Entry 1 School Information

Created: 06/22/2016
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Page 1

a. SCHOOL NAME AND BEDS#

(Select name from the drop down menu)

NEW VISIONS CHS FOR ADVANCED MATH AND SCIENCE (SUNY TRUSTEES) 321000860999

b. CHARTER AUTHORIZER

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

SUNY-Authorized Charter School

c. DISTRICT / CSD OF LOCATION

NYC CSD 10

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	99 Terrace View Bronx, NY 10463	[redacted]		

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Anton Pena
Title	Director of School Operations

Emergency Phone Number (###-###-####)	[redacted]

e. SCHOOL WEB ADDRESS (URL)

http://www.newvisions.org/ams

f. DATE OF INITIAL CHARTER

12/2010

g. DATE FIRST OPENED FOR INSTRUCTION

08/2011

i. TOTAL ENROLLMENT ON JUNE 30, 2016

443

j. GRADES SERVED IN SCHOOL YEAR 2015-16

Check all that apply

Grades Served	9, 10, 11, 12

k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes

k2. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	New Visions for Public Schools
PHYSICAL STREET ADDRESS	205 East 42nd Street
CITY	New York

STATE	NY
ZIP CODE	10017
EMAIL ADDRESS	[redacted]

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I1. FACILITIES

Does the school maintain or operate multiple sites?

	No, just one site.

I2. SCHOOL SITES

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	99 Terrace View Avenue Bronx, NY 10463	[redacted]	CSD 10	9,10,11,12	Yes	DOE space
Site 2						
Site 3						

I2a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Robert Hiller	[redacted]		
Operational Leader	Anton Pena			
Compliance Contact	Matt Gill			
Complaint Contact	Lori Mei			

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n1. Were there any revisions to the school's charter during the 2015-16 school year? (Please include approved or pending material and non-material charter revisions).

Yes

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in admissions/enrollment policy	Added a preference in the lottery for the children of current staff members (not to exceed 15%).		04/14/16
2				
3				
4				
5				

o. Name and Position of Individual(s) Who Completed the 2015-16 Annual Report.

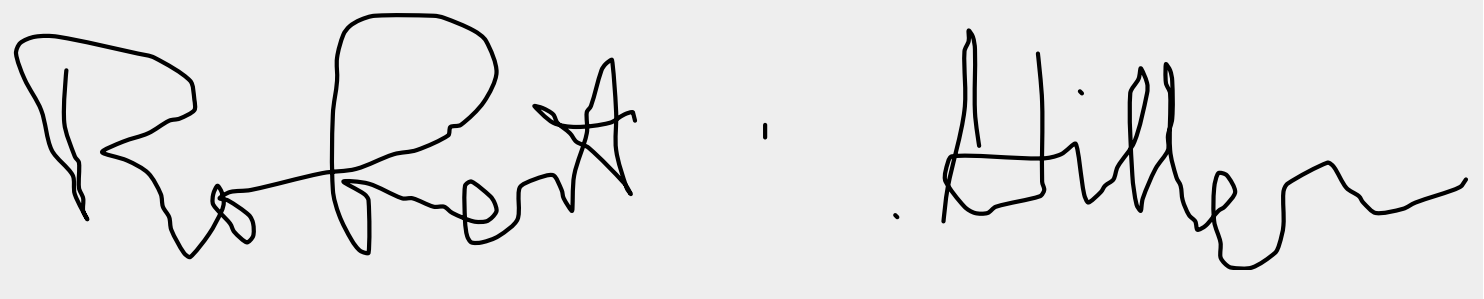
Lori Mei, Managing Director of Charter Operations and School Development, Matthew Gill, Deputy Director of Charter Operations, Anton Pena, Director of School Operations

p. Our signatures 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).

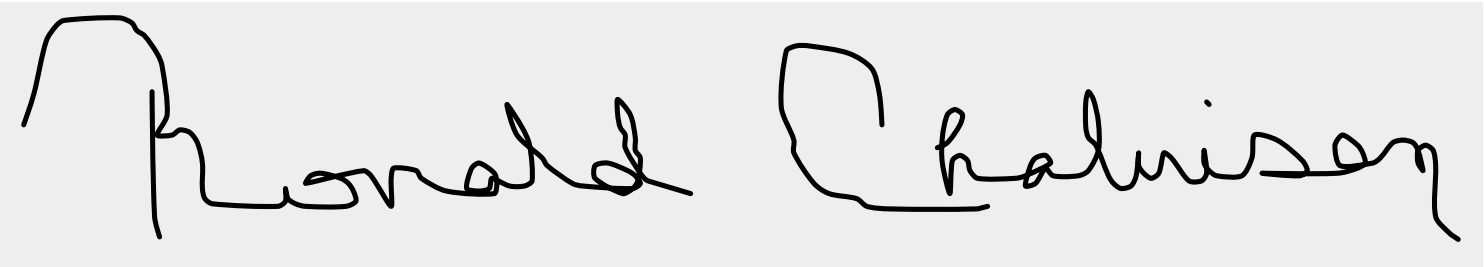
Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

2016/07/20

Thank you.

Entry 2 Link

Last updated: 07/19/2016

Page 1

1. 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/reportcard.php?year=2015&instid=800000070185

New Visions
Advanced Math
& Science

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE (AMS)

2015-16 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2016

By Lori Mei & Robert Hiller
New Visions Charter Managing Director of Operations and School Development
Principal

[redacted]

Robert Hiller, Principal, Allison Cohen, Deputy Director, Data Analytics, Alec Barrett, Data Visualization Analyst, and Lori Mei, Managing Director of Charter Operations and School Development, New Visions for Public Schools prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Jindra Zitek	Chair
Stacy Martin	Treasurer
Ronald Chaluisan	Secretary
John Alderman	Board Member
Peter Cantillo	Board Member
Nancy Grossman	Board Member
Lili Lynton	Board Member
Selina Urbina	Board Member
Edna Vega	Board Member

Robert Hiller has served as the principal since August 1, 2015.

Mission

The New Visions Charter High School for Advanced Math and Science (AMS) is a small school that opened in 2011 and served approximately 463 students in grades 9-12 in 2015-2016. AMS is academically rigorous, committed to parent and community outreach, and dedicated to serving high-need students. The school is part of the New Visions Charter High Schools' (NVCHS) network which is a network of secondary schools dedicated to supporting all students in meeting the highest academic standards. We shift classroom dynamics from one where students receive information to one where students find solutions to community-defined problems by using their imagination coupled with a mastery of content and skills. We challenge our students to present and defend their learning as part of preparing and supporting them to graduate ready for college, careers and a 21st century economy. Teaching and learning in AMS, as in all New Visions Charter High Schools, is built upon the Lincoln Center Education Capacities for Imaginative Thinking[1], informed by challenge-based curricula that are aligned to the Common Core standards, applied to improving local communities and driven by student performance data.

Student Population

Located in the Marble Hill community of the Bronx, AMS serves students from predominately low-income families. With enrollment based on a random lottery, 91% of students that applied to AMS live in the Bronx with about one-fourth of the students coming from Community School District 10 in which the school is located. In the 2015-2016 school year, 463 students were enrolled in AMS. Of these students:

- 78% are eligible for free or reduced price lunch
- 91% are Black or Latino
- 17% are students with disabilities
- 8% are English Language Learners

Key Design Elements

Key design elements of the model include:

- An instructional model that requires students to reflect and assess constantly. As students employ the Capacities of Imaginative Thinking, they practice applying their knowledge to real-world issues through challenge-based learning.

- On-going system of assessment and data tools to support academic achievement, literacy interventions and monitor special education and English language learner compliance.

- A small school that offers a trimester schedule as well as an extended day and extended year that provides students with more time and opportunities for remediation and acceleration as well as afterschool and Saturday clubs and classes to engage students and support their academic and socio-emotional needs.

- A Summer Bridge Program in August for all 9th and 10 grade students that sets academic and behavioral expectations and introduces them to challenge-based learning.

1 The Capacities of Imaginative Thinking are habits of mind that foster creativity, analysis and action.

- A *Lower House* that provides students with a solid academic and socio-emotional foundation to get them to grade level, and to accelerate their learning so that they may take full advantage of *Upper House* which engages students in an array of experiences with a post-secondary focus.

- Community engagement as a distinguishing element of the model. This model aspires to honor who our students are and where they come from by creating opportunities for them to engage in and become members of and resources for their communities.

- Family engagement that emphasizes families as partners in education through a model that includes establishing Family School Alliances[2]; offering events for networking and celebration; providing information about graduation requirements and students' academic progress; and creating a culture that emphasizes college and career readiness.

- Student support services that address students' socio-emotional needs from college counseling to crisis management.

- Systematic development of each school's operational infrastructure to achieve efficiency and effectiveness.

- Leadership and adult learning model that emphasizes modeling of best practices, teaming, feedback and role clarity to ensure that staff are focused on continuous improvement and invested in excelling.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12										118	0	0	0	118
2012-13										118	118	0	0	236
2013-14										105	122	108	0	335
2014-15										157	104	98	108	467
2015-16										151	134	84	87	456

2 Family School Alliances are the NVCHS version of Parent Associations and are deliberately named to emphasize the partnership between the school and families.

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2012 state Accountability Cohort consists of students who entered the 9th grade in the 2012-13 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2015-16 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for its accountability rules and cohort definitions: www.p12.nysed.gov/accountability/)
The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30th.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2013-14	2010-11	2010	N/A	N/A	N/A
2014-15	2011-12	2011	115	0	115
2015-16	2012-13	2012	107	7	100

TOTAL COHORT FOR GRADUATION

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9th grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort [3] (b)	Graduation Cohort (a) + (b)
2013-14	2010-11	2010	N/A	N/A	N/A
2014-15	2011-12	2011	114	2	116
2015-16	2013-14	2012	98	4	102

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort [4] (b)	Graduation Cohort (a) + (b)
2013-14	2009-10	2009	N/A	N/A	N/A
2014-15	2010-11	2010	N/A	N/A	N/A
2015-16	2011-12	2011	3	0	3

3 Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

4 Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

AMS students will become proficient readers and writers of the English Language.

BACKGROUND

At AMS, our English Language Arts Curriculum is common core aligned and focused on challenge- based learning, where students take ownership over the thinking and doing in the classroom. There is a strong emphasis on critical reading and writing within the curriculum. We use assessments for multiple purposes at AMS; we use them for understanding what students understand and don't understand with respect to the curriculum (discussions, on demand writing), we use them to allow students to apply their understanding (end of trimester challenges), and we use them to help students prepare for the end of the year Regents exam (trimester final exams). The professional development model at AMS is a parallel to what we strive for in our classroom practice; a model that asks teachers to take ownership of their practice. Specifically, we use a coaching model to support teachers in further developing their practice; we use our weekly department structure to do lesson studies, assessment analysis, and a book study; we use our monthly school-wide professional learning cycle to focus on discussion based teaching; and finally, we ask each one of our teachers to conduct action research, which they present at the end of the school year to the whole staff.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents Comprehensive Exam in English that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / 75 to meet the college and career

readiness standard.[5] This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

RESULTS

The students in the first two accountability cohorts (2011 and 2012 cohorts) far surpassed the English Regents goal, achieving a 93% and 92% pass rate at 65 respectively with 57% of both cohorts meeting the college readiness benchmark of a score of 75, approaching the goal.

English Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort[6]

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	N/A	N/A
2011	115	93%
2012	100	92%

English Regents Passing Rate with a Score of 75 by Fourth Year Accountability Cohort[7]

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2010	N/A	N/A
2011	115	57%
2012	100	57%

EVALUATION

The students in the first two accountability cohorts far surpassed the English Regents goal, achieving a pass rate over 90% at 65. Well over one-half of the students in both cohorts (57%) met the college readiness benchmark of a score of 75, approaching the college readiness goal. AMS' focus on reading and writing across the content areas has supported students in being successful on the ELA Regents exam.

ADDITIONAL EVIDENCE

The 2013 cohort has already met the goal after only three years and the 2014 cohort's pass rate is similar to that of the 2013 cohort at the same point in time suggesting that they too will surpass the goal of a 75% pass rate at a score of 65. Over one-half of the

5 The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

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

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

students in the 2013 cohort (52%) have already achieved the higher college readiness score of 75 with several more opportunities for additional students to meet the higher college readiness goal.

English Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	120	60%	111	86%	100	92%
2013	101	1%	106	54%	94	85%
2014			111	0%	116	60%
2015					144	0%

English Regents Passing Rate with a score of 75 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	120	33%	111	53%	100	57%
2013	101	0%	106	35%	94	52%
2014			111	0%	116	36%
2015					144	0%

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation with a Regents diploma / the college and career readiness standard.

RESULTS

At least 90% of the students in both the 2011 and 2012 cohorts who entered AMS not proficient in 8th grade passed the English Regents with a score of 65—far higher than

the goal. In addition, 48% of the 2011 cohort and 39% of the 2012 achieved the college readiness benchmark.

English Regents Passing Rate with a Score of 65 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort [8]

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	N/A	N/A
2011	79	92%
2012	59	90%

English Regents Passing Rate with a Score of 75 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort [9]

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2010	N/A	N/A
2011	79	48%
2012	59	39%

EVALUATION

AMS' first two accountability cohorts far exceeded this measure with over 90% of the students in both cohorts that were not proficient when they entered the school meeting the benchmark at the end of four years; close to one-half of these students met the college readiness benchmark in the 2011 cohort with 39% meeting the college readiness goal in the 2012 cohort. AMS' focus on reading and writing across the content areas and the supplemental support classes have been reasons why our students have been successful on the ELA Regents exam.

ADDITIONAL EVIDENCE

N/A

Goal 1: Absolute Measure

Each year, the Accountability Performance Level ("APL") on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

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

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

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

METHOD

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs: www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2015-16 English language arts AMO of **174**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exam in Comprehensive English is scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

RESULTS

AMS's 2012 cohort achieved an APL of 149, slightly under the required 174 for all students in the 2012 cohort. In addition, AMS did not meet the targets for the three subgroups in the 2012 cohort that had at least 30 students, specifically for economically disadvantaged, Black and Hispanic students.

English Language Arts Accountability Performance Level (APL)
For the 2012 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
100	7	35	55	2

PI	=	35	+	55	+	2	=	92
				55	+	2	=	57
						AP	=	14
						L		9

English Language Arts Accountability Performance Level (APL) by Subgroup
For the 2012 High School Accountability Cohort

Subgroup	Total N Cohort	N in Subgroup	% of Students at Each Performance Level			APL	Subgroup AMO	Achieved AMO?
			Level 2	Level 3	Level 4			
Economicall	100	69	39	52	1	144	162	No

y Disadvantaged								
Black	100	47	36	51	4	146	158	No
Hispanic	100	43	35	58	0	151	160	No

EVALUATION

The school's APL of 149 was 25 points lower than the required 174 for all students in the 2012 cohort. The school also did not meet the required AMO in all three of the cohort's subgroups. Specifically, economically disadvantaged students, Black students and Hispanic students' performance at AMS came close but did not meet the AMO required for the number of students in those groups. If AMS focused on increasing the number of students achieving Level 4, they will meet the overall the goal in future years. AMS has mostly teachers with experience between 2 and 4 years and we believe that through our continued teacher development and teacher retention that we will move towards supporting more students in achieving level 3 and level 4.

ADDITIONAL EVIDENCE

N/A

GOAL 1: COMPARATIVE MEASURE

Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

(§) Each year, the Accountability Performance Level ("APL") in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

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 the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.[10]

10 The New York State Report Card provides the district results for students scoring at or above 65.

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

RESULTS

AMS' 92% pass rate far exceeded that of the local district with its 72% pass rate, the goal for which the school is held accountable. In addition, AMS 's 149 ALP exceeded that of the district as well.

English Regents Passing Rate with a Score of 65
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	N/A	N/A	N/A	N/A
2011	92%	115	67%	4,468
2012	92%	100	72%	4,178

English Regents Accountability Performance Level (APL)[11]
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2010				
2011	142	115	172	4,468
2012	149	100	140	4,178

EVALUATION

AMS far exceeded the performance of the local district by achieving a 92% pass rate—20 percentage points higher than that of Community School District 10, the goal to which the school is held accountable. In addition, AMS met the APL goal by achieving a 149 as compared to the district's APL of 140.

ADDITIONAL EVIDENCE

N/A

Goal 1: Optional Measure

Each year, the group of students who have taken the grade 10 to 12 ACT* assessments [PLAN in grade 10, (and later Aspire), (ACT in grades 11 and 12 (and later Aspire)] will reduce the gap between their average score in the previous year (including EXPLORE in grade 9), and the College Readiness Benchmark score in English by 50%. Students who achieve the College Readiness Benchmark Scores for their grade will continue to achieve the College Readiness Benchmark in English on subsequent tests and in subsequent grades.

11 For an explanation of the procedure to calculate the school's APL, see page 31.

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

*ACT has replaced EXPLORE and PLAN with Aspire and has created a cross walk between the scores so that comparisons may be made.

METHOD

The EXPLORE, PLAN and ACT are scored along a common scale. Because they are reported on the same score scale, the results from the different assessments inform students, parents, teachers and counselors about individual student strengths and weaknesses while there is still time to address them. AMS administered the EXPLORE (and later Aspire) (grade 9), the PLAN (and later Aspire) (grade 10) and was expected to administer the ACT (grade 11) assessments to students as a pretest in the spring. Students take the next assessment for their grade level the following spring which serves as a posttest including ACT in grade 12. Students' performance on the pretest is compared to their performance on the posttest to determine whether they have achieved the College Readiness Benchmark or made progress toward achieving the College Readiness Benchmark in English.

RESULTS

The data necessary to measure this goal was not available at the time the report was written.

English Growth in College Readiness
by High School Accountability Cohort

Cohort Designation	Number in Cohort with Matched Scores	Percent Meeting College Readiness Benchmarks or Showing Growth
2012		
2013		
2014		
2015		
Total		

EVALUATION

The lack of results suggests a need to improve test administration processes and procedures at the school to ensure that the data provide an accurate assessment of all students' performance.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

AMS met three of the four goals to which it is held accountable (prior to 2012-2013). The school met two out of four of the post 2012-2013 goals.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the high school Accountability	Achieved

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

	Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2013-14 school district results.)	Achieved

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.)	Achieved

ACTION PLAN

AT AMS, WE WILL WORK ON INCREASING THE NUMBER OF STUDENTS REACHING THE COLLEGE READINESS BENCHMARK IN ENGLISH LANGUAGE ARTS. WE WILL DO THIS BY UTILIZING OUR CHALLENGE BASED LEARNING CURRICULUM AND OUR EXISTING SCHOOL TEAM STRUCTURES. SPECIFICALLY, WE WILL USE OUR WEEKLY DEPARTMENT MEETING STRUCTURE TO FOCUS ON IMPLEMENTATION OF OUR UNITS AND LESSON PLANS BY USING A PROCESS CALLED LESSON STUDY. THIS PROCESS WILL ALLOW US TO TAKE THOUGHTFUL RISKS AND SUPPORT THE WHOLE TEAM IN MOVING TOWARDS MORE EFFECTIVE IMPLEMENTATION OF OUR AMBITIOUS PLANS. WE WILL ALSO USE OUR DEPARTMENT MEETING STRUCTURE TO DO MONTHLY ASSESSMENT ANALYSIS SO WE CAN TAILOR OUR INSTRUCTION TO THE SPECIFIC NEEDS OF OUR STUDENTS. AT AMS WE WILL BE INCREASING THE AMOUNT OF TIME WE MEET AS A GRADE TEAM FROM ONCE A MONTH TO TWICE A MONTH. WE BELIEVE THIS ADDITIONAL MEETING EACH MONTH WILL ALLOW US TO BEST SUPPORT OUR STUDENTS ACADEMICALLY, SOCIALLY AND EMOTIONALLY. AS A GRADE TEAM WE WILL LOOK CLOSELY AT DATA IN THE AREAS OF ACADEMICS, BEHAVIOR, AND ATTENDANCE AND, BASED ON THE DATA, WE WILL CREATE SUPPORTS FOR THE STUDENTS IN THE DIFFERENT AREAS. FOR ACADEMIC

SUPPORT, WE WILL USE OUR OFFICE HOUR STRUCTURE AND OUR SATURDAY REGENTS PREP STRUCTURE TO BEST SUPPORT THE INDIVIDUAL NEEDS OF OUR STUDENTS.
FINALLY, AT AMS WE WILL BE WORKING HARD AT RETAINING OUR BEST TEACHERS, AS WE BELIEVE THAT IN ORDER TO INCREASE OUR STUDENTS' LEVEL OF ACHIEVEMENT FROM PASSING TO COLLEGE READY WE NEED THE MAJORITY OF OUR TEACHERS TO RETURN YEAR AFTER YEAR.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

At AMS, our Mathematics Curriculum is common core aligned and focused on challenge-based learning, where students take ownership over the thinking and doing in the classroom. There is a strong emphasis on problem solving, conceptual understanding, and procedural fluency. We use assessments for multiple purposes at AMS; we use them for understanding what students understand and don't understand with respect to the curriculum (discussions, kick-off tasks at start of unit), we use them to allow students to apply their understanding (end of unit applications and trimester challenges), and we use them to help students prepare for the end of the year Regents exam (unit assessments and trimester final exams). The professional development model at AMS is a parallel to what we strive for in our classroom practice; a model that asks teachers to take ownership of their practice. Specifically, we use a coaching model to support teachers in further developing their practice; we use our weekly department structure to do lesson studies, assessment analysis, and a book study; we use our monthly school-wide professional learning cycle to focus on discussion based teaching; and finally, we ask each one of our teachers to conduct action research, which they present at the end of the school year to the whole staff.

