 184 total (167 attendance days from September to June + 13 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 2019

New Visions Charter High Schools

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

Revised 5/31/19

Purple numbers in right corner indicate instructional days: 184 total (167 attendance days from September to June + 13 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 2019

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 Rosh Hashanah – No School	2 BEDS Day	3	4	5
			18	19	20	
6	7	8	9 Yom Kippur – No School	10	11	12
		21	22	23	24	
13	14 Columbus Day – No School	15	16 Progress Reports (T1)	17	18	19
		25	26	27	28	
20	21	22	23	24	25	26
		29	30	31	32	33
27	28	29	30	31		
		34	35	36	37	

Revised 5/31/19

Purple numbers in right corner indicate instructional days: 184 total (167 attendance days from September to June + 13 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 2019

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
					38	
3	4	5 Election Day – No School for Students Professional Development Day	6	7	8	9
		39	40	41	42	
10	11 Veteran’s Day – No School	12	13	14	15	16
		43	44	45	46	
17	18	19	20	21	22	23
	47	48	49	50	51	
24	25	26	27 End of Trimester #1	28 Thanksgiving – No School	29 Thanksgiving – No School	30
	52	53	54			

Revised 5/31/19

Purple numbers in right corner indicate instructional days: 184 total (167 attendance days from September to June + 13 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 2019

New Visions Charter High Schools

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

Revised 5/31/19

Purple numbers in right corner indicate instructional days: 184 total (167 attendance days from September to June + 13 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 2020

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 Winter Break No School	2	3	4
				16	17	
5	6	7	8	9	10	11
	18	19	20	21	22	
12	13	14	15	16 Progress Reports (T2)	17	18
	23	24	25	26	27	
19	20 Martin Luther King Jr. Day – No School	21 Regents - TBD	22 Regents - TBD	23 Regents - TBD	24 Regents Rating Day	25
26	27 No School for Students Regents Scoring (if needed) Professional Development Day	28	29	30	31	
		28	29	30	31	

Revised 5/31/19

Purple numbers in right corner indicate instructional days: 184 total (167 attendance days from September to June + 13 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 2020

New Visions Charter High Schools

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

Revised 5/31/19

Purple numbers in right corner indicate instructional days: 184 total (167 attendance days from September to June + 13 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 2020

New Visions Charter High Schools

March 2020						
New Visions Charter High Schools						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
		47	48	49	50	51
8	9	10	11	12	13	14
		52	53	54	55	56
15	16 Beginning of Trimester #3	17	18	19	20	21
		1	2	3	4	5
22	23	24	25 Report Cards (T2)	26	27	28
		6	7	8	9	10
29	30	31				
		11	12			

Revised 5/31/19

Purple numbers in right corner indicate instructional days: 184 total (167 attendance days from September to June + 13 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 2020

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
				13	14	15
5	6	7	8	9	10	11
				Spring Break – No School	Spring Break – No School	
				18		
12	13	14	15	16	17	18
	Spring Break – No School					
19	20	21	22	23	24	25
26	27	28	29	30		
	Progress Reports (T3)					

Revised 5/31/19

Purple numbers in right corner indicate instructional days: 184 total (167 attendance days from September to June + 13 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 2020

New Visions Charter High Schools

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

Revised 5/31/19

Purple numbers in right corner indicate instructional days: 184 total (167 attendance days from September to June + 13 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 2020

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2 Regents - TBD 48	3	4 No School for Students Professional Development Day 49	5 50	6
7	8 51	9 52	10 53	11 54	12 55	13
14	15 56	16 57	17 Regents - TBD	18 Regents - TBD	19 Regents - TBD	20
21	22 Regents - TBD	23 Regents - TBD	24 Regents - TBD	25 Regents - TBD	26 Regents Rating Day Last Day of School for Students Report Cards (T3)	27
28	29	30 Last Day of School for Teachers				

Revised 5/31/19

Purple numbers in right corner indicate instructional days: 184 total (167 attendance days from September to June + 13 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.