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on the Regents Algebra I (Common Core) exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the New York State Regents Algebra I (Common Core), Geometry, Geometry (Common Core), Algebra 2/Trigonometry, and/or Algebra II (Common Core) exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / scoring 80 or fully meeting Common Core expectations to meet the college and career readiness standard. [12] This measure

12 The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test

requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

RESULTS

AMS's 2012 cohort far exceeded the mathematics goal by achieving a 96% pass rate. However, only 28% of the cohort hit the college readiness benchmark.

Mathematics Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort[13]

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	N/A	N/A
2011	115	97%
2012	100	96%

Mathematics Regents Passing Rate with a Score of 80 by Fourth Year Accountability Cohort[14]

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2010	N/A	N/A
2011	115	33%
2012	100	28%

EVALUATION

Nearly AMS' entire 2012 cohort met the mathematics goal with a pass rate of 96% at 65; of whom 28% met the college readiness benchmark. This level of performance is impressive in accountability cohorts early in the school's development. However twice as many students will have to perform at the college readiness level if AMS is to achieve this goal with future cohorts. We attribute this initial success to our focus on problem-based teaching, our math support classes, and our Saturday Regents prep opportunities that many of our students have taken advantage of over the course of the last four years.

ADDITIONAL EVIDENCE

Both cohorts 2013 and 2014 currently have similar pass rates to those of the 2012 cohort at the end of three years. This trend, particularly for the 2014 cohort that has two

performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

13 Based on the highest score for each student on the Mathematics Regents exam

14 Based on the highest score for each student on the Mathematics Regents exam

more years before graduation, suggests that the school will be successful in continuing to meet the measure's target. The focus of the work must be on teaching and learning that will bring students to the college readiness benchmark.

Mathematics Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	120	83%	111	94%	100	96%
2013	101	54%	106	82%	94	86%
2014			111	49%	116	74%
2015					144	49%

Mathematics Regents Passing Rate with a score of 80 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	120	23%	111	27%	100	28%
2013	101	10%	106	11%	94	14%
2014			111	4%	116	4%
2015					144	6%

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for graduation with a Regents diploma/the college and career readiness standard.

RESULTS

AMS' 94% pass rate for the 2012 cohort far exceeded the mathematics goal and was identical to the performance of its first cohort. However, few of these students (2011 cohort=4%, 2012 cohort=3%) met the college readiness mark.

HIGH SCHOOL GOALS: MATHEMATICS

Mathematics Regents Passing Rate with a Score of 65 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort [15]

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	N/A	**N/A**
2011	46	94%
2012	32	94%

Mathematics Regents Passing Rate with a Score of 80 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort [16]

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2010	N/A	**N/A**
2011	46	4%
2012	32	3%

EVALUATION

AMS cohort 2012 students exceeded the mathematics pass rate goal by 19 percentage points indicating that a considerable number of students that entered AMS not proficient in math, demonstrated success at the end of their four years in the school. However, few students were able to achieve the college readiness benchmark. We attribute our success to helping students move from below proficient to proficient to our approach to teaching mathematics, our support classes, and our Regents prep opportunities. We need to continue to work on moving our students from proficient to college readiness and we believe that through our teacher development model and through teacher retention we will be able to support students in achieving college readiness.

ADDITIONAL EVIDENCE

N/A

Goal 2: Absolute Measure

Each year, the Accountability Performance Level ("APL") on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

METHOD

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs: http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

15 Based on the highest score for each student on the Mathematics Regents exam

16 Based on the highest score for each student on the Mathematics Regents exam

HIGH SCHOOL GOALS: MATHEMATICS

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2015-16 mathematics AMO of 159.
The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

RESULTS

AMS's 2012 accountability cohort achieved an APL of 124 as compared to the required 159 for all students. The three subgroups did not achieve the AMO for the number of students in the cohort.

Mathematics Accountability Performance Level (APL)
For the 2012 High School Accountability Cohort

Percent of Students at Each Performance Level			
Level 1	Level 2	Level 3	Level 4
3	68	22	6

PI	=	68	+	22 22	+ +	6 6 APL

Mathematics Accountability Performance Level (APL) by Subgroup
For the 2012 High School Accountability Cohort

Subgroup	Total N Cohort	N in Subgroup	% of Students at Each Performance Level			APL	Subgroup AMO	Achieved AMO?
			Level 2	Level 3	Level 4			
Economically Disadvantaged		69	70	20	6	122	146	No
Black		47	70	21	6	124	138	No
Hispanic		43	70	21	2	116	142	No

EVALUATION

The school's 2012 cohort achieved an APL of 124—35 points lower than the required 159 for all students in the cohort. The 2012 cohort also had three subgroups with more than 30 students: economically disadvantaged, Black students and Hispanic students. In every case, AMS students in these subgroups came close but did not meet the required target for the number of students in the group. Examining the results indicates that AMS must focus on increasing students' math skills and knowledge so that students are able to demonstrate mastery at Level 4. AMS has mostly teachers with experience between 2 and 4 years and we believe that through our continued teacher development and teacher retention that we will move towards supporting more students in achieving level 3 and level 4. We also need to still work on better supporting our students procedural fluency as this has been an areas where we have seen our students struggle.

ADDITIONAL EVIDENCE

N/A

Goal 2: Comparative Measure

Each year, the percent to students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

(§) Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

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 the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.[17]

RESULTS

Virtually all (96%) of AMS students in the 2012 cohort achieved a passing score of 65 at the end of four years as compared with only 75% of students in Community School District 10. This is the goal to which AMS is held accountable in its accountability plan. In addition, the school came close but did not meet the post 2012-2013 measure.

Mathematics Regents Passing Rate with a Score of 65
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	N/A	N/A	N/A	N/A
2011	97%	115	72%	4,468

17 The New York State Report Card provides the district results for students scoring at or above 65.

2012	96%	100	75%	4,178

Mathematics Accountability Performance Level (APL)
of Fourth-Year Accountability Cohorts by Charter School and School District[18]

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2010	N/A	N/A	N/A	N/A
2011	126	115	177	4,468
2012	124	100	127	4,178

EVALUATION

AMS students in the 2012 cohort far surpassed the goal of achieving a higher a passing score of 65 at the end of four years as compared with students in Community School District 10. This is the goal to which AMS is held accountable in its accountability plan. Specifically, 96% of AMS students in the cohort met this goal in comparison to 75% of students in the local district—a 21 percentage point difference. In addition, the local district's APL of 127 (for cohort 2011) was slightly higher than that of AMS. However, to continue to improve, the school must focus on mastery of the material at the higher end of the performance range.

ADDITIONAL EVIDENCE

N/A

Goal 1: Optional Measure

Each year, the group of students who have taken the grade 10 to 12 ACT* assessments [PLAN in grade 10 (and later Aspire), ACT in grades 11 and 12 (and later Aspire)] will reduce the gap between their average score in the previous year (including EXPLORE in grade 9), and the College Readiness Benchmark score in Math by 50%. Students who achieve the College Readiness Benchmark Scores for their grade will continue to achieve the College Readiness Benchmark in Math on subsequent tests and in subsequent grades.

*ACT has replaced EXPLORE and PLAN with Aspire and has created a cross walk between the scores so that comparisons may be made.

METHOD

The EXPLORE, PLAN and ACT are scored along a common scale. Because they are reported on the same score scale, the results from the different assessments inform students, parents, teachers and counselors about individual student strengths and weaknesses while there is still time to address them. AMS administered the EXPLORE (and later Aspire) (grade 9), the PLAN (and later Aspire) (grade 10) and the ACT (grade 11) assessments to students as a pretest in the spring. Students take the next assessment for their grade level the following spring which serves as a posttest

18 See page 39 above for an explanation of the APL.

including the ACT in grade 12. Students' performance on the pretest is compared to their performance on the posttest to determine whether they have achieved the College Readiness Benchmark or made progress toward achieving the College Readiness Benchmark in Math.

RESULTS

The data necessary to measure this goal was not available at the time the report was written.

Mathematics Growth in College Readiness
by High School Accountability Cohort

Cohort Designation	Number in Cohort with Matched Scores	Percent Meeting College Readiness Benchmarks or Showing Growth
2012		
2013		
2014		
2015		
Total		

EVALUATION

The lack of results suggests a need to improve test administration processes and procedures at the school to ensure that the data provide an accurate assessment of all students' performance.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL [19]

AMS' 2012 cohort attained three out of the four goals to which they were held accountable (prior to 2012-2013) and came close to meeting the fourth goal. The school fared less well in meeting the post 2012-2013 benchmarks.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Accountability Performance Level (APL) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent to students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a	Achieved

19 If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2013-14 school district results.)	

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.)	Achieved

ACTION PLAN

AT AMS, WE WILL WORK ON INCREASING THE NUMBER OF STUDENTS REACHING THE COLLEGE READINESS BENCHMARK IN MATHEMATICS. WE WILL DO THIS BY UTILIZING OUR CHALLENGE-BASED LEARNING CURRICULUM AND OUR EXISTING SCHOOL TEAM STRUCTURES. SPECIFICALLY, WE WILL USE OUR WEEKLY DEPARTMENT MEETING STRUCTURE TO FOCUS ON IMPLEMENTATION OF OUR UNITS AND LESSON PLANS BY USING A PROCESS CALLED LESSON STUDY. THIS PROCESS WILL ALLOW US TO TAKE THOUGHTFUL RISKS AND SUPPORT THE WHOLE TEAM IN MOVING TOWARDS MORE EFFECTIVE IMPLEMENTATION OF OUR AMBITIOUS PLANS. WE WILL ALSO USE OUR DEPARTMENT MEETING STRUCTURE TO DO MONTHLY ASSESSMENT ANALYSIS SO WE CAN TAILOR OUR INSTRUCTION TO THE SPECIFIC NEEDS OF OUR STUDENTS. AT AMS WE WILL BE INCREASING THE AMOUNT OF TIME WE MEET

HIGH SCHOOL GOALS: MATHEMATICS

AS A GRADE TEAM FROM ONCE A MONTH TO TWICE A MONTH. WE BELIEVE THIS ADDITIONAL MEETING EACH MONTH WILL ALLOW US TO BEST SUPPORT OUR STUDENTS ACADEMICALLY, SOCIALLY AND EMOTIONALLY. AS A GRADE TEAM WE WILL LOOK CLOSELY AT DATA IN THE AREAS OF ACADEMICS, BEHAVIOR, AND ATTENDANCE AND, BASED ON THE DATA, WE WILL CREATE SUPPORTS FOR THE STUDENTS IN THE DIFFERENT AREAS. FOR ACADEMIC SUPPORT, WE WILL USE OUR OFFICE HOUR STRUCTURE AND OUR SATURDAY REGENTS PREP STRUCTURE TO BEST SUPPORT THE INDIVIDUAL NEEDS OF OUR STUDENTS. FINALLY, AT AMS WE WILL BE WORKING HARD AT RETAINING OUR BEST TEACHERS, AS WE BELIEVE THAT IN ORDER TO INCREASE OUR STUDENTS' LEVEL OF ACHIEVEMENT FROM PASSING TO COLLEGE READY WE NEED THE MAJORITY OF OUR TEACHERS TO RETURN YEAR AFTER YEAR.

GOAL 3: SCIENCE

Goal 3: Science

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

BACKGROUND

At AMS, our Science Curriculum is common core aligned and focused on challenge-based learning, where students take ownership over the thinking and doing in the classroom. There is a strong emphasis on problem solving, conceptual understanding, and reading and writing. We use assessments for multiple purposes at AMS; we use them for understanding what students understand and don't understand with respect to the curriculum (discussions, kick-off tasks at start of unit), we use them to allow students to apply their understanding (end of unit applications and trimester challenges), and we use them to help students prepare for the end of the year Regents exam (unit assessments and trimester final exams). The professional development model at AMS is a parallel to what we strive for in our classroom practice; a model that asks teachers to take ownership of their practice. Specifically, we use a coaching model to support teachers in further developing their practice; we use our weekly department structure to do lesson studies, assessment analysis, and a book study; we use our monthly school-wide professional learning cycle to focus on discussion based teaching; and finally, we ask each one of our teachers to conduct action research, which they present at the end of the school year to the whole staff.

Goal 3: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth 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, Earth Science, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth 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 fourth year to pass a science exam.

RESULTS

Fully 89% of the first accountability cohort and 88% of the second met the science goal by achieving a pass rate of 65 or above.

Science Regents Passing Rate with a Score of 65

by Fourth Year Accountability Cohort[20]

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	N/A	**N/A**
2011	115	89%
2012	100	88%

EVALUATION

AMS' 2011 and 2012 cohorts' pass rates of 89% and 88% exceeded the science goal by 14 and 13 percentage points respectively. AMS uses a pullout Living Environment Lab model that allows students to take Living Environment everyday plus an additional lab course every other day. This has allowed students more time to focus on both the content and the skills.

ADDITIONAL EVIDENCE

With one and two years of high school left respectively, cohorts 2013 and 2014 have already met the science goal by achieving at least a 75% pass rate and the 2015 cohort is within 10 percentage points of meeting this goal as well.

Science Regents Passing Rate with a Score of 65 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	120	79%	111	83%	100	88%
2013	101	63%	106	75%	94	83%
2014			111	66%	116	80%
2015					144	65%

Goal 3: Comparative Measure

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

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 the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

AMS's 2011 and 2012 cohort pass rates of 89% and 88% far exceed that of students in the local district.

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

HIGH SCHOOL GOALS: SCIENCE

Science Regents Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	N/A	N/A	N/A	N/A
2011	89%	115	69%	4,468
2012	88%	100	72%	4,178

EVALUATION

The 2011 cohort's 89% pass rate in science was 20 percentage points higher than that of the students in Community School District 10 while the 2012 cohort's similarly high pass rate of 88% is 16 percentage points higher than that of the district. AMS uses a pullout Living Environment Lab model that allows students to take Living Environment everyday plus an additional lab course every other day. This has allowed students more time to focus on both the content and the skills.

ADDITIONAL EVIDENCE

***ACT has replaced EXPLORE and PLAN with ASPIRE and has created a cross walk between the scores so that comparisons may be made.**

METHOD

The EXPLORE, PLAN and ACT are scored along a common scale. Because they are reported on the same score scale, the results from the different assessments inform students, parents, teachers and counselors about individual student strengths and weaknesses while there is still time to address them. AMS administered the EXPLORE (and later Aspire) (grade 9), the PLAN (and later Aspire) (grade 10) and the ACT (grade 11) assessments to students as a pretest in the spring. Students take the next assessment for their grade level the following spring which serves as a posttest including the ACT in grade 12. Students' performance on the pretest is compared to their performance on the posttest to determine whether they have achieved the College Readiness Benchmark or made progress toward achieving the College Readiness Benchmark in Science.

HIGH SCHOOL GOALS: SCIENCE

RESULTS

The data necessary to measure this goal was not available at the time the report was written.

Science Growth in College Readiness
by High School Accountability Cohort

Cohort Designation	Number in Cohort with Matched Scores	Percent Meeting College Readiness Benchmarks or Showing Growth
2012		
2013		
2014		
2015		
Total		

EVALUATION

THIS LACK OF RESULTS INDICATES A NEED TO IMPROVE TEST ADMINISTRATION PROCESSES AND PROCEDURES AT THE SCHOOL TO ENSURE THAT THE DATA PROVIDE AN ACCURATE ASSESSMENT OF ALL STUDENTS' PERFORMANCE.

GOAL 4: SOCIAL STUDIES

Goal 4: Social Studies

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

BACKGROUND

At AMS, our Social Studies Curriculum is common core aligned and focused on challenge-based learning, where students take ownership over the thinking and doing in the classroom. There is a strong emphasis on critical reading and writing within the curriculum. We use assessments for multiple purposes at AMS; we use them for understanding what students understand and don't understand with respect to the curriculum (discussions, on demand writing), we use them to allow students to apply their understanding (end of trimester challenges), and we use them to help students prepare for the end of the year Regents exam (trimester final exams). The professional development model at AMS is a parallel to what we strive for in our classroom practice; a model that asks teachers to take ownership of their practice. Specifically, we use a coaching model to support teachers in further developing their practice; we use our weekly department structure to do lesson studies, assessment analysis, and a book study; we use our monthly school-wide professional learning cycle to focus on discussion based teaching; and finally, we ask each one of our teachers to conduct action research, which they present at the end of the school year to the whole staff.

Goal 4: Social Studies

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

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth 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 both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

HIGH SCHOOL GOALS: SOCIAL STUDIES

RESULTS

Eighty-six percent of the 2011 cohort and 80% of the 2012 cohort have met the U.S. History goal of passing the exam with a score of at least 65.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort[21]

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	N/A	N/A
2011	115	86%
2012	100	80%

EVALUATION

With pass rates of 86% and 80% respectively, both the 2011 and 2012 cohorts exceeded the 75% goal. The focus of reading and writing across the content areas has shown to support students in being successful on the US History Regents exam.

ADDITIONAL EVIDENCE

The 2013 cohort, with several more Regents exam administrations left before they graduate, is within 20 percentage points of meeting this goal. This level of performance is similar to that of previous cohorts at this stage in their academic careers.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	120	5%	111	63%	100	80%
2013	101	3%	106	5%	94	55%
2014			111	3%	116	4%
2015					144	1%

Goal 4: Comparative Measure

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

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 the local school district. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

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

RESULTS

AMS's first cohorts achieved an 86% and 80% pass rate in U.S. History—considerably higher than the 66% and 69% rates of students in the local district.

U.S. History Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	N/A	N/A	N/A	N/A
2011	86%	115	66%	4,468
2012	80%	100	69%	4,178

EVALUATION

AMS's first cohorts achieved an 86% and an 80% pass rate in U.S. History—20 and 11 percentage points higher than the rates of students in the local district. The focus of reading and writing across the content areas has shown to support students in being successful on the US History Regents exam.

ADDITIONAL EVIDENCE

N/A

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

Eighty-one percent of the school's first accountability cohort and 83% of the second cohort met the Global History goal by achieving a passing score of at least 65.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort[22]

Cohort	Number in	Percent

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

HIGH SCHOOL GOALS: SOCIAL STUDIES

Designation	Cohort	Passing with a score of 65
2010	N/A	N/A
2011	115	81%
2012	100	83%

EVALUATION

With pass rates of 81% and 83% in the first two cohorts, AMS exceeded the 75% goal by six and eight percentage points respectively. The focus of reading and writing across the content areas has shown to support students in being successful on the Global History Regents exam.

ADDITIONAL EVIDENCE

After only three years in high school, the 2013 cohort's pass rate is within four percentage points of meeting the target.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	120	49%	111	72%	100	83%
2013	101	0%	106	58%	94	71%
2014			111	0%	116	37%
2015					144	0%

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

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 the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

The school's first two accountability cohorts exceeded the Global History goal by achieving a pass rate of 81% and 83%, considerably higher than that of the local district.

Global History Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School	School District

HIGH SCHOOL GOALS: SOCIAL STUDIES

	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2010	N/A	N/A	N/A	N/A
2011	81%	115	64%	4,468
2012	83%	100	65%	4,178

EVALUATION

AMS' 81% pass rate for the 2011 cohort and 83% pass rate for the 2012 cohort is 17 and 18 percentage points higher than the rate of the students in Community School District 10. We believe our focus of reading and writing across the curriculum has supported students in being successful on the Global Regents exam.

ADDITIONAL EVIDENCE

N/A

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind ("NCLB") accountability system.

RESULTS

AMS is in good standing this year.

EVALUATION

AMS continues to be in good standing for the 2015-2016 school year.

ADDITIONAL EVIDENCE

N/A

NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing

GOAL 5: HIGH SCHOOL GRADUATION

GOAL 5: HIGH SCHOOL GRADUATION

Students will meet all of New York State graduation requirements.

Goal 5: Absolute Measure

Each year, 75 percent of students in each cohort will pass their core academic subjects by the end of August and the school will promote them to the next grade.

(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.
AMS course offerings are listed below. The school year is divided into trimesters and students have the opportunity to earn one credit in each core subject (English, math, science and social studies) three times a year. This allows flexibility in programming students to support their needs and to accelerate their progress. Within the New Visions Charter High School network, minimum promotion criteria are as follows: grade 9 to 10 requires a minimum of 12 credits, grade 10 to 11 requires a minimum of 24 credits, and grade 11 to 12 requires a minimum of 34 credits. High School graduation requires that students meet state requirements in terms of credit accumulation and distribution of credits and passing five required Regents Exams. Note that students at New Visions Charter High Schools, students will earn more credits than required for high school graduation. Upper House is designed to be a time for students to take college-level courses participate in internships and other activities designed to maximize their post-secondary success.

	COURSE OFFERINGS
MATH	Algebra I, II, III Algebra II and Trigonometry Modeling with Algebra Geometry Math Lab Statistics AP Calculus AP Statistics

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

HISTORY	Global History I, II, II, IV US History US History Survey AP US History Turning Points in Global History Modern World History Particular Topics in World History Foreign Policy Particular Topics: US Grass Roots Movements Legal System: Mock Trial & Moot Court
SCIENCE	Living Environment Living Environment Lab Anatomy and Physiology Chemistry Chemistry Lab Earth Science Earth Science Lab Physics Physics Design and Problem Solving AP Biology
ENGLISH LANGUAGE ARTS	English Reading Lab ESL Reading Lab Creative Writing AP English Literature Pre-AP English Advanced Psychology of Literature Wilson Reading
FOREIGN LANGUAGE	Spanish I, II, III, IV Native Language-Spanish I, II, III, IV
ART & MUSIC	Studio Art I, II Music I, II AP 2D Design
OTHER	Physical Education Yoga College & Career Readiness Seminar Health Independent Research Internships Leadership

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

RESULTS

AMS students exceeded the 75% promotion rate goal for every cohort.

Percent of Students Promoted by Cohort in 2015-16

Cohort Designation	Number in Cohort	Percent promoted
2012	100	97%
2013	94	82%
2014	116	87%
2015	144	83%

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2015-16

Cohort Designation	Number in Cohort	Percent promoted
2014	116	84%
2015	144	74%

EVALUATION

AMS students in every cohort exceeded the 75% promotion rate goal with rates ranging from 22 percentage points higher in the 2012 cohort to eight percentage points higher in the 2015 cohort. The 2014 cohort exceeded the required number of credits while the 2015 cohort came within one percentage point of meeting the goal. At AMS, our grade team structure has supported students staying on track and being successful in both passing their courses and their exams each year.

ADDITIONAL EVIDENCE

N/A

Goal 5: Absolute Measure

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2015, the 2013 cohort will have completed its second year.

RESULTS

None of the cohorts exceeded the 75% goal of passing three Regents exams in the second year. The 2014 cohort fell short of the goal by 16 percentage points.

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2012	120	63%
2013	106	63%
2014	116	59%

EVALUATION

None of the current three cohorts exceeded the 75% goal of passing three Regents exams in the second year. The 2012 and 2013 cohorts, with pass rates of 63%, both fell short of the goal by 12 percentage points while the 2014 cohort's pass rate was 16 percentage points below the goal. We believe that we need to create a more systematic approach to supporting students across the different cohorts so that each cohort reaches the 75% goal.

ADDITIONAL EVIDENCE

N/A

Goal 5: Absolute Measure

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2011 cohort and graduated four years later and those who entered as members of the 2010 cohort and graduated five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.
The school's graduation requirements appear above under the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS

Ninety-one percent of AMS students in the school's first cohort and 86% of the students in the second graduation cohort graduated from high school after four years. The 2011 cohort's graduation rate increased to 95% at the end of five years.

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

Cohort Designation	Number in Cohort	Percent Graduating
2010	N/A	N/A
2011	116	91%
2012	100	86%

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

Percent of Students in Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	Number in Cohort	Percent Graduating
2009	N/A	N/A
2010	N/A	N/A
2011	116	95%

EVALUATION

AMS's first two cohorts far exceeded the 75% four-year graduation goal with 91% and 86% of the cohorts meeting diploma requirements at the end of four years. The graduation rate for the 2011 cohort increased to 95% at the end of five years. A similar increase is expected for the 2012 cohort. AMS has focused on supporting teachers in developing their practice so they can implement ambitious instruction in their classrooms. Each year we move to better implementation of our plans as our teachers sharpen their pedagogical skills. We believe this focus on instruction and the various support opportunities for students over the course of the four years has allowed us to be successful with this first graduating class.

ADDITIONAL EVIDENCE

N/A

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district[23]. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

RESULTS

AMS' 2012 cohort graduated at a rate of 86%, 22 percentage points higher than students in the local district.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to Local District

Cohort Design	Charter School		School District	
	Number in	Percent	Number in	Percent

23 Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the IRS Data Release webpage.

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

ation	Cohort	Graduating	Cohort	Graduating
2010	N/A	N/A	N/A	N/A
2011	116	91%	4,485	60%
2012	100	86%	4,178	64%

EVALUATION

AMS's first two cohorts posted four-year graduation rates of 91% and 86% respectively, both rates considerably higher than those of the local district. AMS has focused on supporting teachers in developing their practice so they can implement ambitious instruction in their classrooms. Each year we move to better implementation of our plans as our teachers sharpen their pedagogical skills. We believe this focus on instruction and the various support opportunities for students over the course of the four years has allowed us to be successful with these first graduating classes.

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

AMS met three of the four graduation goals in its Accountability Plan and came very close to achieving the post 2012-2013 credit goal as well.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	Achieved
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did Not Achieve
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Achieved

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Did Not Achieve

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

ACTION PLAN

At AMS, we need to build in a more systematic approach so that each cohort reaches the benchmark of 75% of the cohort passing at least three different Regents exams by the end of their second year. At AMS we have one AP and grade level counselor per cohort and we will be using a weekly AP/Counselor meeting to review student data and we will be utilizing our twice a month grade team meetings to support the individual needs of the cohort. These meeting structures will allow AMS to be proactive in supporting the students in reaching their academic success (in this case passing at least three of the four Regents exams by year two). We will continue to use our support class structure for those students who are struggling in their classes. We will also use the summer to better prepare those students who were not successful in passing their exams in June.

GOAL 6: COLLEGE PREPARATION

GOAL 6: COLLEGE PREPARATION

All graduating students will be prepared for academic institutions of higher education.

Goal 6: Comparative Measure

Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

METHOD

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10th grade (sophomore) test takers in the given year.

RESULTS

On average, 10th grade students in AMS scored 399 in Critical Reading and 414 in Mathematics in 2015-2016. Statewide averages were not available at the time this report was prepared.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2013-14	122	108	35	41	39	43
2014-15	97	83	36	41	39	42
2015-16*	142	118	399	TBD	414	TBD

*The PSAT scale changed in 2015-2016 so that it aligns more to SAT scores which are also three digit numbers.

EVALUATION

Students' performance at AMS could not be compared to the performance of students statewide at the time this report was prepared as The College Board had not yet released statewide results. Some AMS students enter high school below grade level lacking the basic skills needed to demonstrate comprehension or reading fluency on an exam like the PSAT. This is true for both the math and Critical Reading sections. A focus on reading strategies in on-demand situations across all content areas has shown

an increase on regular assessments in classes. We expect that student performance will improve on more formal assessments when students take them a second time.

ADDITIONAL EVIDENCE

N/A

Goal 7: Comparative Measure

Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

METHOD

This measure tracks student performance on one of the most commonly used high school college prep assessments.
The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages the New York State average for all 12th grade test takers in the given year.

RESULTS

The results for 12th grade AMS students were not available at the time this report was written nor had The College Board released statewide comparison data for 2015-2015.

12th Grade SAT Performance by School Year

School Year	Number of Students in the 12th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2013-14	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	106	93	398	488	415	502
2015-16	88	5	TBD	TBD	TBD	TBD

EVALUATION

The results for 12th grade AMS students were not available at the time this report was written nor had The College Board released statewide comparison data for 2015-2015 precluding any meaningful evaluation of this measure.

ADDITIONAL EVIDENCE

N/A

(§) The percent of graduating students that meets the state's aspirational performance measure ("APM"), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.

HIGH SCHOOL GOALS: COLLEGE PREPARATION

METHOD

Recognizing that remediation rates in New York's colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score 80 or better on a math Regents exam and 75 or better on the English Regents exam. The Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with a score below 80 on a math Regents exam and below 75 on the English exam – are likely to require remediation in college.

RESULTS

Twenty-nine percent of the 2011 cohort and 28% of the 2012 cohort met the aspirational performance measure by meeting college readiness benchmarks in English and math as compared to 40% of students statewide in the 2011 cohort, the last cohort for which statewide data are currently available.

Percent of Graduates Meeting the Aspirational Performance Measure[24]

Cohort	Charter School	Statewide[25]
2010	N/A	38.1
2011	29%	40.0
2012	28%	TBD

EVALUATION

While the 2011 and 2012 cohorts' pass rates of 29% and 28% respectively, these rates are well the performance of students statewide.

(§) The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.

METHOD

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score of 65 or above; and took advanced

24 Schools can retrieve state level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the IRS Data Release webpage.

25 Statewide results for the 2011 cohort are not yet available.

course sequences in Career and Technical Education, the arts, or a language other than English).

RESULTS

Three percent of the 2011 cohort and five percent of the 2012 cohort were awarded a Regents Diploma with Advanced Designation as compared with 24% and 25% of students in Community School District 10 respectively.

Percent of Graduates with a Regents Diploma with Advanced Designation[26]

Cohort	Charter School	School District[27]
2010	N/A	N/A
2011	3%	24%
2012	5%	25%

EVALUATION

In the first graduation cohort, only three percent of AMS students were awarded an Advanced Regents Diploma with a slight increase to five percent in the second cohort—well below the rate in the local community school district. AMS will focus on teacher retention as many of our teachers are at the beginning of their careers. We believe through teacher retention we will be able to better build on our success each year and through this process we will be able to best support students in achieving the Advanced Regents diploma.

(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement ("AP") exam, a College Level Examination Program ("CLEP") exam or a college level course.

METHOD

This goal was measured using Advanced Placement courses that graduates took and passed at AMS.

RESULTS

Close to three-fourths of AMS students in both the 2011 and 2012 cohorts took and passed an Advanced Placement course during their four years of high school.

Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course[28]

26 Schools can retrieve information about diplomas conferred from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the IRS Data Release webpage.

27 District results for the 2011 cohort are not yet available.

28 Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

HIGH SCHOOL GOALS: COLLEGE PREPARATION

2010	N/A	N/A
2011	85	73%
2012	88	69%

EVALUATION

AMS's first cohort came within two percentage points of achieving the college preparation goal by taking and passing an Advanced Placement course and/or exam during their four years of high school while the second cohort fell short of the goal by six percentage points. AMS has demonstrated initial success in college level courses because of our focus on deep learning and the various opportunities students have in upper house (AP courses, college level courses, internships, and college partnerships).

Goal 7: College Attendance or Achievement Measure

(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

METHOD

AMS will collect college data on the percentage of graduating seniors who register for college and the number of college credits they earn in their first year.

RESULTS

Since the 2012 cohort just graduated in June and August, college registration and the number of credits students earn in their first year is not yet available.

EVALUATION

Since the 2012 cohort just graduated in June and August, college registration and the number of credits students earn in their first year is not yet available.

SUMMARY OF THE COLLEGE PREPARATION GOAL

During the school's early development, AMS has not yet achieved the college preparation goals.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Comparative	Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Did Not Achieve
Comparative	Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	N/A
College Preparation	Each Year, at least 50 percent of students in the high school Graduation Cohort will earn an Advanced Regents Diploma or Diploma with Honors.	Did Not Achieve
College Attainment	Each Year, 90% of graduating seniors will register for college and complete 10 college credits in their first year.	N/A

HIGH SCHOOL GOALS: COLLEGE PREPARATION

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
	(§) The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Did Not Achieve
	(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Did Not Achieve
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	N/A

ACTION PLAN

At AMS, our juniors have a college readiness/SAT-Prep class built into their program. This course is designed to help students understand the college process, and prepare them for both the SAT and ACT. We believe this course will help students raise their SAT and ACT scores by the end of their senior year as they will have an opportunity to better understand these exams and will learn important test strategies. We will also continue to offer our College Boot Camp in August for rising seniors. Finally, we will continue to move towards more effective implementation of our ambitious instruction of challenge based learning across all content areas. With a continued focus on cross content skills our students will increase their ability to think critically.

APPENDIX B: OPTIONAL GOALS

Goal S: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

METHOD

The cohort consists of all students enrolled in school on BEDS day (the first Wednesday in October) in a given year. All of these students are tracked to determine whether they are still enrolled in the school on BEDS day in the following year. The retention rate excludes students that have graduated.

RESULTS

A total of 90% of students returned in 2015-2016.

2015-16 Student Retention Rate

2014-15 Enrollment	Number of Students Who Graduated in 2014-15	Number of Students Who Returned in 2015-16	Retention Rate 2015-16 Re-enrollment ÷ (2014-15 Enrollment – Graduates)
467	105	322	90%

EVALUATION

The 90% retention rate in 2015-2016 meets the target.

ADDITIONAL EVIDENCE

Year	Retention Rate
2013-14	90%
2014-15	87%
2015-16	90%

Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

METHOD

Student attendance is taken daily and results input into an electronic system. Daily, period, weekly and monthly attendance reports are maintained and used by school leadership and staff to identify students who are not in school and to follow-up to ensure that they are in attendance. Daily calls are made to the parents of absent students and follow-up meetings are held with families to discuss attendance issues and determine appropriate interventions.

RESULTS

The average daily attendance in 2015-2016 was 91% up from 89% the previous year.

APPENDIX B: OPTIONAL GOALS

2015-16 Attendance	
Grade	Average Daily Attendance Rate
9	92%
10	91%
11	92%
12	91%
Overall	91%

EVALUATION

AMS exceeded the school target of 90% with an average daily attendance rate of 91% although this rate is less than the 95% goal. Attendance was a priority in 2015-2016 and the rate improved two percentage points from the previous year's rate.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2013-14	89%
2014-15	89%
2015-16	91%

HIGH SCHOOLS: SUBJECT AREA MEASURES

Cohort Passing Rate by Regents Mathematics Exam

Exam	Cohort			
	2009	2010	2011	2012
Integrated Algebra	N/A	N/A	97%	96%
Geometry	N/A	N/A	47%	52%
Algebra 2	N/A	N/A	2%	10%

Cohort Passing Rate by Regents Science Exam

Exam	Cohort			
	2009	2010	2011	2012
Living Environment	N/A	N/A	88%	87%
Earth Science	N/A	N/A	4%	8%
Chemistry	N/A	N/A	5%	17%
Physics	N/A	N/A	0%	0%

Entry 4 Expenditures per Child

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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 2015-16 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: http://www.p12.nysed.gov/psc/AuditGuide.html

Line 1: Total Expenditures	6471812
Line 2: Year End FTE student enrollment	441
Line 3: Divide Line 1 by Line 2	14675

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 2015-16 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)	440403
Line 2: Management and General Cost (Column)	45690
Line 3: Sum of Line 1 and Line 2	486093
Line 5: Divide Line 3 by the Year End FTE student enrollment	1102

Thank you.

Entry 6a Audited Statements

Created: 10/20/2016

Last updated: 11/01/2016

Regents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information requested and upload the independent auditor's report and internal controls reports as one combined file.

Page 1

School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Matt Gill	[redacted]	

Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Marc Taub	[redacted]		6

If Applicable:

	Outsourced Financial Services Firm Name	Outsourced Financial Services Contact	Outsourced Financial Services Email	Outsourced Financial Services Phone	Years Working With This Firm

Please upload as one combined file:

a. the independent auditor's report on financial statements and notes; and
b. reports on internal controls over financial reporting and compliance

https://nysed-cso-reports.fluidreview.com/media/assets/survey-uploads/84001/6980998-F7wWrRhhE3/Financial%20Statements-%20AMS%20I%20-%2010.25.16.pdf

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE

FINANCIAL STATEMENTS

JUNE 30, 2016

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR JUNE 30, 2015)

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE

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MBAF
CERTIFIED PUBLIC ACCOUNTANTS AND ADVISORS

INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
New Visions Charter High School for Advanced Math and Science

Report on the Financial Statements

We have audited the accompanying financial statements of New Visions Charter High School for Advanced Math and Science (the "School"), which comprise the statement of financial position as of June 30, 2016, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of New Visions Charter High School for Advanced Math and Science as of June 30, 2016, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited New Visions Charter High School for Advanced Math and Science's 2015 financial statements and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 28, 2015. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2015 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 25, 2016, 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 the 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 25, 2016

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2016

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR JUNE 30, 2015)

ASSETS	2016	2015
Cash	$ 2,057,775	$ 1,279,987
Cash - restricted	75,267	75,158
Grants receivable	499,767	388,467
Prepaid expenses and other assets	5,814	3,056
Due from related entities	4,200	-
Property and equipment, net	50,008	40,779
	$ 2,692,831	**$ 1,787,447**
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable and accrued expenses	$ 146,904	$ 188,210
Accrued salaries and other payroll related expenses	103,506	110,857
Due to NYC Department of Education	4,510	1,378
Due to related entities	138,130	128,838
	393,050	429,283
NET ASSETS		
Unrestricted	2,299,781	1,358,164
	$ 2,692,831	**$ 1,787,447**

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

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED JUNE 30, 2016

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2015)

	2016	2015
OPERATING REVENUE		
State and local per pupil operating revenue	$ 6,992,455	$ 6,814,247
Government grants and contracts	585,813	530,910
	7,578,268	7,345,157
EXPENSES		
Program	6,035,546	5,921,572
Management and general	636,957	531,169
Fundraising	60,626	58,761
	6,733,129	6,511,502
SUPPORT AND OTHER INCOME		
Miscellaneous income	96,263	79,928
Interest income	215	139
	96,478	80,067
CHANGE IN NET ASSETS	941,617	913,722
NET ASSETS – BEGINNING OF YEAR	1,358,164	444,442
NET ASSETS – END OF YEAR	**$ 2,299,781**	**$ 1,358,164**

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

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE

STATEMENT OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED JUNE 30, 2016

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2015)

		Program Services			Supporting Services			
	No. of Positions	Regular Education	Special Education	Total	Management and General	Fundraising	2016	2015
Personnel service costs								
Administrative staff personnel	20	$ 577,795	$ 88,313	$ 666,108	$ 452,046	$ -	$ 1,118,154	$ 1,187,273
Instructional personnel	43	2,070,751	751,855	2,822,606	-	-	2,822,606	2,733,755
Total salaries and staff	63	2,648,546	840,168	3,488,714	452,046	-	3,940,760	3,921,028
Fringe benefits and payroll taxes		495,189	157,229	652,418	84,352	-	736,770	843,100
Retirement		147,111	46,666	193,777	25,108	-	218,885	128,335
Management company fee		454,155	74,097	528,252	17,383	60,626	606,261	587,612
Legal services		11,971	1,945	13,916	448	-	14,364	21,168
Accounting and audit services		-	-	-	19,501	-	19,501	25,846
Other purchases of professional and consulting services		211,812	47,604	259,416	11,218	-	270,634	237,093
Repairs and maintenance		113,883	18,577	132,460	4,355	-	136,815	54,244
Insurance		36,278	5,649	41,927	1,081	-	43,008	43,515
Utilities		35,193	6,089	41,282	3,931	-	45,213	47,075
Instructional supplies and materials		98,939	13,371	112,310	-	-	112,310	126,980
Equipment and furnishings		24,959	3,611	28,570	969	-	29,539	26,769
Staff development		5,875	935	6,810	433	-	7,243	20,853
Marketing and recruitment		85	14	99	3	-	102	358
Technology		169,509	23,811	193,320	2,273	-	195,593	126,826
Food service		57,666	7,909	65,575	915	-	66,490	52,083
Student services		118,942	15,730	134,672	-	-	134,672	124,220
Office expense		77,616	12,023	89,639	11,040	-	100,679	92,298
Depreciation		34,605	5,646	40,251	1,324	-	41,575	26,761
Other		10,610	1,528	12,138	577	-	12,715	5,338
		$ 4,752,944	**$ 1,282,602**	**$ 6,035,546**	**$ 636,957**	**$ 60,626**	**$ 6,733,129**	**$ 6,511,502**

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

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED JUNE 30, 2016

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2015)

	2016	2015
CASH FLOWS FROM OPERATING ACTIVITIES		
Cash received from operating revenue	$ 7,462,768	$ 7,379,190
Other cash received	96,478	80,067
Cash paid to employees and suppliers	(6,730,654)	(6,392,479)
NET CASH PROVIDED BY OPERATING ACTIVITIES	828,592	1,066,778
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property and equipment	(50,804)	(24,484)
NET INCREASE IN CASH	777,788	1,042,294
CASH - BEGINNING OF YEAR	1,279,987	237,693
CASH - END OF YEAR	**$ 2,057,775**	**$ 1,279,987**

Reconciliation of change in net assets to net cash provided by operating activities:

Change in net assets	$ 941,617	$ 913,722
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	41,575	26,761
Changes in operating assets and liabilities:		
Cash - restricted	(109)	(75)
Grants receivable	(111,300)	16,723
Prepaid expenses and other assets	(2,758)	19,565
Due from related entities	(4,200)	-
Accounts payable and accrued expenses	(41,306)	71,801
Accrued salaries and other payroll related expenses	(7,351)	13,789
Due to NYC Department of Education	3,132	(12,818)
Due to related entities	9,292	17,310
NET CASH PROVIDED BY OPERATING ACTIVITIES	**$ 828,592**	**$ 1,066,778**

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

1. NATURE OF THE ORGANIZATION

New Visions Charter High School for Advanced Math and Science (the "School") is a New York State not-for-profit educational corporation that was incorporated on December 14, 2010 to operate a Charter School pursuant to Article 56 of the Education Law of the State of New York. The School, led by the Board of Trustees, received a charter from The Charter Schools Institute - State University of New York ("SUNY–CSI") to operate a charter school in the State of New York pursuant to certain terms and conditions set forth in its approved Charter Application and Charter Agreement dated November 19, 2010. The School endeavors to extend equally to all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility and safety. The School's charter was renewed for an additional five years, expiring in December 2020.

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.

In fiscal year 2016, the School operated classes for students in ninth, tenth, eleventh, and twelfth grades.

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 13,434 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, revenue and expenses is based on the existence or absence of donor-imposed restrictions and requires that the amounts for each of the three classes of net assets, permanently restricted, temporarily restricted, and unrestricted, be displayed in the statement of financial position. The amounts of change in each of the classes of net assets are also required to be displayed in the statement of activities.

These classes are defined as follows:

Permanently Restricted – Net assets resulting from contributions and other inflows of assets whose use by the School is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the School.

Temporarily Restricted – Net assets resulting from contributions and other inflows of assets whose use by the School are limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the School pursuant to those stipulations. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities. However, if a restriction is fulfilled in the same period in which the contribution is received, the School reports the support as unrestricted.

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Financial Statement Presentation (Continued)

Unrestricted – The part of net assets that is neither permanently nor temporarily restricted by donor-imposed stipulations.

The School has no temporarily or permanently restricted net assets at June 30, 2016.

Cash – Restricted

Included in cash - restricted is an escrow account of $75,267 and $75,158 at June 30, 2016 and 2015, respectively, which is held aside for contingency purposes as required by SUNY–CSI.

Grants Receivable

Grants receivable represent federal and state entitlements and grants. Grants receivable are expected to be collected within one year, are recorded at net realizable value, and amounted to $499,767 and $388,467 at June 30, 2016 and 2015, respectively. The School has determined that no allowance for uncollectible accounts was necessary at June 30, 2016 and 2015. Such estimate is based on management's assessments of the creditworthiness of its grantors, the aged basis of its receivables, as well as current economic conditions and historical information.

Revenue Recognition

Revenue is recognized when the donor makes a promise to give to the School that is, in substance, unconditional. 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.

Net Assets

Unrestricted net assets consist of revenues derived from government agencies, public contributions and other revenues for youth education. These net assets account for resources over which the Board of Trustees has discretionary control to use in carrying on the operations of the School.

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, is excess shared space whereby a fair value cannot be determined, and is industry practice.

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Property and Equipment and Depreciation

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. Depreciation is provided on the straight line method over the estimated useful lives as follows:

Furniture and office equipment	3 years
Computer equipment	3 years

Impairment

The School reviews long-lived assets to determine whether there has been any permanent impairment whenever events or circumstances indicate the carrying amount of an asset may not be recoverable. If the sum of the expected future undiscounted cash flows is less than the carrying amount of the assets, the School recognizes an impairment loss. No impairment losses were recognized for the years ended June 30, 2016 and 2015.

Functional Allocation of Expenses

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

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

Estimates

The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect certain reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expense during the reporting period. Accordingly, actual results could differ from those estimates.

Subsequent Events

The School has evaluated events through October 25, 2016, which is the date the financial statements were available to be issued.

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Comparative Financial Information

The June 30, 2016 financial statements include certain prior year summarized comparative information in total but not by net asset class. In addition, only certain of the notes to the financial statements for June 30, 2015 are presented. As a result, the June 30, 2015 comparative information does not include sufficient detail to constitute a presentation in conformity with U.S. GAAP. Accordingly, such June 30, 2015 information should be read in conjunction with the School's financial statements for the year ended June 30, 2015, from which the summarized information was derived.

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 and New York State jurisdictions. With few exceptions, the School is no longer subject to Federal, state, or local income tax examinations for fiscal years before 2013.

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 filed. 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."

Recent Accounting Pronouncements

In May 2014, the Financial Accounting Standards Board ("FASB") issued an accounting standard 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 August 2016, the FASB issued an accounting standard update which aims to improve information provided to creditors, donors, grantors, and others while also reducing complexity and costs. The update is the first phase of a project regarding not-for-profits which aims to improve and simplify net asset classification requirements and improve the information presented and disclosed in financial statements about liquidity, cash flows, and financial performance. The update is effective retrospectively for financial statements issued for fiscal years beginning after December 15, 2017, and interim periods within fiscal years beginning after December 15, 2018, with earlier application permitted. The School is currently evaluating the effect the update will have on its financial statements.

3. RELATED PARTY TRANSACTIONS

New Visions for Public Schools ("New Visions") is a not-for-profit organization dedicated to supporting public schools and helping to start and manage charter schools. Pursuant to the terms of the Educational Services Agreement by and between the School and New Visions dated July 22, 2011, New Visions provides educational management, operational services, and fundraising to the School. As compensation to New Visions for these services rendered, the School pays 8% of its gross revenues. Gross revenue is defined as all such funding provided by the State, Federal, and local governments, but excludes any private grant funding awarded to the School.

The balance due to New Visions from the School at June 30, 2016 and 2015 amounted to $138,130 and $128,838, respectively, which is comprised of management fees. Total management fees incurred by the School for the years ended June 30, 2016 and 2015 totaled $606,261 and $587,612, respectively.

For operational efficiency and purchasing power, the School also shares expenses with other charter schools related by common management. At June 30, 2016, the balance due from the other charter schools was $4,200. At June 30, 2015, there was no balance due to or from the other charter schools.

4. PROPERTY AND EQUIPMENT

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

	2016	2015
Computer equipment	$ 145,466	$ 94,662
Furniture and office equipment	27,124	27,124
	172,590	121,786
Less: accumulated depreciation	(122,582)	(81,007)
	$ 50,008	**$ 40,779**

Depreciation expense amounted to $41,575 and $26,761 for the years ended June 30, 2016 and 2015, respectively.

5. GRANTS RECEIVABLE

Grants receivable consists 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,:

	2016	2015
School Improvement Grant	$ 80,000	$ 144,637
E-Rate Reimbursement	65,838	25,849
Mount Vernon – Per Pupil	17,144	-
Yonkers – Per Pupil	87,378	72,615
Title I	138,878	139,041
Title II	5,126	5,441
NYS Additional Funding	98,312	-
Other	7,091	884
	$ 499,767	**$ 388,467**

6. 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 1 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 $218,885 and $128,335, net of forfeitures, for the years ended June 30, 2016 and 2015, respectively, and is included in retirement in the statement of functional expenses.

7. 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.

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursements. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

8. COMMITMENTS

In December 2011, the School entered into a service contract with Lincoln Center Institute for the Arts in Education ("LCI") to receive high school literacy-related services based on a fee for service basis. The contract is effective through June 2017, with additional one-year extensions until the contract is terminated. Services include teaching artists, program manager, and yearly licensing for materials. The fee is based on rates negotiated between LCI and the United Federation of Teachers, Lincoln Center Teaching Artist Chapter, NYSUT, AFT, AFL-CIO, whose rates are expected to increase 3% per year. Future minimum payments under the contract through June 30, 2017 are $97,655.

The School leases office equipment and copiers under non-cancelable operating leases which will expire at various times during the next four years. The leasing expense for the years ended June 30, 2016 and 2015 was $35,938 and $29,593, respectively, which is included in the accompanying statement of functional expenses under office expense. Future minimum lease payments are as follows:

June 30,	
2017	$ 18,687
2018	16,284
2019	4,364
2020	1,980
2021	1,980
	$ 43,295

9. CONCENTRATIONS

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

The School received approximately 90% of its total revenue from per pupil funding from the NYCDOE during each of the years ended June 30, 2016 and 2015.

The School's grants receivable consist of five major grantors accounting for approximately 94% at June 30, 2016 and three major grantors accounting for approximately 92% at June 30, 2015.

The School’s payables consist of one major vendor accounting for approximately 24% at June 30, 2016 and four major vendors accounting for approximately 54% at June 30, 2015.

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CERTIFIED PUBLIC ACCOUNTANTS AND ADVISORS

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 Charter High School for Advanced Math and Science

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 Charter High School for Advanced Math and Science (the "School"), which comprise the statement of financial position as of June 30, 2016, 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 25, 2016.

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 25, 2016.

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 25, 2016

Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

TEMPLATE TABS

1- GRAY tab contains the Instructions

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

2- BLUE tabs require input of information

1.) Name of School	>Select school name from list. >Enter contact information.
2.) Enrollment	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter
4.) Yearly Budget	Enter Yearly Budget information. Includes: >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and *approved* by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
5.) Balance Sheet	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
6.) Quarterly Report	Enter Actual Quarterly Report information . Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

= Cells labeled in ORANGE containe guidance regarding the input of information.

= Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Ver. 20160603

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

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*

SUNY Charter Schools Institute
The State University of New York

ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

#NAME? -

SCHOOL

Name:	New Visions Charter High School for Advanced Math and Science

CONTACT INFORMATION -

Contact Name:	Cynthia Rietscha
Contact Title:	Acting Vice President of Finance and Operations
Contact Email:	[redacted]
Contact Phone:	[redacted]

REPORT PERIOD -

Current Academic Year:	2016-17
Prior Academic Year:	#NAME?

#NAME?
#NAME?

ENROLLMENT BY GRADES

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

TOTAL ENROLLMENT = 479

ENROLLMENT BY DISTRICT

	PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER						
		QUARTER 1		QUARTER 2		QUARTER 3		QUAR
		Original	*Revised*	Original	*Revised*	Original	*Revised*	Original
NUMBER OF SCHOOL DISTRICTS ENROLLED:	0	1	0	1	0	1	0	1
NUMBER OF STUDENTS ENROLLED:	0	479	0	479	0	479	0	479

***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 #NAME?	ENROLLMENT BY QUARTER						
				QUARTER 1		QUARTER 2		QUARTER 3		QUAR
	PRIMARY/OTHER	DISTRICT NAME(S)	Actual Enrollment	Original Budgeted Enrollment	*Revised* Budgeted Enrollment	Original Budgeted Enrollment	*Revised* Budgeted Enrollment	Original Budgeted Enrollment	*Revised* Budgeted Enrollment	Original Budgeted Enrollment
1	PRIMARY District	NYC CHANCELLOR'S OFFICE		479		479		479		479
2	SECONDARY District	(Select from drop-down list) →								
###	Other District 3	(Select from drop-down list) →								
###	Other District 4	(Select from drop-down list) →								
###	Other District 5	(Select from drop-down list) →								
###	Other District 6	(Select from drop-down list) →								
###	Other District 7	(Select from drop-down list) →								
###	Other District 8	(Select from drop-down list) →								
###	Other District 9	(Select from drop-down list) →								
###	Other District 10	(Select from drop-down list) →								
###	Other District 11	(Select from drop-down list) →								
###	Other District 12	(Select from drop-down list) →								
###	Other District 13	(Select from drop-down list) →								
###	Other District 14	(Select from drop-down list) →								
###	Other District 15	(Select from drop-down list) →								
###	Other District 16	(Select from drop-down list) →								
###	Other District 17	(Select from drop-down list) →								
###	Other District 18	(Select from drop-down list) →								
###	Other District 19	(Select from drop-down list) →								
###	Other District 20	(Select from drop-down list) →								
###	Other District 21	(Select from drop-down list) →								
###	Other District 22	(Select from drop-down list) →								
###	Other District 23	(Select from drop-down list) →								
###	Other District 24	(Select from drop-down list) →								
###	Other District 25	(Select from drop-down list) →								
###	Other District 26	(Select from drop-down list) →								
###	Other District 27	(Select from drop-down list) →								
###	Other District 28	(Select from drop-down list) →								
###	Other District 29	(Select from drop-down list) →								
###	Other District 30	(Select from drop-down list) →								
###	Other District 31	(Select from drop-down list) →								
###	Other District 32	(Select from drop-down list) →								
###	Other District 33	(Select from drop-down list) →								
###	Other District 34	(Select from drop-down list) →								
###	Other District 35	(Select from drop-down list) →								
###	Other District 36	(Select from drop-down list) →								
###	Other District 37	(Select from drop-down list) →								
###	Other District 38	(Select from drop-down list) →								
###	Other District 39	(Select from drop-down list) →								
###	Other District 40	(Select from drop-down list) →								
###	Other District 41	(Select from drop-down list) →								
###	Other District 42	(Select from drop-down list) →								
###	Other District 43	(Select from drop-down list) →								
###	Other District 44	(Select from drop-down list) →								
###	Other District 45	(Select from drop-down list) →								
###	Other District 46	(Select from drop-down list) →								
###	Other District 47	(Select from drop-down list) →								
###	Other District 48	(Select from drop-down list) →								
###	Other District 49	(Select from drop-down list) →								
###	Other District 50	(Select from drop-down list) →								

8	9	10	11	12
	150	126	106	97

	ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
TER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Revised	Actual	Actual	Actual	Actual
0	0	0	0	0
0	0	0	0	0

Column(s) for the

	ACTUAL ENROLLMENT BY QUARTER			
TER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Revised Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

STAFFING PLAN F

***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 t*
If budget revisions ARE made, the entire "REVISED" budget columns for the affec

ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR	ANNUAL BUDGETED FTE				
	#NAME?	Q1		Q2		Q
	ACTUAL	Original	Revised	Original	Revised	Original
Executive Management		1.0		1.0		1.0
Instructional Management		4.0		4.0		4.0
Deans, Directors & Coordinators		4.0		4.0		4.0
CFO / Director of Finance		1.0		1.0		1.0
Operation / Business Manager		1.0		1.0		1.0
Administrative Staff		9.0		9.0		9.0
TOTAL ADMINISTRATIVE STAFF	0.0	20.0	0.0	20.0	0.0	20.0

INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR	ANNUAL BUDGETED FTE				
	#NAME?	Q1		Q2		Q
	ACTUAL	Original	Revised	Original	Revised	Original
Teachers - Regular		12.0		12.0		12.0
Teachers - SPED		8.0		8.0		8.0
Substitute Teachers						
Teaching Assistants						
Specialty Teachers		18.0		18.0		18.0
Aides						
Therapists & Counselors		6.0		6.0		6.0
Other						
TOTAL INSTRUCTIONAL	0.0	44.0	0.0	44.0	0.0	44.0

NON INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR	ANNUAL BUDGETED FTE				
	#NAME?	Q1		Q2		Q
	ACTUAL	Original	Revised	Original	Revised	Original
Nurse						
Librarian						
Custodian						
Security						
Other						
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	0.0

TOTAL PERSONNEL SERVICE FTE	0.0	64.0	0.0	64.0	0.0	64.0

#NAME?
#NAME?

ULL TIME EQUIVALENT ("FTE")

***NOTE:** Enter the number of FTE positions in the "blue" cells.* *he 'REVISED' Column(s) COMPLETELY BLANK. ted quarter(s) must be completed on tabs 2, 3*

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

ADMINISTRATIVE PERSONNEL FTE	3	Q4		ACTUAL QUARTERLY FTE			
				Q1	Q2	Q3	Q4
	Revised	Original	Revised	Actual	Actual	Actual	Actual
Executive Management		1.0					
Instructional Management		4.0					
Deans, Directors & Coordinators		4.0					
CFO / Director of Finance		1.0					
Operation / Business Manager		1.0					
Administrative Staff		9.0					
TOTAL ADMINISTRATIVE STAFF	0.0	20.0	0.0	0.0	0.0	0.0	0.0

INSTRUCTIONAL PERSONNEL FTE	3	Q4		ACTUAL QUARTERLY FTE			
				Q1	Q2	Q3	Q4
	Revised	Original	Revised	Actual	Actual	Actual	Actual
Teachers - Regular		12.0					
Teachers - SPED		8.0					
Substitute Teachers							
Teaching Assistants							
Specialty Teachers		18.0					
Aides							
Therapists & Counselors		6.0					
Other							
TOTAL INSTRUCTIONAL	0.0	44.0	0.0	0.0	0.0	0.0	0.0

NON INSTRUCTIONAL PERSONNEL FTE	3	Q4		ACTUAL QUARTERLY FTE			
				Q1	Q2	Q3	Q4
	Revised	Original	Revised	Actual	Actual	Actual	Actual
Nurse							
Librarian							
Custodian							
Security							
Other							
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	0.0	0.0

TOTAL PERSONNEL SERVICE FTE	0.0	64.0	0.0	0.0	0.0	0.0	0.0

***NOTE:** Enter the number of FTE positions in the "blue" cells.*	***NOTE:** State the assumptions that are being made for personnel FTE levels.*

ADMINISTRATIVE PERSONNEL FTE	Description of Assumptions
Executive Management	
Instructional Management	
Deans, Directors & Coordinators	
CFO / Director of Finance	
Operation / Business Manager	
Administrative Staff	
TOTAL ADMINISTRATIVE STAFF	

INSTRUCTIONAL PERSONNEL FTE	Description of Assumptions
Teachers - Regular	
Teachers - SPED	
Substitute Teachers	
Teaching Assistants	
Specialty Teachers	
Aides	
Therapists & Counselors	
Other	
TOTAL INSTRUCTIONAL	

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

TOTAL PERSONNEL SERVICE FTE	

#NAME?
Budget / Operating Plan
#NAME?

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	479	-	-	479	-	-	479
	Prior Year Actual	**1st Quarter - 7/1 - 9/30**			**2nd Quarter - 10/1 - 12/31**			**3rd Q**
	#NAME?	**Original Budget**	**Revised Budget**	**Variance**	**Original Budget**	**Revised Budget**	**Variance**	**Original Budget**
REVENUE	Allocate Per Pupil Revenue by Quarter	***NOTE:** *If there are NO budget revisions at the time of quarterly submittal leave* *If budget revisions ARE made, the entire "REVISED" budget columns for the affec*						
REVENUES FROM STATE SOURCES #NAME?								
Per Pupil Revenue Per Pupil Rate	PPR %/Qtr->	#NAME?	25.0%		#NAME?	25.0%		#NAME?
#NAME? #NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME? #NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME? #NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME? #NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME? #NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME? #NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME? #NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME? #NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME? #NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME? #NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME? #NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME? #NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME? #NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
ALL OTHER School Districts: (Weighted Avg) #NAME?		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding) #NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Grants								
Stimulus				#NAME?			#NAME?	
DYCD (Department of Youth and Community Development)				#NAME?			#NAME?	
Other				#NAME?			#NAME?	
Other				#NAME?			#NAME?	
TOTAL REVENUE FROM STATE SOURCES	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Title I		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Title Funding - Other		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
School Food Service (Free Lunch)				#NAME?			#NAME?	
Grants								
Charter School Program (CSP) Planning & Implementation				#NAME?			#NAME?	
Other				#NAME?			#NAME?	
Other				#NAME?			#NAME?	
TOTAL REVENUE FROM FEDERAL SOURCES	-	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
LOCAL and OTHER REVENUE								
Contributions and Donations				#NAME?			#NAME?	
Fundraising				#NAME?			#NAME?	
Erate Reimbursement				#NAME?			#NAME?	
Earnings on Investments				#NAME?			#NAME?	
Interest Income				#NAME?			#NAME?	
Food Service (Income from meals)				#NAME?			#NAME?	
Text Book				#NAME?			#NAME?	
OTHER				#NAME?			#NAME?	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	#NAME?	-	-	#NAME?	-
TOTAL REVENUE	**-**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

#NAME? -
Budget / Operating Plan -
#NAME? -

Total Revenue		**-**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses		**-**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income		**-**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment		**-**	**479**	**-**	**-**	**479**	**-**	**-**	**479**
		Prior Year Actual	**1st Quarter - 7/1 - 9/30**			**2nd Quarter - 10/1 - 12/31**			**3rd Q**
		#NAME?	**Original Budget**	**Revised Budget**	**Variance**	**Original Budget**	**Revised Budget**	**Variance**	**Original Budget**
EXPENSES									
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions								
Executive Management	1.00		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Instructional Management	4.00		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Deans, Directors & Coordinators	4.00		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
CFO / Director of Finance	1.00		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Operation / Business Manager	1.00		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Administrative Staff	9.00		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	20.00	-	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular	12.00		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Teachers - SPED	8.00		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Substitute Teachers	-				#NAME?			#NAME?	
Teaching Assistants	-				#NAME?			#NAME?	
Specialty Teachers	18.00		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Aides	-				#NAME?			#NAME?	
Therapists & Counselors	6.00		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Other	-				#NAME?			#NAME?	
TOTAL INSTRUCTIONAL	44.00	-	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse	-				#NAME?			#NAME?	
Librarian	-				#NAME?			#NAME?	
Custodian	-				#NAME?			#NAME?	
Security	-				#NAME?			#NAME?	
Other	-				#NAME?			#NAME?	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	#NAME?	-	-	#NAME?	-
SUBTOTAL PERSONNEL SERVICE COSTS	64.00	-	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS									
Payroll Taxes			#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Fringe / Employee Benefits			#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Retirement / Pension			#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		-	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS	64.00	-	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
CONTRACTED SERVICES									
Accounting / Audit			#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Legal			#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Management Company Fee			#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Nurse Services					#NAME?			#NAME?	
Food Service / School Lunch			#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Payroll Services			#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Special Ed Services					#NAME?			#NAME?	
Titlement Services (i.e. Title I)					#NAME?			#NAME?	
Other Purchased / Professional / Consulting			#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
TOTAL CONTRACTED SERVICES		-	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?

#NAME? -
Budget / Operating Plan -
#NAME? -

Total Revenue	**-**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**-**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income	**-**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment	**-**	**479**	**-**	**-**	**479**	**-**	**-**	**479**
	Prior Year Actual	**1st Quarter - 7/1 - 9/30**			**2nd Quarter - 10/1 - 12/31**			**3rd Q**
	#NAME?	**Original Budget**	**Revised Budget**	**Variance**	**Original Budget**	**Revised Budget**	**Variance**	**Original Budget**
SCHOOL OPERATIONS								
Board Expenses				#NAME?			#NAME?	
Classroom / Teaching Supplies & Materials		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Special Ed Supplies & Materials				#NAME?			#NAME?	
Textbooks / Workbooks		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Supplies & Materials other		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Equipment / Furniture		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Telephone		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Technology		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Student Testing & Assessment		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Field Trips				#NAME?			#NAME?	
Transportation (student)		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Student Services - other		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Office Expense		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Staff Development		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Staff Recruitment		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Student Recruitment / Marketing		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
School Meals / Lunch				#NAME?			#NAME?	
Travel (Staff)		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Fundraising				#NAME?			#NAME?	
Other		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
TOTAL SCHOOL OPERATIONS	-	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
FACILITY OPERATION & MAINTENANCE								
Insurance		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Janitorial				#NAME?			#NAME?	
Building and Land Rent / Lease / Facility Finance Interest		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Repairs & Maintenance		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Equipment / Furniture		#NAME?		#NAME?	#NAME?		#NAME?	#NAME?
Security				#NAME?			#NAME?	
Utilities				#NAME?			#NAME?	
TOTAL FACILITY OPERATION & MAINTENANCE	-	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
DEPRECIATION & AMORTIZATION -				#NAME?			#NAME?	
RESERVES / CONTINGENCY -				#NAME?			#NAME?	
TOTAL EXPENSES	**-**	**#NAME?**	**-**	**#NAME?**	**#NAME?**	**-**	**#NAME?**	**#NAME?**
NET INCOME	**-**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

#NAME? -
Budget / Operating Plan -
#NAME? -

Total Revenue	**-**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**-**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income	**-**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment	**-**	**479**	**-**	**-**	**479**	**-**	**-**	**479**
	Prior Year Actual	**1st Quarter - 7/1 - 9/30**			**2nd Quarter - 10/1 - 12/31**			**3rd Q**
	#NAME?	**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
#NAME?	-	479	-	-	479	-	-	479
#NAME?	-	-	-	-	-	-	-	-
#NAME?	-	-	-	-	-	-	-	-
#NAME?	-	-	-	-	-	-	-	-
#NAME?	-	-	-	-	-	-	-	-
#NAME?	-	-	-	-	-	-	-	-
#NAME?	-	-	-	-	-	-	-	-
#NAME?	-	-	-	-	-	-	-	-
#NAME?	-	-	-	-	-	-	-	-
#NAME?	-	-	-	-	-	-	-	-
#NAME?	-	-	-	-	-	-	-	-
#NAME?	-	-	-	-	-	-	-	-
#NAME?	-	-	-	-	-	-	-	-
#NAME?	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	**-**	**479**	**-**	**-**	**479**	**-**	**-**	**479**
REVENUE PER PUPIL	**-**	**#NAME?**	**-**	**#NAME?**	**#NAME?**	**-**	**#NAME?**	**#NAME?**
EXPENSES PER PUPIL	**-**	**#NAME?**	**-**	**#NAME?**	**#NAME?**	**-**	**#NAME?**	**#NAME?**

Total Revenue		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment		**-**	**-**	**479**	**-**	**-**
		Quarter - 1/1 - 3/31		**4th Quarter - 4/1 - 6/30**		
		Revised Budget	**Variance**	**Original Budget**	**Revised Budget**	**Variance**
REVENUE		*e the 'REVISED' Column(s) COMPLETELY BLANK.*				
REVENUES FROM STATE SOURCES	#NAME?	*cted quarter(s) must be completed on tabs 2, 3 and 4.*				
Per Pupil Revenue	Per Pupil Rate	25.0%		#NAME?	25.0%	
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
ALL OTHER School Districts: (Weighted Avg)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue			#NAME?	#NAME?		#NAME?
Grants						
Stimulus			#NAME?			#NAME?
DYCD (Department of Youth and Community Development)			#NAME?			#NAME?
Other			#NAME?			#NAME?
Other			#NAME?			#NAME?
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs			#NAME?	#NAME?		#NAME?
Title I			#NAME?	#NAME?		#NAME?
Title Funding - Other			#NAME?	#NAME?		#NAME?
School Food Service (Free Lunch)			#NAME?			#NAME?
Grants						
Charter School Program (CSP) Planning & Implementation			#NAME?			#NAME?
Other			#NAME?			#NAME?
Other			#NAME?			#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES		-	#NAME?	#NAME?	-	#NAME?
LOCAL and OTHER REVENUE						
Contributions and Donations			#NAME?			#NAME?
Fundraising			#NAME?			#NAME?
Erate Reimbursement			#NAME?			#NAME?
Earnings on Investments			#NAME?			#NAME?
Interest Income			#NAME?			#NAME?
Food Service (Income from meals)			#NAME?			#NAME?
Text Book			#NAME?	#NAME?		#NAME?
OTHER			#NAME?			#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

Total Revenue		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment		**-**	**-**	**479**	**-**	**-**
		Quarter - 1/1 - 3/31		**4th Quarter - 4/1 - 6/30**		
		Revised Budget	**Variance**	**Original Budget**	**Revised Budget**	**Variance**
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions					
Executive Management	1.00		#NAME?	#NAME?		#NAME?
Instructional Management	4.00		#NAME?	#NAME?		#NAME?
Deans, Directors & Coordinators	4.00		#NAME?	#NAME?		#NAME?
CFO / Director of Finance	1.00		#NAME?	#NAME?		#NAME?
Operation / Business Manager	1.00		#NAME?	#NAME?		#NAME?
Administrative Staff	9.00		#NAME?	#NAME?		#NAME?
TOTAL ADMINISTRATIVE STAFF	20.00	-	#NAME?	#NAME?	-	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	12.00		#NAME?	#NAME?		#NAME?
Teachers - SPED	8.00		#NAME?	#NAME?		#NAME?
Substitute Teachers	-		#NAME?			#NAME?
Teaching Assistants	-		#NAME?			#NAME?
Specialty Teachers	18.00		#NAME?	#NAME?		#NAME?
Aides	-		#NAME?			#NAME?
Therapists & Counselors	6.00		#NAME?	#NAME?		#NAME?
Other	-		#NAME?			#NAME?
TOTAL INSTRUCTIONAL	44.00	-	#NAME?	#NAME?	-	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-		#NAME?			#NAME?
Librarian	-		#NAME?			#NAME?
Custodian	-		#NAME?			#NAME?
Security	-		#NAME?			#NAME?
Other	-		#NAME?			#NAME?
TOTAL NON-INSTRUCTIONAL	-	-	#NAME?	-	-	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	64.00	-	#NAME?	#NAME?	-	#NAME?
PAYROLL TAXES AND BENEFITS						
Payroll Taxes			#NAME?	#NAME?		#NAME?
Fringe / Employee Benefits			#NAME?	#NAME?		#NAME?
Retirement / Pension			#NAME?	#NAME?		#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		-	#NAME?	#NAME?	-	#NAME?
TOTAL PERSONNEL SERVICE COSTS	64.00	-	#NAME?	#NAME?	-	#NAME?
CONTRACTED SERVICES						
Accounting / Audit			#NAME?	#NAME?		#NAME?
Legal			#NAME?	#NAME?		#NAME?
Management Company Fee			#NAME?	#NAME?		#NAME?
Nurse Services			#NAME?			#NAME?
Food Service / School Lunch			#NAME?	#NAME?		#NAME?
Payroll Services			#NAME?	#NAME?		#NAME?
Special Ed Services			#NAME?			#NAME?
Titlement Services (i.e. Title I)			#NAME?			#NAME?
Other Purchased / Professional / Consulting			#NAME?	#NAME?		#NAME?
TOTAL CONTRACTED SERVICES		-	#NAME?	#NAME?	-	#NAME?

Total Revenue	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment	**-**	**-**	**479**	**-**	**-**
	Quarter - 1/1 - 3/31		**4th Quarter - 4/1 - 6/30**		
	Revised Budget	**Variance**	**Original Budget**	**Revised Budget**	**Variance**
SCHOOL OPERATIONS					
Board Expenses		#NAME?			#NAME?
Classroom / Teaching Supplies & Materials		#NAME?	#NAME?		#NAME?
Special Ed Supplies & Materials		#NAME?			#NAME?
Textbooks / Workbooks		#NAME?	#NAME?		#NAME?
Supplies & Materials other		#NAME?	#NAME?		#NAME?
Equipment / Furniture		#NAME?	#NAME?		#NAME?
Telephone		#NAME?	#NAME?		#NAME?
Technology		#NAME?	#NAME?		#NAME?
Student Testing & Assessment		#NAME?	#NAME?		#NAME?
Field Trips		#NAME?			#NAME?
Transportation (student)		#NAME?	#NAME?		#NAME?
Student Services - other		#NAME?	#NAME?		#NAME?
Office Expense		#NAME?	#NAME?		#NAME?
Staff Development		#NAME?	#NAME?		#NAME?
Staff Recruitment		#NAME?	#NAME?		#NAME?
Student Recruitment / Marketing		#NAME?	#NAME?		#NAME?
School Meals / Lunch		#NAME?			#NAME?
Travel (Staff)		#NAME?	#NAME?		#NAME?
Fundraising		#NAME?			#NAME?
Other		#NAME?	#NAME?		#NAME?
TOTAL SCHOOL OPERATIONS	-	#NAME?	#NAME?	-	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance		#NAME?	#NAME?		#NAME?
Janitorial		#NAME?			#NAME?
Building and Land Rent / Lease / Facility Finance Interest		#NAME?	#NAME?		#NAME?
Repairs & Maintenance		#NAME?	#NAME?		#NAME?
Equipment / Furniture		#NAME?	#NAME?		#NAME?
Security		#NAME?			#NAME?
Utilities		#NAME?			#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	-	#NAME?	#NAME?	-	#NAME?
DEPRECIATION & AMORTIZATION		#NAME?			#NAME?
RESERVES / CONTINGENCY		#NAME?			#NAME?
TOTAL EXPENSES	**-**	**#NAME?**	**#NAME?**	**-**	**#NAME?**
NET INCOME	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

Total Revenue	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment	**-**	**-**	**479**	**-**	**-**
	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	-	-
#NAME?	-	-	479	-	-
#NAME?	-	-	-	-	-
#NAME?	-	-	-	-	-
#NAME?	-	-	-	-	-
#NAME?	-	-	-	-	-
#NAME?	-	-	-	-	-
#NAME?	-	-	-	-	-
#NAME?	-	-	-	-	-
#NAME?	-	-	-	-	-
#NAME?	-	-	-	-	-
#NAME?	-	-	-	-	-
#NAME?	-	-	-	-	-
#NAME?	-	-	-	-	-
#NAME?	-	-	-	-	-
#NAME?	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-
TOTAL ENROLLMENT	**-**	**-**	**479**	**-**	**-**
REVENUE PER PUPIL	**-**	**#NAME?**	**#NAME?**	**-**	**#NAME?**
EXPENSES PER PUPIL	**-**	**#NAME?**	**#NAME?**	**-**	**#NAME?**

#NAME?

Budget / Operating Plan

#NAME?

Total Revenue	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment					

			Total Year			VARIANCE	
			Original Budget	**Revised Budget**	**Variance**	**Original Budget vs. PY Budget**	**Revised Budget vs. PY Budget**
REVENUE							
REVENUES FROM STATE SOURCES		#NAME?					
Per Pupil Revenue		Per Pupil Rate					
	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
ALL OTHER School Districts: (Weighted Avg)		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue			#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Grants							
Stimulus			-	#NAME?	#NAME?	-	#NAME?
DYCD (Department of Youth and Community Development)			-	#NAME?	#NAME?	-	#NAME?
Other			-	#NAME?	#NAME?	-	#NAME?
Other			-	#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM STATE SOURCES			#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs			#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Title I			#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Title Funding - Other			#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
School Food Service (Free Lunch)			-	#NAME?	#NAME?	-	#NAME?
Grants							
Charter School Program (CSP) Planning & Implementation			-	#NAME?	#NAME?	-	#NAME?
Other			-	#NAME?	#NAME?	-	#NAME?
Other			-	#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES			#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
LOCAL and OTHER REVENUE							
Contributions and Donations			-	#NAME?	#NAME?	-	#NAME?
Fundraising			-	#NAME?	#NAME?	-	#NAME?
Erate Reimbursement			-	#NAME?	#NAME?	-	#NAME?
Earnings on Investments			-	#NAME?	#NAME?	-	#NAME?
Interest Income			-	#NAME?	#NAME?	-	#NAME?
Food Service (Income from meals)			-	#NAME?	#NAME?	-	#NAME?
Text Book			#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
OTHER			-	#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL REVENUE			**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

#NAME?

Budget / Operating Plan

#NAME?

Total Revenue		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment						
		Total Year			**VARIANCE**	
		Original Budget	**Revised Budget**	**Variance**	**Original Budget vs. PY Budget**	**Revised Budget vs. PY Budget**
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions					
Executive Management	1.00	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Instructional Management	4.00	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Deans, Directors & Coordinators	4.00	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
CFO / Director of Finance	1.00	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Operation / Business Manager	1.00	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Administrative Staff	9.00	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	20.00	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	12.00	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Teachers - SPED	8.00	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Substitute Teachers	-	-	#NAME?	#NAME?	-	#NAME?
Teaching Assistants	-	-	#NAME?	#NAME?	-	#NAME?
Specialty Teachers	18.00	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Aides	-	-	#NAME?	#NAME?	-	#NAME?
Therapists & Counselors	6.00	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Other	-	-	#NAME?	#NAME?	-	#NAME?
TOTAL INSTRUCTIONAL	44.00	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	#NAME?	#NAME?	-	#NAME?
Librarian	-	-	#NAME?	#NAME?	-	#NAME?
Custodian	-	-	#NAME?	#NAME?	-	#NAME?
Security	-	-	#NAME?	#NAME?	-	#NAME?
Other	-	-	#NAME?	#NAME?	-	#NAME?
TOTAL NON-INSTRUCTIONAL	-	-	#NAME?	#NAME?	-	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	64.00	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Fringe / Employee Benefits		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Retirement / Pension		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS	64.00	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
CONTRACTED SERVICES						
Accounting / Audit		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Legal		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Management Company Fee		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Nurse Services		-	#NAME?	#NAME?	-	#NAME?
Food Service / School Lunch		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Payroll Services		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Ed Services		-	#NAME?	#NAME?	-	#NAME?
Titlement Services (i.e. Title I)		-	#NAME?	#NAME?	-	#NAME?
Other Purchased / Professional / Consulting		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

					#NAME?
		Budget / Operating Plan			
					#NAME?
Total Revenue	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment					

	Total Year			VARIANCE	
	Original Budget	**Revised Budget**	**Variance**	**Original Budget vs. PY Budget**	**Revised Budget vs. PY Budget**
SCHOOL OPERATIONS					
Board Expenses	-	#NAME?	#NAME?	-	#NAME?
Classroom / Teaching Supplies & Materials	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Ed Supplies & Materials	-	#NAME?	#NAME?	-	#NAME?
Textbooks / Workbooks	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Supplies & Materials other	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Equipment / Furniture	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Telephone	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Technology	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Student Testing & Assessment	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Field Trips	-	#NAME?	#NAME?	-	#NAME?
Transportation (student)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Student Services - other	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Office Expense	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Staff Development	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Staff Recruitment	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Student Recruitment / Marketing	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
School Meals / Lunch	-	#NAME?	#NAME?	-	#NAME?
Travel (Staff)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Fundraising	-	#NAME?	#NAME?	-	#NAME?
Other	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL SCHOOL OPERATIONS	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Janitorial	-	#NAME?	#NAME?	-	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Repairs & Maintenance	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Equipment / Furniture	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Security	-	#NAME?	#NAME?	-	#NAME?
Utilities	-	#NAME?	#NAME?	-	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
DEPRECIATION & AMORTIZATION	-	#NAME?	#NAME?	-	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	#NAME?	-	#NAME?
TOTAL EXPENSES	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
NET INCOME	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

	Budget / Operating Plan				#NAME?
					#NAME?
Total Revenue	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment					
	Total Year			**VARIANCE**	
	Original Budget	**Revised Budget**	**Variance**	**Original Budget vs. PY Budget**	**Revised Budget vs. PY Budget**
ENROLLMENT - *School Districts Are Linked To Above Entries*					
Number of Districts:					
#NAME?					
#NAME?					
#NAME?					
#NAME?					
#NAME?					
#NAME?					
#NAME?					
#NAME?					
#NAME?					
#NAME?					
#NAME?					
#NAME?					
#NAME?					
#NAME?					
#NAME?					
ALL OTHER School Districts: (Weighted Avg)					
TOTAL ENROLLMENT					
REVENUE PER PUPIL					
EXPENSES PER PUPIL					

Total Revenue

Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

REVENUE		
REVENUES FROM STATE SOURCES		#NAME?
Per Pupil Revenue		Per Pupil Rate
	#NAME?	#NAME?
	#NAME?	#NAME?
	#NAME?	#NAME?
	#NAME?	#NAME?
	#NAME?	#NAME?
	#NAME?	#NAME?
	#NAME?	#NAME?
	#NAME?	#NAME?
	#NAME?	#NAME?
	#NAME?	#NAME?
	#NAME?	#NAME?
	#NAME?	#NAME?
	#NAME?	#NAME?
	#NAME?	#NAME?
	#NAME?	#NAME?
ALL OTHER School Districts: (Weighted Avg)		#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)		#NAME?
Special Education Revenue		
Grants		
Stimulus		
DYCD (Department of Youth and Community Development)		
Other		
Other		
TOTAL REVENUE FROM STATE SOURCES		
REVENUE FROM FEDERAL FUNDING		
IDEA Special Needs		
Title I		
Title Funding - Other		
School Food Service (Free Lunch)		
Grants		
Charter School Program (CSP) Planning & Implementation		
Other		
Other		
TOTAL REVENUE FROM FEDERAL SOURCES		
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		

Total Revenue		
Total Expenses		
Net Income		
Actual Student Enrollment		
		DESCRIPTION OF ASSUMPTIONS
EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions	
Executive Management	1.00	
Instructional Management	4.00	
Deans, Directors & Coordinators	4.00	
CFO / Director of Finance	1.00	
Operation / Business Manager	1.00	
Administrative Staff	9.00	
TOTAL ADMINISTRATIVE STAFF	20.00	
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	12.00	
Teachers - SPED	8.00	
Substitute Teachers	-	
Teaching Assistants	-	
Specialty Teachers	18.00	
Aides	-	
Therapists & Counselors	6.00	
Other	-	
TOTAL INSTRUCTIONAL	44.00	
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	
Librarian	-	
Custodian	-	
Security	-	
Other	-	
TOTAL NON-INSTRUCTIONAL	-	
SUBTOTAL PERSONNEL SERVICE COSTS	64.00	
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		
Fringe / Employee Benefits		
Retirement / Pension		
TOTAL PAYROLL TAXES AND BENEFITS		
TOTAL PERSONNEL SERVICE COSTS	64.00	
CONTRACTED SERVICES		
Accounting / Audit		
Legal		
Management Company Fee		
Nurse Services		
Food Service / School Lunch		
Payroll Services		
Special Ed Services		
Titlement Services (i.e. Title I)		
Other Purchased / Professional / Consulting		
TOTAL CONTRACTED SERVICES		

Total Revenue	
Total Expenses	
Net Income	
Actual Student Enrollment	
	DESCRIPTION OF ASSUMPTIONS
SCHOOL OPERATIONS	
Board Expenses	
Classroom / Teaching Supplies & Materials	
Special Ed Supplies & Materials	
Textbooks / Workbooks	
Supplies & Materials other	
Equipment / Furniture	
Telephone	
Technology	
Student Testing & Assessment	
Field Trips	
Transportation (student)	
Student Services - other	
Office Expense	
Staff Development	
Staff Recruitment	
Student Recruitment / Marketing	
School Meals / Lunch	
Travel (Staff)	
Fundraising	
Other	
TOTAL SCHOOL OPERATIONS	
FACILITY OPERATION & MAINTENANCE	
Insurance	
Janitorial	
Building and Land Rent / Lease / Facility Finance Interest	
Repairs & Maintenance	
Equipment / Furniture	
Security	
Utilities	
TOTAL FACILITY OPERATION & MAINTENANCE	
DEPRECIATION & AMORTIZATION -	
RESERVES / CONTINGENCY -	
TOTAL EXPENSES	
NET INCOME	

Total Revenue **Total Expenses** **Net Income** **Actual Student Enrollment**	**DESCRIPTION OF ASSUMPTIONS**
ENROLLMENT - *School Districts Are Linked To Above Entries* **Number of Districts:** #NAME? #NAME? #NAME? #NAME? #NAME? #NAME? #NAME? #NAME? #NAME? #NAME? #NAME? #NAME? #NAME? #NAME? #NAME? ALL OTHER School Districts: (Weighted Avg) **TOTAL ENROLLMENT** **REVENUE PER PUPIL** **EXPENSES PER PUPIL**	

#NAME?
BALANCE SHEET
#NAME?

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

#NAME?								#NAME? - Budget / Operating Pla
								#NAME? -
Total Revenue		-	#NAME?	-	-	#NAME?	-	-
Total Expenses		-	#NAME?	-	-	#NAME?	-	-
Net Income		-	#NAME?	-	-	#NAME?	-	-
Actual Student Enrollment		-	#NAME?	-	-	#NAME?	-	-

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**		**1st Quarter - 7/1 - 9/30**			**2nd Quarter - 10/1 - 12/31**			**3rd Q**
		Actual	**Current Budget**	**Variance**	**Actual**	**Current Budget**	**Variance**	**Actual**
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue	**CY** Per Pupil Rate							
#NAME?	#NAME?		#NAME?	-		#NAME?	-	
#NAME?	#NAME?		#NAME?	-		#NAME?	-	
#NAME?	#NAME?		#NAME?	-		#NAME?	-	
#NAME?	#NAME?		#NAME?	-		#NAME?	-	
#NAME?	#NAME?		#NAME?	-		#NAME?	-	
#NAME?	#NAME?		#NAME?	-		#NAME?	-	
#NAME?	#NAME?		#NAME?	-		#NAME?	-	
#NAME?	#NAME?		#NAME?	-		#NAME?	-	
#NAME?	#NAME?		#NAME?	-		#NAME?	-	
#NAME?	#NAME?		#NAME?	-		#NAME?	-	
#NAME?	#NAME?		#NAME?	-		#NAME?	-	
#NAME?	#NAME?		#NAME?	-		#NAME?	-	
#NAME?	#NAME?		#NAME?	-		#NAME?	-	
#NAME?	#NAME?		#NAME?	-		#NAME?	-	
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	-	#NAME?	-	-	#NAME?	-	-
Special Education Revenue			#NAME?	-		#NAME?	-	
Grants								
Stimulus			#NAME?	-		#NAME?	-	
DYCD (Department of Youth and Community Development)			#NAME?	-		#NAME?	-	
Other			#NAME?	-		#NAME?	-	
Other			#NAME?	-		#NAME?	-	
TOTAL REVENUE FROM STATE SOURCES		-	#NAME?	-	-	#NAME?	-	-
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			#NAME?	-		#NAME?	-	
Title I			#NAME?	-		#NAME?	-	
Title Funding - Other			#NAME?	-		#NAME?	-	
School Food Service (Free Lunch)			#NAME?	-		#NAME?	-	
Grants								
Charter School Program (CSP) Planning & Implementation			#NAME?	-		#NAME?	-	
Other			#NAME?	-		#NAME?	-	
Other			#NAME?	-		#NAME?	-	
TOTAL REVENUE FROM FEDERAL SOURCES		-	#NAME?	-	-	#NAME?	-	-
LOCAL and OTHER REVENUE								
Contributions and Donations			#NAME?	-		#NAME?	-	
Fundraising			#NAME?	-		#NAME?	-	
Erate Reimbursement			#NAME?	-		#NAME?	-	
Earnings on Investments			#NAME?	-		#NAME?	-	
Interest Income			#NAME?	-		#NAME?	-	
Food Service (Income from meals)			#NAME?	-		#NAME?	-	
Text Book			#NAME?	-		#NAME?	-	
OTHER			#NAME?	-		#NAME?	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	#NAME?	-	-	#NAME?	-	-
TOTAL REVENUE		-	**#NAME?**	-	-	**#NAME?**	-	-

#NAME?								#NAME?
								Budget / Operating Pla
								#NAME?
Total Revenue		-	#NAME?	-	-	#NAME?	-	-
Total Expenses		-	#NAME?	-	-	#NAME?	-	-
Net Income		-	#NAME?	-	-	#NAME?	-	-
Actual Student Enrollment		-	#NAME?	-	-	#NAME?	-	-

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**		**1st Quarter - 7/1 - 9/30**			**2nd Quarter - 10/1 - 12/31**			**3rd Q**
		Actual	**Current Budget**	**Variance**	**Actual**	**Current Budget**	**Variance**	**Actual**
EXPENSES	Quarter 0							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions							
Executive Management	#NAME?		#NAME?	-		#NAME?	-	
Instructional Management	#NAME?		#NAME?	-		#NAME?	-	
Deans, Directors & Coordinators	#NAME?		#NAME?	-		#NAME?	-	
CFO / Director of Finance	#NAME?		#NAME?	-		#NAME?	-	
Operation / Business Manager	#NAME?		#NAME?	-		#NAME?	-	
Administrative Staff	#NAME?		#NAME?	-		#NAME?	-	
TOTAL ADMINISTRATIVE STAFF	#NAME?	-	#NAME?	-	-	#NAME?	-	-
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	#NAME?		#NAME?	-		#NAME?	-	
Teachers - SPED	#NAME?		#NAME?	-		#NAME?	-	
Substitute Teachers	#NAME?		#NAME?	-		#NAME?	-	
Teaching Assistants	#NAME?		#NAME?	-		#NAME?	-	
Specialty Teachers	#NAME?		#NAME?	-		#NAME?	-	
Aides	#NAME?		#NAME?	-		#NAME?	-	
Therapists & Counselors	#NAME?		#NAME?	-		#NAME?	-	
Other	#NAME?		#NAME?	-		#NAME?	-	
TOTAL INSTRUCTIONAL	#NAME?	-	#NAME?	-	-	#NAME?	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	#NAME?		#NAME?	-		#NAME?	-	
Librarian	#NAME?		#NAME?	-		#NAME?	-	
Custodian	#NAME?		#NAME?	-		#NAME?	-	
Security	#NAME?		#NAME?	-		#NAME?	-	
Other	#NAME?		#NAME?	-		#NAME?	-	
TOTAL NON-INSTRUCTIONAL	#NAME?	-	#NAME?	-	-	#NAME?	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	#NAME?	-	#NAME?	-	-	#NAME?	-	-
PAYROLL TAXES AND BENEFITS								
Payroll Taxes			#NAME?	-		#NAME?	-	
Fringe / Employee Benefits			#NAME?	-		#NAME?	-	
Retirement / Pension			#NAME?	-		#NAME?	-	
TOTAL PAYROLL TAXES AND BENEFITS		-	#NAME?	-	-	#NAME?	-	-
TOTAL PERSONNEL SERVICE COSTS	#NAME?	-	#NAME?	-	-	#NAME?	-	-
CONTRACTED SERVICES								
Accounting / Audit			#NAME?	-		#NAME?	-	
Legal			#NAME?	-		#NAME?	-	
Management Company Fee			#NAME?	-		#NAME?	-	
Nurse Services			#NAME?	-		#NAME?	-	
Food Service / School Lunch			#NAME?	-		#NAME?	-	
Payroll Services			#NAME?	-		#NAME?	-	
Special Ed Services			#NAME?	-		#NAME?	-	
Titlement Services (i.e. Title I)			#NAME?	-		#NAME?	-	
Other Purchased / Professional / Consulting			#NAME?	-		#NAME?	-	
TOTAL CONTRACTED SERVICES		-	#NAME?	-	-	#NAME?	-	-

#NAME?								#NAME? - Budget / Operating Pla
								#NAME? -
Total Revenue	-	#NAME?	-	-	#NAME?	-	-	
Total Expenses	-	#NAME?	-	-	#NAME?	-	-	
Net Income	-	#NAME?	-	-	#NAME?	-	-	
Actual Student Enrollment	-	#NAME?	-	-	#NAME?	-	-	

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**1st Quarter - 7/1 - 9/30**			**2nd Quarter - 10/1 - 12/31**			**3rd Q**
	Actual	**Current Budget**	**Variance**	**Actual**	**Current Budget**	**Variance**	**Actual**
SCHOOL OPERATIONS							
Board Expenses		#NAME?	-		#NAME?	-	
Classroom / Teaching Supplies & Materials		#NAME?	-		#NAME?	-	
Special Ed Supplies & Materials		#NAME?	-		#NAME?	-	
Textbooks / Workbooks		#NAME?	-		#NAME?	-	
Supplies & Materials other		#NAME?	-		#NAME?	-	
Equipment / Furniture		#NAME?	-		#NAME?	-	
Telephone		#NAME?	-		#NAME?	-	
Technology		#NAME?	-		#NAME?	-	
Student Testing & Assessment		#NAME?	-		#NAME?	-	
Field Trips		#NAME?	-		#NAME?	-	
Transportation (student)		#NAME?	-		#NAME?	-	
Student Services - other		#NAME?	-		#NAME?	-	
Office Expense		#NAME?	-		#NAME?	-	
Staff Development		#NAME?	-		#NAME?	-	
Staff Recruitment		#NAME?	-		#NAME?	-	
Student Recruitment / Marketing		#NAME?	-		#NAME?	-	
School Meals / Lunch		#NAME?	-		#NAME?	-	
Travel (Staff)		#NAME?	-		#NAME?	-	
Fundraising		#NAME?	-		#NAME?	-	
Other		#NAME?	-		#NAME?	-	
TOTAL SCHOOL OPERATIONS	-	#NAME?	-	-	#NAME?	-	-
FACILITY OPERATION & MAINTENANCE							
Insurance		#NAME?	-		#NAME?	-	
Janitorial		#NAME?	-		#NAME?	-	
Building and Land Rent / Lease / Facility Finance Interest		#NAME?	-		#NAME?	-	
Repairs & Maintenance		#NAME?	-		#NAME?	-	
Equipment / Furniture		#NAME?	-		#NAME?	-	
Security		#NAME?	-		#NAME?	-	
Utilities		#NAME?	-		#NAME?	-	
TOTAL FACILITY OPERATION & MAINTENANCE	-	#NAME?	-	-	#NAME?	-	-
DEPRECIATION & AMORTIZATION -		#NAME?	-		#NAME?	-	
RESERVES / CONTINGENCY -		#NAME?	-		#NAME?	-	
TOTAL EXPENSES	-	**#NAME?**	-	-	**#NAME?**	-	-
NET INCOME	-	**#NAME?**	-	-	**#NAME?**	-	-

#NAME?							#NAME?
							Budget / Operating Pla
							#NAME?
Total Revenue	-	#NAME?	-	-	#NAME?	-	-
Total Expenses	-	#NAME?	-	-	#NAME?	-	-
Net Income	-	#NAME?	-	-	#NAME?	-	-
Actual Student Enrollment	-	#NAME?	-	-	#NAME?	-	-

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**1st Quarter - 7/1 - 9/30**			**2nd Quarter - 10/1 - 12/31**			**3rd Q**
	Actual	**Current Budget**	**Variance**	**Actual**	**Current Budget**	**Variance**	**Actual**
ENROLLMENT - *School Districts Are Linked To Above Entries*							
#NAME?	-	#NAME?	-	-	#NAME?	-	-
#NAME?	-	#NAME?	-	-	#NAME?	-	-
#NAME?	-	#NAME?	-	-	#NAME?	-	-
#NAME?	-	#NAME?	-	-	#NAME?	-	-
#NAME?	-	#NAME?	-	-	#NAME?	-	-
#NAME?	-	#NAME?	-	-	#NAME?	-	-
#NAME?	-	#NAME?	-	-	#NAME?	-	-
#NAME?	-	#NAME?	-	-	#NAME?	-	-
#NAME?	-	#NAME?	-	-	#NAME?	-	-
#NAME?	-	#NAME?	-	-	#NAME?	-	-
#NAME?	-	#NAME?	-	-	#NAME?	-	-
#NAME?	-	#NAME?	-	-	#NAME?	-	-
#NAME?	-	#NAME?	-	-	#NAME?	-	-
#NAME?	-	#NAME?	-	-	#NAME?	-	-
#NAME?	-	#NAME?	-	-	#NAME?	-	-
TOTAL ENROLLMENT	-	**#NAME?**	-	-	**#NAME?**	-	-
REVENUE PER PUPIL	-	**#NAME?**	-	-	**#NAME?**	-	-
EXPENSES PER PUPIL	-	**#NAME?**	-	-	**#NAME?**	-	-

#NAME?						
		n				
Total Revenue		**#NAME?**	**-**	**-**	**#NAME?**	**-**
Total Expenses		**#NAME?**	**-**	**-**	**#NAME?**	**-**
Net Income		**#NAME?**	**-**	**-**	**#NAME?**	**-**
Actual Student Enrollment		**#NAME?**	**-**	**-**	**#NAME?**	**-**

***NOTE: Enrollment, Revenue and Expediture 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 Budget	**Variance**	**Actual**	**Current Budget**	**Variance**
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	**CY** Per Pupil Rate					
#NAME?	#NAME?	#NAME?	-		#NAME?	-
#NAME?	#NAME?	#NAME?	-		#NAME?	-
#NAME?	#NAME?	#NAME?	-		#NAME?	-
#NAME?	#NAME?	#NAME?	-		#NAME?	-
#NAME?	#NAME?	#NAME?	-		#NAME?	-
#NAME?	#NAME?	#NAME?	-		#NAME?	-
#NAME?	#NAME?	#NAME?	-		#NAME?	-
#NAME?	#NAME?	#NAME?	-		#NAME?	-
#NAME?	#NAME?	#NAME?	-		#NAME?	-
#NAME?	#NAME?	#NAME?	-		#NAME?	-
#NAME?	#NAME?	#NAME?	-		#NAME?	-
#NAME?	#NAME?	#NAME?	-		#NAME?	-
#NAME?	#NAME?	#NAME?	-		#NAME?	-
#NAME?	#NAME?	#NAME?	-		#NAME?	-
#NAME?	#NAME?	#NAME?	-		#NAME?	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	-	-	#NAME?	-
Special Education Revenue		#NAME?	-		#NAME?	-
Grants						
Stimulus		#NAME?	-		#NAME?	-
DYCD (Department of Youth and Community Development)		#NAME?	-		#NAME?	-
Other		#NAME?	-		#NAME?	-
Other		#NAME?	-		#NAME?	-
TOTAL REVENUE FROM STATE SOURCES		#NAME?	-	-	#NAME?	-
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		#NAME?	-		#NAME?	-
Title I		#NAME?	-		#NAME?	-
Title Funding - Other		#NAME?	-		#NAME?	-
School Food Service (Free Lunch)		#NAME?	-		#NAME?	-
Grants						
Charter School Program (CSP) Planning & Implementation		#NAME?	-		#NAME?	-
Other		#NAME?	-		#NAME?	-
Other		#NAME?	-		#NAME?	-
TOTAL REVENUE FROM FEDERAL SOURCES		#NAME?	-	-	#NAME?	-
LOCAL and OTHER REVENUE						
Contributions and Donations		#NAME?	-		#NAME?	-
Fundraising		#NAME?	-		#NAME?	-
Erate Reimbursement		#NAME?	-		#NAME?	-
Earnings on Investments		#NAME?	-		#NAME?	-
Interest Income		#NAME?	-		#NAME?	-
Food Service (Income from meals)		#NAME?	-		#NAME?	-
Text Book		#NAME?	-		#NAME?	-
OTHER		#NAME?	-		#NAME?	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		#NAME?	-	-	#NAME?	-
TOTAL REVENUE		**#NAME?**	**-**	**-**	**#NAME?**	**-**

#NAME?						
		n				
Total Revenue		**#NAME?**	**-**	**-**	**#NAME?**	**-**
Total Expenses		**#NAME?**	**-**	**-**	**#NAME?**	**-**
Net Income		**#NAME?**	**-**	**-**	**#NAME?**	**-**
Actual Student Enrollment		**#NAME?**	**-**	**-**	**#NAME?**	**-**
		Quarter - 1/1 - 3/31		**4th Quarter - 4/1 - 6/30**		
***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**		**Current Budget**	**Variance**	**Actual**	**Current Budget**	**Variance**
EXPENSES	Quarter 0					
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions					
Executive Management	#NAME?	#NAME?	-		#NAME?	-
Instructional Management	#NAME?	#NAME?	-		#NAME?	-
Deans, Directors & Coordinators	#NAME?	#NAME?	-		#NAME?	-
CFO / Director of Finance	#NAME?	#NAME?	-		#NAME?	-
Operation / Business Manager	#NAME?	#NAME?	-		#NAME?	-
Administrative Staff	#NAME?	#NAME?	-		#NAME?	-
TOTAL ADMINISTRATIVE STAFF	#NAME?	#NAME?	-	-	#NAME?	-
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	#NAME?	#NAME?	-		#NAME?	-
Teachers - SPED	#NAME?	#NAME?	-		#NAME?	-
Substitute Teachers	#NAME?	#NAME?	-		#NAME?	-
Teaching Assistants	#NAME?	#NAME?	-		#NAME?	-
Specialty Teachers	#NAME?	#NAME?	-		#NAME?	-
Aides	#NAME?	#NAME?	-		#NAME?	-
Therapists & Counselors	#NAME?	#NAME?	-		#NAME?	-
Other	#NAME?	#NAME?	-		#NAME?	-
TOTAL INSTRUCTIONAL	#NAME?	#NAME?	-	-	#NAME?	-
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	#NAME?	#NAME?	-		#NAME?	-
Librarian	#NAME?	#NAME?	-		#NAME?	-
Custodian	#NAME?	#NAME?	-		#NAME?	-
Security	#NAME?	#NAME?	-		#NAME?	-
Other	#NAME?	#NAME?	-		#NAME?	-
TOTAL NON-INSTRUCTIONAL	#NAME?	#NAME?	-	-	#NAME?	-
SUBTOTAL PERSONNEL SERVICE COSTS	#NAME?	#NAME?	-	-	#NAME?	-
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		#NAME?	-		#NAME?	-
Fringe / Employee Benefits		#NAME?	-		#NAME?	-
Retirement / Pension		#NAME?	-		#NAME?	-
TOTAL PAYROLL TAXES AND BENEFITS		#NAME?	-	-	#NAME?	-
TOTAL PERSONNEL SERVICE COSTS	#NAME?	#NAME?	-	-	#NAME?	-
CONTRACTED SERVICES						
Accounting / Audit		#NAME?	-		#NAME?	-
Legal		#NAME?	-		#NAME?	-
Management Company Fee		#NAME?	-		#NAME?	-
Nurse Services		#NAME?	-		#NAME?	-
Food Service / School Lunch		#NAME?	-		#NAME?	-
Payroll Services		#NAME?	-		#NAME?	-
Special Ed Services		#NAME?	-		#NAME?	-
Titlement Services (i.e. Title I)		#NAME?	-		#NAME?	-
Other Purchased / Professional / Consulting		#NAME?	-		#NAME?	-
TOTAL CONTRACTED SERVICES		#NAME?	-	-	#NAME?	-

#NAME?					
	n				
Total Revenue	**#NAME?**	**-**	**-**	**#NAME?**	**-**
Total Expenses	**#NAME?**	**-**	**-**	**#NAME?**	**-**
Net Income	**#NAME?**	**-**	**-**	**#NAME?**	**-**
Actual Student Enrollment	**#NAME?**	**-**	**-**	**#NAME?**	**-**

***NOTE: Enrollment, Revenue and Expediture 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 Budget	**Variance**	**Actual**	**Current Budget**	**Variance**
SCHOOL OPERATIONS					
Board Expenses	#NAME?	-		#NAME?	-
Classroom / Teaching Supplies & Materials	#NAME?	-		#NAME?	-
Special Ed Supplies & Materials	#NAME?	-		#NAME?	-
Textbooks / Workbooks	#NAME?	-		#NAME?	-
Supplies & Materials other	#NAME?	-		#NAME?	-
Equipment / Furniture	#NAME?	-		#NAME?	-
Telephone	#NAME?	-		#NAME?	-
Technology	#NAME?	-		#NAME?	-
Student Testing & Assessment	#NAME?	-		#NAME?	-
Field Trips	#NAME?	-		#NAME?	-
Transportation (student)	#NAME?	-		#NAME?	-
Student Services - other	#NAME?	-		#NAME?	-
Office Expense	#NAME?	-		#NAME?	-
Staff Development	#NAME?	-		#NAME?	-
Staff Recruitment	#NAME?	-		#NAME?	-
Student Recruitment / Marketing	#NAME?	-		#NAME?	-
School Meals / Lunch	#NAME?	-		#NAME?	-
Travel (Staff)	#NAME?	-		#NAME?	-
Fundraising	#NAME?	-		#NAME?	-
Other	#NAME?	-		#NAME?	-
TOTAL SCHOOL OPERATIONS	#NAME?	-	-	#NAME?	-
FACILITY OPERATION & MAINTENANCE					
Insurance	#NAME?	-		#NAME?	-
Janitorial	#NAME?	-		#NAME?	-
Building and Land Rent / Lease / Facility Finance Interest	#NAME?	-		#NAME?	-
Repairs & Maintenance	#NAME?	-		#NAME?	-
Equipment / Furniture	#NAME?	-		#NAME?	-
Security	#NAME?	-		#NAME?	-
Utilities	#NAME?	-		#NAME?	-
TOTAL FACILITY OPERATION & MAINTENANCE	#NAME?	-	-	#NAME?	-
DEPRECIATION & AMORTIZATION	#NAME?	-		#NAME?	-
RESERVES / CONTINGENCY	#NAME?	-		#NAME?	-
TOTAL EXPENSES	**#NAME?**	**-**	**-**	**#NAME?**	**-**
NET INCOME	**#NAME?**	**-**	**-**	**#NAME?**	**-**

#NAME?					
	n				
Total Revenue	#NAME?	-	-	#NAME?	-
Total Expenses	#NAME?	-	-	#NAME?	-
Net Income	#NAME?	-	-	#NAME?	-
Actual Student Enrollment	#NAME?	-	-	#NAME?	-

*NOTE: Enrollment, Revenue and Expediture 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 Budget	Variance	Actual	Current Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*					
#NAME?	#NAME?	-	-	#NAME?	-
#NAME?	#NAME?	-	-	#NAME?	-
#NAME?	#NAME?	-	-	#NAME?	-
#NAME?	#NAME?	-	-	#NAME?	-
#NAME?	#NAME?	-	-	#NAME?	-
#NAME?	#NAME?	-	-	#NAME?	-
#NAME?	#NAME?	-	-	#NAME?	-
#NAME?	#NAME?	-	-	#NAME?	-
#NAME?	#NAME?	-	-	#NAME?	-
#NAME?	#NAME?	-	-	#NAME?	-
#NAME?	#NAME?	-	-	#NAME?	-
#NAME?	#NAME?	-	-	#NAME?	-
#NAME?	#NAME?	-	-	#NAME?	-
#NAME?	#NAME?	-	-	#NAME?	-
#NAME?	#NAME?	-	-	#NAME?	-
TOTAL ENROLLMENT	#NAME?	-	-	#NAME?	-
REVENUE PER PUPIL	#NAME?	-	-	#NAME?	-
EXPENSES PER PUPIL	#NAME?	-	-	#NAME?	-

#NAME?	#NAME? Budget / Operating Plan #NAME?						
Total Revenue	-	-	-	#NAME?	#NAME?	-	-
Total Expenses	-	-	-	#NAME?	#NAME?	-	-
Net Income	-	-	-	#NAME?	#NAME?	-	-
Actual Student Enrollment	-	-	-			-	-

***NOTE: Enrollment, Revenue and Expediture 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**
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue	**CY** Per Pupil Rate							
#NAME?	#NAME?	-	-	-	#NAME?	#NAME?	-	-
#NAME?	#NAME?	-	-	-	#NAME?	#NAME?	-	-
#NAME?	#NAME?	-	-	-	#NAME?	#NAME?	-	-
#NAME?	#NAME?	-	-	-	#NAME?	#NAME?	-	-
#NAME?	#NAME?	-	-	-	#NAME?	#NAME?	-	-
#NAME?	#NAME?	-	-	-	#NAME?	#NAME?	-	-
#NAME?	#NAME?	-	-	-	#NAME?	#NAME?	-	-
#NAME?	#NAME?	-	-	-	#NAME?	#NAME?	-	-
#NAME?	#NAME?	-	-	-	#NAME?	#NAME?	-	-
#NAME?	#NAME?	-	-	-	#NAME?	#NAME?	-	-
#NAME?	#NAME?	-	-	-	#NAME?	#NAME?	-	-
#NAME?	#NAME?	-	-	-	#NAME?	#NAME?	-	-
#NAME?	#NAME?	-	-	-	#NAME?	#NAME?	-	-
#NAME?	#NAME?	-	-	-	#NAME?	#NAME?	-	-
#NAME?	#NAME?	-	-	-	#NAME?	#NAME?	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Special Education Revenue		-	-	-	#NAME?	#NAME?	-	-
Grants								
Stimulus		-	-	-	#NAME?	#NAME?	-	-
DYCD (Department of Youth and Community Development)		-	-	-	#NAME?	#NAME?	-	-
Other		-	-	-	#NAME?	#NAME?	-	-
Other		-	-	-	#NAME?	#NAME?	-	-
TOTAL REVENUE FROM STATE SOURCES		-	-	-	#NAME?	#NAME?	-	-
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		-	-	-	#NAME?	#NAME?	-	-
Title I		-	-	-	#NAME?	#NAME?	-	-
Title Funding - Other		-	-	-	#NAME?	#NAME?	-	-
School Food Service (Free Lunch)		-	-	-	#NAME?	#NAME?	-	-
Grants								
Charter School Program (CSP) Planning & Implementation		-	-	-	#NAME?	#NAME?	-	-
Other		-	-	-	#NAME?	#NAME?	-	-
Other		-	-	-	#NAME?	#NAME?	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	#NAME?	#NAME?	-	-
LOCAL and OTHER REVENUE								
Contributions and Donations		-	-	-	#NAME?	#NAME?	-	-
Fundraising		-	-	-	#NAME?	#NAME?	-	-
Erate Reimbursement		-	-	-	#NAME?	#NAME?	-	-
Earnings on Investments		-	-	-	#NAME?	#NAME?	-	-
Interest Income		-	-	-	#NAME?	#NAME?	-	-
Food Service (Income from meals)		-	-	-	#NAME?	#NAME?	-	-
Text Book		-	-	-	#NAME?	#NAME?	-	-
OTHER		-	-	-	#NAME?	#NAME?	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	#NAME?	#NAME?	-	-
TOTAL REVENUE		-	-	-	**#NAME?**	**#NAME?**	-	-

#NAME?	#NAME? Budget / Operating Plan #NAME?						
Total Revenue	-	-	-	#NAME?	#NAME?	-	-
Total Expenses	-	-	-	#NAME?	#NAME?	-	-
Net Income	-	-	-	#NAME?	#NAME?	-	-
Actual Student Enrollment	-	-	-			-	-

***NOTE: Enrollment, Revenue and Expediture 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
EXPENSES	Quarter 0							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions							
Executive Management	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Instructional Management	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Deans, Directors & Coordinators	#NAME?	-	-	-	#NAME?	#NAME?	-	-
CFO / Director of Finance	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Operation / Business Manager	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Administrative Staff	#NAME?	-	-	-	#NAME?	#NAME?	-	-
TOTAL ADMINISTRATIVE STAFF	#NAME?	-	-	-	#NAME?	#NAME?	-	-
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Teachers - SPED	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Substitute Teachers	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Teaching Assistants	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Specialty Teachers	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Aides	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Therapists & Counselors	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Other	#NAME?	-	-	-	#NAME?	#NAME?	-	-
TOTAL INSTRUCTIONAL	#NAME?	-	-	-	#NAME?	#NAME?	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Librarian	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Custodian	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Security	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Other	#NAME?	-	-	-	#NAME?	#NAME?	-	-
TOTAL NON-INSTRUCTIONAL	#NAME?	-	-	-	#NAME?	#NAME?	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	#NAME?	-	-	-	#NAME?	#NAME?	-	-
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		-	-	-	#NAME?	#NAME?	-	-
Fringe / Employee Benefits		-	-	-	#NAME?	#NAME?	-	-
Retirement / Pension		-	-	-	#NAME?	#NAME?	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	#NAME?	#NAME?	-	-
TOTAL PERSONNEL SERVICE COSTS	#NAME?	-	-	-	#NAME?	#NAME?	-	-
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	#NAME?	#NAME?	-	-
Legal		-	-	-	#NAME?	#NAME?	-	-
Management Company Fee		-	-	-	#NAME?	#NAME?	-	-
Nurse Services		-	-	-	#NAME?	#NAME?	-	-
Food Service / School Lunch		-	-	-	#NAME?	#NAME?	-	-
Payroll Services		-	-	-	#NAME?	#NAME?	-	-
Special Ed Services		-	-	-	#NAME?	#NAME?	-	-
Titlement Services (i.e. Title I)		-	-	-	#NAME?	#NAME?	-	-
Other Purchased / Professional / Consulting		-	-	-	#NAME?	#NAME?	-	-
TOTAL CONTRACTED SERVICES		-	-	-	#NAME?	#NAME?	-	-

#NAME?						#NAME? Budget / Operating Plan #NAME?	
Total Revenue	-	-	-	#NAME?	#NAME?	-	-
Total Expenses	-	-	-	#NAME?	#NAME?	-	-
Net Income	-	-	-	#NAME?	#NAME?	-	-
Actual Student Enrollment	-	-	-			-	-

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**Actual**	**Current Budget (Current Quarter)**	**Actual vs. Current Budget**	**Current Budget - TY**	**Actual vs. Current Budget TY**	**Original Budget (Current Quarter)**	**Actual vs. Original Budget**
					TOTALS AND VARIANCE ANALYSIS		
SCHOOL OPERATIONS							
Board Expenses	-	-	-	#NAME?	#NAME?	-	-
Classroom / Teaching Supplies & Materials	-	-	-	#NAME?	#NAME?	-	-
Special Ed Supplies & Materials	-	-	-	#NAME?	#NAME?	-	-
Textbooks / Workbooks	-	-	-	#NAME?	#NAME?	-	-
Supplies & Materials other	-	-	-	#NAME?	#NAME?	-	-
Equipment / Furniture	-	-	-	#NAME?	#NAME?	-	-
Telephone	-	-	-	#NAME?	#NAME?	-	-
Technology	-	-	-	#NAME?	#NAME?	-	-
Student Testing & Assessment	-	-	-	#NAME?	#NAME?	-	-
Field Trips	-	-	-	#NAME?	#NAME?	-	-
Transportation (student)	-	-	-	#NAME?	#NAME?	-	-
Student Services - other	-	-	-	#NAME?	#NAME?	-	-
Office Expense	-	-	-	#NAME?	#NAME?	-	-
Staff Development	-	-	-	#NAME?	#NAME?	-	-
Staff Recruitment	-	-	-	#NAME?	#NAME?	-	-
Student Recruitment / Marketing	-	-	-	#NAME?	#NAME?	-	-
School Meals / Lunch	-	-	-	#NAME?	#NAME?	-	-
Travel (Staff)	-	-	-	#NAME?	#NAME?	-	-
Fundraising	-	-	-	#NAME?	#NAME?	-	-
Other	-	-	-	#NAME?	#NAME?	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	#NAME?	#NAME?	-	-
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	#NAME?	#NAME?	-	-
Janitorial	-	-	-	#NAME?	#NAME?	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	#NAME?	#NAME?	-	-
Repairs & Maintenance	-	-	-	#NAME?	#NAME?	-	-
Equipment / Furniture	-	-	-	#NAME?	#NAME?	-	-
Security	-	-	-	#NAME?	#NAME?	-	-
Utilities	-	-	-	#NAME?	#NAME?	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	#NAME?	#NAME?	-	-
DEPRECIATION & AMORTIZATION	-	-	-	#NAME?	#NAME?	-	-
RESERVES / CONTINGENCY	-	-	-	#NAME?	#NAME?	-	-
TOTAL EXPENSES	-	-	-	**#NAME?**	**#NAME?**	-	-
NET INCOME	-	-	-	**#NAME?**	**#NAME?**	-	-

#NAME?						#NAME?	
						Budget / Operating Plan	
						#NAME?	
Total Revenue	-	-	-	#NAME?	#NAME?	-	-
Total Expenses	-	-	-	#NAME?	#NAME?	-	-
Net Income	-	-	-	#NAME?	#NAME?	-	-
Actual Student Enrollment	-	-	-			-	-

***NOTE: Enrollment, Revenue and Expediture 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**
ENROLLMENT - *School Districts Are Linked To Above Entries*	*** Enrollment Data Based on Last Actual Quarter Completed**						
#NAME?	-	-	-			-	-
#NAME?	-	-	-			-	-
#NAME?	-	-	-			-	-
#NAME?	-	-	-			-	-
#NAME?	-	-	-			-	-
#NAME?	-	-	-			-	-
#NAME?	-	-	-			-	-
#NAME?	-	-	-			-	-
#NAME?	-	-	-			-	-
#NAME?	-	-	-			-	-
#NAME?	-	-	-			-	-
#NAME?	-	-	-			-	-
#NAME?	-	-	-			-	-
#NAME?	-	-	-			-	-
#NAME?	-	-	-			-	-
TOTAL ENROLLMENT	-	-	-			-	-
REVENUE PER PUPIL	-	-	-			-	-
EXPENSES PER PUPIL	-	-	-			-	-

#NAME?

Total Revenue	**#NAME?**	**#NAME?**	**-**	**-**
Total Expenses	**#NAME?**	**#NAME?**	**-**	**-**
Net Income	**#NAME?**	**#NAME?**	**-**	**-**
Actual Student Enrollment			**-**	

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**		**Original Budget - TY**	**Actual vs. Original Budget TY**	**PY Actual (PY TY / No. of COMPLETED Actual CY Quarters**	**Actual CY vs. Actual PY**
REVENUE					
REVENUES FROM STATE SOURCES					
Per Pupil Revenue	**CY** Per Pupil Rate				
#NAME?	#NAME?	#NAME?	#NAME?	-	-
#NAME?	#NAME?	#NAME?	#NAME?	-	-
#NAME?	#NAME?	#NAME?	#NAME?	-	-
#NAME?	#NAME?	#NAME?	#NAME?	-	-
#NAME?	#NAME?	#NAME?	#NAME?	-	-
#NAME?	#NAME?	#NAME?	#NAME?	-	-
#NAME?	#NAME?	#NAME?	#NAME?	-	-
#NAME?	#NAME?	#NAME?	#NAME?	-	-
#NAME?	#NAME?	#NAME?	#NAME?	-	-
#NAME?	#NAME?	#NAME?	#NAME?	-	-
#NAME?	#NAME?	#NAME?	#NAME?	-	-
#NAME?	#NAME?	#NAME?	#NAME?	-	-
#NAME?	#NAME?	#NAME?	#NAME?	-	-
#NAME?	#NAME?	#NAME?	#NAME?	-	-
#NAME?	#NAME?	#NAME?	#NAME?	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	-	-
Special Education Revenue		#NAME?	#NAME?	-	-
Grants					
Stimulus		-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-
Other		-	-	-	-
Other		-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	-	-
REVENUE FROM FEDERAL FUNDING					
IDEA Special Needs		#NAME?	#NAME?	-	-
Title I		#NAME?	#NAME?	-	-
Title Funding - Other		#NAME?	#NAME?	-	-
School Food Service (Free Lunch)		-	-	-	-
Grants					
Charter School Program (CSP) Planning & Implementation		-	-	-	-
Other		-	-	-	-
Other		-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		#NAME?	#NAME?	-	-
LOCAL and OTHER REVENUE					
Contributions and Donations		-	-	-	-
Fundraising		-	-	-	-
Erate Reimbursement		-	-	-	-
Earnings on Investments		-	-	-	-
Interest Income		-	-	-	-
Food Service (Income from meals)		-	-	-	-
Text Book		#NAME?	#NAME?	-	-
OTHER		-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		#NAME?	#NAME?	-	-
TOTAL REVENUE		**#NAME?**	**#NAME?**	**-**	**-**

#NAME?

Total Revenue	**#NAME?**	**#NAME?**	**-**	**-**
Total Expenses	**#NAME?**	**#NAME?**	**-**	**-**
Net Income	**#NAME?**	**#NAME?**	**-**	**-**
Actual Student Enrollment			**-**	

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**		**Original Budget - TY**	**Actual vs. Original Budget TY**	**PY Actual (PY TY / No. of COMPLETED Actual CY Quarters**	**Actual CY vs. Actual PY**
EXPENSES	Quarter 0				
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions				
Executive Management	#NAME?	#NAME?	#NAME?	-	-
Instructional Management	#NAME?	#NAME?	#NAME?	-	-
Deans, Directors & Coordinators	#NAME?	#NAME?	#NAME?	-	-
CFO / Director of Finance	#NAME?	#NAME?	#NAME?	-	-
Operation / Business Manager	#NAME?	#NAME?	#NAME?	-	-
Administrative Staff	#NAME?	#NAME?	#NAME?	-	-
TOTAL ADMINISTRATIVE STAFF	#NAME?	#NAME?	#NAME?	-	-
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	#NAME?	#NAME?	#NAME?	-	-
Teachers - SPED	#NAME?	#NAME?	#NAME?	-	-
Substitute Teachers	#NAME?	-	-	-	-
Teaching Assistants	#NAME?	-	-	-	-
Specialty Teachers	#NAME?	#NAME?	#NAME?	-	-
Aides	#NAME?	-	-	-	-
Therapists & Counselors	#NAME?	#NAME?	#NAME?	-	-
Other	#NAME?	-	-	-	-
TOTAL INSTRUCTIONAL	#NAME?	#NAME?	#NAME?	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	#NAME?	-	-	-	-
Librarian	#NAME?	-	-	-	-
Custodian	#NAME?	-	-	-	-
Security	#NAME?	-	-	-	-
Other	#NAME?	-	-	-	-
TOTAL NON-INSTRUCTIONAL	#NAME?	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	#NAME?	#NAME?	#NAME?	-	-
PAYROLL TAXES AND BENEFITS					
Payroll Taxes		#NAME?	#NAME?	-	-
Fringe / Employee Benefits		#NAME?	#NAME?	-	-
Retirement / Pension		#NAME?	#NAME?	-	-
TOTAL PAYROLL TAXES AND BENEFITS		#NAME?	#NAME?	-	-
TOTAL PERSONNEL SERVICE COSTS	#NAME?	#NAME?	#NAME?	-	-
CONTRACTED SERVICES					
Accounting / Audit		#NAME?	#NAME?	-	-
Legal		#NAME?	#NAME?	-	-
Management Company Fee		#NAME?	#NAME?	-	-
Nurse Services		-	-	-	-
Food Service / School Lunch		#NAME?	#NAME?	-	-
Payroll Services		#NAME?	#NAME?	-	-
Special Ed Services		-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-
Other Purchased / Professional / Consulting		#NAME?	#NAME?	-	-
TOTAL CONTRACTED SERVICES		#NAME?	#NAME?	-	-

#NAME?

Total Revenue	**#NAME?**	**#NAME?**	**-**	**-**
Total Expenses	**#NAME?**	**#NAME?**	**-**	**-**
Net Income	**#NAME?**	**#NAME?**	**-**	**-**
Actual Student Enrollment			**-**	

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**Original Budget - TY**	**Actual vs. Original Budget TY**	**PY Actual (PY TY / No. of COMPLETED Actual CY Quarters**	**Actual CY vs. Actual PY**
SCHOOL OPERATIONS				
Board Expenses	-	-	-	-
Classroom / Teaching Supplies & Materials	#NAME?	#NAME?	-	-
Special Ed Supplies & Materials	-	-	-	-
Textbooks / Workbooks	#NAME?	#NAME?	-	-
Supplies & Materials other	#NAME?	#NAME?	-	-
Equipment / Furniture	#NAME?	#NAME?	-	-
Telephone	#NAME?	#NAME?	-	-
Technology	#NAME?	#NAME?	-	-
Student Testing & Assessment	#NAME?	#NAME?	-	-
Field Trips	-	-	-	-
Transportation (student)	#NAME?	#NAME?	-	-
Student Services - other	#NAME?	#NAME?	-	-
Office Expense	#NAME?	#NAME?	-	-
Staff Development	#NAME?	#NAME?	-	-
Staff Recruitment	#NAME?	#NAME?	-	-
Student Recruitment / Marketing	#NAME?	#NAME?	-	-
School Meals / Lunch	-	-	-	-
Travel (Staff)	#NAME?	#NAME?	-	-
Fundraising	-	-	-	-
Other	#NAME?	#NAME?	-	-
TOTAL SCHOOL OPERATIONS	#NAME?	#NAME?	-	-
FACILITY OPERATION & MAINTENANCE				
Insurance	#NAME?	#NAME?	-	-
Janitorial	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	#NAME?	#NAME?	-	-
Repairs & Maintenance	#NAME?	#NAME?	-	-
Equipment / Furniture	#NAME?	#NAME?	-	-
Security	-	-	-	-
Utilities	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	#NAME?	#NAME?	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-
RESERVES / CONTINGENCY	-	-	-	-
TOTAL EXPENSES	**#NAME?**	**#NAME?**	**-**	**-**
NET INCOME	**#NAME?**	**#NAME?**	**-**	**-**

#NAME?

Total Revenue	**#NAME?**	**#NAME?**	**-**	**-**
Total Expenses	**#NAME?**	**#NAME?**	**-**	**-**
Net Income	**#NAME?**	**#NAME?**	**-**	**-**
Actual Student Enrollment			**-**	

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**Original Budget - TY**	**Actual vs. Original Budget TY**	**PY Actual (PY TY / No. of COMPLETED Actual CY Quarters**	**Actual CY vs. Actual PY**
ENROLLMENT - *School Districts Are Linked To Above Entries*				
#NAME?			-	-
#NAME?			-	-
#NAME?			-	-
#NAME?			-	-
#NAME?			-	-
#NAME?			-	-
#NAME?			-	-
#NAME?			-	-
#NAME?			-	-
#NAME?			-	-
#NAME?			-	-
#NAME?			-	-
#NAME?			-	-
#NAME?			-	-
#NAME?			-	-
TOTAL ENROLLMENT			-	-
REVENUE PER PUPIL			-	-
EXPENSES PER PUPIL			-	-

Charter Schools Institute
The State University of New York

Annual Report Requirement

for SUNY Authorized Charter Schools

#NAME?

#NAME?

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:

JOHN ALDERMAN

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

NEW VISIONS CHARTER SCHOOL FOR ADVANCED MATH & SCIENCE

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

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

Signature _____ Date 7/18/16

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.

Business Telephone: [redacted]

Business Address: [redacted]

E-mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

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

Trustee Name:

Peter Contillo

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

AMS I

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

Signature _____ Date 7/18/16

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.

Business Telepho[redacted]

Business Address[redacted]

E-mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

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

Trustee Name:
RONALD CHALUISAN

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):
NVCHS for Advanced Math & Science

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).
   Secretary
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.
   Vice President, Charter, $325,000, Nov 6, 2002
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 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 Please write "None" if applicable. Do not leave this space blank.				

Ronald Chalmsa July 20, 2016

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.

Business Telepl [redacted]

Business Addre [redacted]

E-mail Address: [redacted]

Home Telephon [redacted]

Home Address: [redacted]

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

Trustee Name:

NANCY GROSSMAN

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

NEW VISIONS CHARTER SCHOOL FOR ADVANCED MATH & SCIENCE

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

Nancy Grossman 7/20/16

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.

Business Telephone: [redacted]

Business Address: [redacted]

E-mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

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

Trustee Name:

Lili Lynton

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

AMS

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
None			

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

Signature _____ Date 7/18/16

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.

Business Telephon

Business Address:

E-mail Address:

Home Telephone:

Home Address:

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

Trustee Name:

STACY MARTIN

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

NEW VISIONS CHARTER SCHOOL FOR ADVANCED MATH & SCIENCE

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** X ___**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** X ___**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

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

Signature 7/18/2016 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.

Business Telephone: [redacted]

Business Address: [redacted]

E-mail Address: [redacted]

Home Telephone [redacted]

Home Address: [redacted]

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

Trustee Name:

Selina Urbina

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name): New Visions Charter High School For Advanced Math and Science

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

   Board Member

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____**Yes** _X_**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** _X_**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		

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

Signature _____ Date 7/18/2016

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.

Business Telephon[redacted]

Business Address:

E-mail Address:

Home Telephone:

Home Address:

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

Trustee Name:

EDNA R. VEGA

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

NEW VISIONS CHARTER SCHOOL FOR ADVANCED MATH & SCIENCE

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

   - Director

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____**Yes** X **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** X **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

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

Edwin R. Vega — July 20, 2016

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.

Business Telepho[redacted]

Business Addres[redacted]

E-mail Address:[redacted]

Home Telephon[redacted]

Home Address:[redacted]

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

Trustee Name:

JINDRICH ZITEK

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

New Vision Charter High School for Advanced Math & Science

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

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

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

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.

Business Telephone [redacted]

Business Address: [redacted]

E-mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

Entry 9 BOT Table

Last updated: 07/15/2016

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Position on the Board	Committee Affiliations	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	John Alderman	[redacted]	Trustee/Member		Yes	Business	1, 3 Years (6/1/14-12/31/17)
2	Peter Cantillo	[redacted]	Trustee/Member		Yes	Business	1, 3 Years (12/14/15-12/31/18)
3	Nancy Grossman	[redacted]	Trustee/Member		Yes	Higher Education, Arts	1, 3 Years (2/22/16-12/31/19)
4	Ronald Chaluisan	[redacted]	Secretary		Yes	Education, School Leader	3, 1 Year/3 Years/3 Years (1/1/11-12/31/17)
5	Carol "Lili" Lynton	[redacted]	Trustee/Member		Yes	Business	1, 3 Years (1/11/16-12/31/19)
6	Stacy Martin	[redacted]	Treasurer		Yes	Finance, Non-Profit	1, 3 Years (5/18/15-12/31/18)
7	Selina Urbina	[redacted]	Trustee/Member		Yes	Legal, Non-Profit	1, 3 Years (2/22/16-12/31/19)
8	Edna Vega	[redacted]	Trustee/Member		Yes	School Leader,	1, 3 Years (1/11/16-

		[redacted]				ELLs	12/31/19)
9	Jindra Zitek		Chair/Board President		Yes	Finance	1, 3 Years (1/11/16-12/31/19)
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

2. Total Number of Members on June 30, 2015

5

3. Total Number of Members Joining the Board 2015-16 School Year

7

4. Total Number of Members Departing the Board during the 2015-16 School Year

3

5. Number of Voting Members 2015-16, as set by the by-laws, resolution or minutes

15

6. Number of Board Meetings Conducted in the 2015-16 School Year

12

7. Number of Board Meetings Scheduled for the 2016-17 School Year

12

Thank you.

Entry 11 – Enrollment and Retention

New Visions Charter High School for Advanced Math and Science (AMS)

Each year, AMS performs extensive outreach to community school district 10 and the surrounding districts to inform families and community members about the school and the admissions process. Strategies are comprehensive and include some of the following: participation in the citywide and borough wide high school fairs hosted by the Department of Education, middle school outreach, direct mailing campaigns to over 17,000 eighth graders residing in the Bronx, street outreach, hosting of open houses and participation in local community events such as fairs and presentations at local networks of community-based organizations and social service networks. AMS has built relationships and conducted outreach to middle schools and key community based locations in community school district 10 and surrounding districts. AMS was able to present to families and build relationships with Thomas C. Giordano Middle School 45, Jonas Bronck Academy MS 228, and I.S. 254. These sessions promote face-to-face contact with families and facilitate engagement with families of high need students who may not be aware that AMS is an option for their child. Experience indicates that face-to-face contact or phone conversations with families of high-need students are most effective in outreach since these interactions create a comfortable and safe environment for families to ask questions that are particular to the needs of their child.

Additionally, the school hosts information sessions and open houses to further inform families and the community about the school and the admissions process. All information sessions and open houses include the dissemination of recruitment materials, enrollment applications, a question and answer period, a school tour and individual consultation with families who are interested. These are typically held at the school and are publicized widely through the dissemination of flyers and postcards to families as well as the school's webpage (http://www.newvisions.org/AMS) on the network's website which receives over 15,000 hits during the recruitment season. Families are also encouraged to visit the school to see classes in action and meet currently enrolled students.

In addition to the outreach efforts outlined above, AMS, in conjunction with the New Visions network, takes additional steps to attract students with disabilities, English Language Learners (ELLs) and students who are eligible to participate in the federal Free and Reduced Price Lunch (FRPL) program. AMS carries out this outreach within community school district 10 and the surrounding districts of 9, 11 and 12. AMS benefits from New Visions' extensive network of agencies and organizations that support and interact with these groups of students. Targeted and specific efforts have been made to connect with strategic locations within community school district (CSD) 10, such as the Kingsbridge Library, Riverdale Library and Tech International Charter School. Additionally, New Visions has created a database of over 200 partner organizations that supports families throughout the Bronx and NYC, including organizations that provide social services to high need families such as those in the foster care and shelter systems, and have connected with them via mailings to promote AMS applications and information about our recruitment process.

In order to outreach to families for whom English is not their primary language and students with IEPs, New Visions, collaborating with AMS, has developed family-friendly and accessible information regarding support services in place for AMS students. The brochure, *Serving our Students: English Language Learners (ELLs) and students with Individualized Education Plans (IEP) or Section 504 plans* is an example of this work. This brochure outlines the New Visions network guiding principles for supporting our students and supports we have in place, such as bilingual electives, integrated co-teaching model (ICT) and special education teacher support

services (SETSS). This brochure has been translated into Spanish, French and Haitian Creole to facilitate accessibility for families. AMS has found the brochure particularly useful during outreach events such as citywide and borough high school fairs as it promotes conversation between school staff and prospective families of high need students. This brochure has also been used during the middle school information sessions, fairs and at community-based forums such as the Service Planning Area (SPA) 5 Coalition hosted at the JCCA in the Bronx. Also, our application is available in nine languages (English, Spanish, Arabic, Urdu, Russian, Korean, Haitian Creole, French and Chinese) through the NYC Charter Center's Common Application to ensure that non-English speaking families have access to apply to our school.

To ensure that AMS is making progress toward meeting its enrollment and retention targets, we have a dedicated staff member who oversees the enrollment process and continuously communicates with families until we are fully enrolled. Separate waiting lists are maintained for the ninth and tenth grade. The random lottery used for student admission also serves to place students in preferential order on these waitlists. AMS will fill a vacancy in the ninth and tenth grades when unexpected attrition occurs using the randomly assigned waitlist. To fill an open seat, the school contacts the parent or guardian of the student next on the appropriate waitlist by phone, mail and email (if applicable). Reasonable attempts are made to contact the family of the first student on the waitlist to determine whether the student remains interested in enrolling at the school before proceeding to the next name on the list. If attempts to contact the student's parents/guardians are unsuccessful, the school may remove that student from the waitlist. The school maintains documentation of attempts made to contact the parents/guardians of any student removed from the waitlist.

Furthermore, our staff meets with the family of any newly enrolled student with a disability to review the student's IEP and to make sure that a family understands the supports the school provides. Our enrollment coordinator is bilingual and assists Spanish speaking families with translation during these meetings. For other languages, staff uses an over the phone translation service provided by the DOE. Families also complete a Home Language Identification Survey (HLIS) at the time of enrollment. This survey helps to identify students that may need English language support. Students that may need support in learning English are administered the New York State Identification Test for English Language Learners (NYSITELL). The results from the NYSITELL determine students' eligibility for English as a Second Language/English as a New Language (ESL/ENL) services.

Entry 12 Teacher and Administrator Attrition

Last updated: 07/25/2016

Report changes in teacher and administrator staffing.

Page 1

Instructions for completing the Teacher and Administrator Attrition Tables

The following tables reflect formatting in the online portal required for Regents authorized charter schools. Schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2015; the FTE for added staff from July 1, 2015 through June 30, 2016; and the FTE for any departed staff from July 1, 2015 through June 30, 2016 using the two tables provided.

2015-16 Teacher Attrition Table

	FTE Teachers on June 30, 2015	FTE Teachers Departed 7/1/15 – 6/30/16	FTE Teachers Filling Vacant Positions 7/1/15 – 6/30/16	FTE Teachers Added in New Positions 7/1/15-6/30/16	FTE of Teachers on June 30, 2016
	38	18	16	2	38

2015-16 Administrator Position Attrition Table

	FTE Administrative Positions on June 30, 2015	FTE Administrators Departed 7/1/15 – 6/30/16	FTE Administrators Filling Vacant Positions 7/1/15 – 6/30/16	FTE Administrators Added in New Positions 7/1/15-6/30/16	FTE Administrative Positions on June 30, 2016
	6	2	1	0	5

Thank you

New Visions Charter High Schools

2016-2017 School Calendar

School Start Date

Thursday, September 8th

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

September – June:

- 166 instructional days
- 12 Regents days (including rating days & RCT)
- 3 professional development days (September 7th, January 30th, June 8th)
- Last day of school is June 28th

PSAT / SAT & ACT Testing Dates

PSAT: depending on the PSAT model chosen by each school, exams may be administered Oct. 19th and/or April 5th

SAT: April 5th – NYCDOE Citywide Initiative SAT Testing for 11th graders

ACT: April 8th exam required of all 11th graders / June 10th exam make-up date for 11th graders that missed April exam

SAT: May 6th exam required of all 11th graders / June 3rd exam make-up dates for 11th graders that missed May exam

Additional Assessment Windows

Fall Performance Series Reading for all 9th and all 10th graders that have lower than a 1200 Lexile level: August 22nd – September 30th

Spring Performance Series Reading for all 9th and all 10th graders: March 22nd – May 26th

Spring ACT Aspire (ELA, Math and Science) for all 9th and all 10th graders: April 24th – May 19th

NYSESLAT: TBD

Update Revisions

6/29/16 – All assessment windows (Performance Series and ACT Aspire) added to cover/summary page of official calendar

Purple numbers in right corner indicate instructional days: 181 total (166 instructional days from September to June + 12 Regents days + 3 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 2016

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 **Holiday**	5	6 **Holiday**	7	8	9
10	11	12	13	14	15	16
17	18 **Bronx Board Meeting - PM**	19 **Brooklyn/Queens Board Meeting - PM**	20	21	22	23
24	25	26	27	28	29	30

Revised 6/29/16

Purple numbers in right corner indicate instructional days: 181 total (166 instructional days from September to June + 12 Regents days + 3 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 2016

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1 CMO On-boarding for New Staff New Teacher Report Date: ALL SCHOOLS	2 CMO On-boarding for New Staff	3 CMO On-boarding for New Staff	4 CMO On-boarding for New Staff	5 CMO On-boarding for New Staff	6
7	8	9 CMO On-boarding for Late Hires	10	11	12	13
14	15 Bronx Board Meeting – PM Returning Teacher Report Date: ALL SCHOOLS	16 Brooklyn/Queens Board Meeting – PM	17 August Regents Exams	18 August Regents Exams	19 August Regents Rating Day	20
21	22	23	24	25	26	27
28	29	30	31			

School-based Staff On-boarding

Revised 6/29/16

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September 2016

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5 Labor Day – No School	6	7 No School for Students In-school Professional Development Day	8 First Day of School 1	9 2	10
11	12 Eid al-Adha – No School	13 3	14 4	15 5	16 6	17
18	19 Bronx Board Meeting – PM 7	20 Brooklyn/Queens Board Meeting – PM 8	21 9	22 10	23 11	24
25	26 12	27 13	28 14	29 15	30 16	1

Revised 6/29/16

Purple numbers in right corner indicate instructional days: 181 total (166 instructional days from September to June + 12 Regents days + 3 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 2016

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3 Rosh Hashanah – No School	4 Rosh Hashanah – No School	5 BEDS Day 17	6 18	7 19	8
9	10 Columbus Day – No School	11 20	12 Yom Kippur – No School	13 DSO Convening 21	14 22	15
16	17 23	18 Brooklyn/Queens Board Meeting – PM 24	19 PSAT Exam 25	20 26	21 27	22
23	24 Bronx Board Meeting – PM 28	25 Progress Reports (T1) 29	26 30	27 31	28 32	29
30	31 33					

Revised 6/29/16

Purple numbers in right corner indicate instructional days: 181 total (166 instructional days from September to June + 12 Regents days + 3 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 2016

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 34	2 35	3 36	4 37	5
6	7 38	8 **Election Day – No School** 39	9 39	10 40	11 **Veteran's Day – No School**	12
13	14 41	15 42	16 43	17 44	18 45	19
20	21 **Bronx Board Meeting – PM** 46	22 **Brooklyn/Queens Board Meeting – PM** 47	23 48	24 **Thanksgiving – No School**	25 **Thanksgiving – No School**	26
27	28 49	29 50	30 51			

Revised 6/29/16

Purple numbers in right corner indicate instructional days: 181 total (166 instructional days from September to June + 12 Regents days + 3 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 2016

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 52	2 53	3
4	5 54	6 **End of Trimester #1** 55	7 **Beginning of Trimester #2** 1	8 2	9 3	10
11	12 4	13 5	14 6	15 **DSO Convening** 7	16 8	17
18	19 **Bronx Board Meeting – PM** **Report Cards (T1)** 9	20 **Brooklyn/Queens Board Meeting – PM** 10	21 11	22 12	23 13	24
25	26 **Winter Break** **No School**	27 **Winter Break** **No School**	28 **Winter Break** **No School**	29 **Winter Break** **No School**	30 **Winter Break** **No School**	31

Revised 6/29/16

Purple numbers in right corner indicate instructional days: 181 total (166 instructional days from September to June + 12 Regents days + 3 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 2017

New Visions Charter High Schools

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

Revised 6/29/16

Purple numbers in right corner indicate instructional days: 181 total (166 instructional days from September to June + 12 Regents days + 3 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 2017

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 **Progress Reports (T2)** 29	2 30	3 31	4
5	6 32	7 33	8 34	9 35	10 36	11
12	13 37	14 38	15 39	16 **DSO Convening** 40	17 41	18
19	20 **President's Day – No School**	21 **Mid-Winter Break – No School**	22 **Mid-Winter Break – No School**	23 **Mid-Winter Break – No School**	24 **Mid-Winter Break – No School**	25
26	27 **Bronx Board Meeting – PM** 42	28 **Brooklyn/Queens Board Meeting – PM** 43				

Revised 6/29/16

Purple numbers in right corner indicate instructional days: 181 total (166 instructional days from September to June + 12 Regents days + 3 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 2017

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 44	2 45	3 46	4
5	6 47	7 48	8 49	9 50	10 51	11 **SAT Exam for 11th Grade Students**
12	13 52	14 53	15 54	16 55	17 **End of Trimester #2** 56	18
19	20 **Beginning of Trimester #3** **Bronx Board Meeting – PM** 1	21 **Brooklyn/Queens Board Meeting – PM** 2	22 3	23 4	24 5	25
26	27 6	28 7	29 **Report Cards (T2)** 8	30 9	31 10	1

Revised 6/29/16

Purple numbers in right corner indicate instructional days: 181 total (166 instructional days from September to June + 12 Regents days + 3 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 2017

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3 11	4 12	5 11th Grade SAT Exam 13	6 14	7 15	8 ACT Exam for 11th Grade Students (official date for school accountability plan)
9	10 Spring Break – No School	11 Spring Break – No School	12 Spring Break – No School	13 Spring Break – No School	14 Spring Break – No School	15
16	17 Spring Break – No School	18 Spring Break – No School	19 16	20 DSO Convening 17	21 18	22
23	24 Bronx Board Meeting – PM 19	25 Brooklyn/Queens Board Meeting – PM 20	26 21	27 22	28 23	29
30						

Revised 6/29/16

Purple numbers in right corner indicate instructional days: 181 total (166 instructional days from September to June + 12 Regents days + 3 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 2017

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 24	2 25	3 26	4 27	5 Progress Reports (T3) 28	6 SAT Exam for 11th Grade Students (official date for school accountability plan)
7	8 29	9 30	10 31	11 32	12 33	13
14	15 Bronx Board Meeting – PM 34	16 Brooklyn/Queens Board Meeting – PM 35	17 36	18 37	19 38	20
21	22 39	23 40	24 41	25 DSO Convening 42	26 43	27
28	29 Memorial Day – No School	30 44	31 45			

Revised 6/29/16

Purple numbers in right corner indicate instructional days: 181 total (166 instructional days from September to June + 12 Regents days + 3 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 2017

New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 46	2 47	3 SAT Exam for 11th Grade Students (additional make-up date)
4	5 48	6 49	7 50	8 No School for Students Professional Development Day	9 51	10 ACT Exam for 11th Grade Students (make-up date)
11	12 Bronx Board Meeting – PM 52	13 Brooklyn/Queens Board Meeting – PM 53	14 Regents	15 Regents	16 Regents	17
18	19 RCT	20 Regents	21 Regents	22 RCT	23 No School for Students Regents Rating Day	24
25	26 Eid al-Fitr – No School	27 Earliest Day for Graduation 54	28 Last Day of School for Students Report Cards (T3) 55	29	30 Last Day of School for Teachers	

Revised 6/29/16

Purple numbers in right corner indicate instructional days: 181 total (166 instructional days from September to June + 12 Regents days + 3 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.

SUNY Charter Schools Institute
The State University of New York

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

Charter School Name:	New Visions Charter High School for Advanced Math and Science
Audit Period:	2015-2016
Prior Period:	2014-2015
Report Due Date:	Tuesday, November 01, 2016
Date Submitted:	Monday, October 31, 2016
School Fiscal Contact Name:	Cynthia Rietscha
School Fiscal Contact Email:	[redacted]
School Fiscal Contact Phone:	
School Audit Firm Name:	MBAF CPAs, LLC
School Audit Contact Name:	Marc Taub
School Audit Contact Email:	[redacted]
School Audit Contact Phone:	

Please submit the following items to the SUNY Charter Schools Institute via email or online portal:

Email: charters@suny.edu

Online Portal: http://www.newyorkcharters.org/operate/existing-schools/reporting-deadlines

Required Items:

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

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."

And, if applicable:

Item	*If not included*, state the reason(s) below. Or, *if not applicable fill in* **"N/A"**):
Management Letter	
Management Letter Response	N/A
Form 990	Filing date was extended.
Federal Single Audit (A-133)[1]	N/A
Corrective Action Plan	N/A

Please *also* submit the following items to the New York State Education Department via online portal:

Online Portal: https://nysed-cso.fluidreview.com

Required Items:

1) This transmital 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 (A-133).

---

[1] A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to the current "OMB Circu

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE
Statement of Financial Position
as of June 30, 2016

ASSETS	2015-2016	2014-2015	IOI
			nu
CURRENT ASSETS			
Cash and cash equivalents	2133042	1355145	
Grants and contracts receivable	499767	388467	
Accounts receivables	0	0	
Prepaid expenses	5814	3056	
Contributions and other receivables	4200	0	
TOTAL CURRENT ASSETS	2,642,823	1,746,668	
PROPERTY, BUILDING AND EQUIPMENT, net	50008	40779	
OTHER ASSETS	0	0	
TOTAL ASSETS	**2,692,831**	**1,787,447**	
LIABILITIES AND NET ASSETS			
CURRENT LIABILITIES			
Accounts payable and accrued expenses	146904	188210	
Accrued payroll and benefits	103506	110857	
Deferred Revenue	4510	1378	
Current maturities of long-term debt	0	0	
Short Term Debt - Bonds, Notes Payable	0	0	
Other	138130	128838	
TOTAL CURRENT LIABILITIES	393,050	429,283	
LONG-TERM DEBT and NOTES PAYABLE, net current maturities	0	0	
TOTAL LIABILITIES	393,050	429,283	
NET ASSETS			
Unrestricted	2299781	1358164	
Temporarily restricted	0	0	
TOTAL NET ASSETS	2,299,781	1,358,164	
TOTAL LIABILITIES AND NET ASSETS	**2,692,831**	**1,787,447**	

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE
Statement of Activities
as of June 30, 2016

	2015-2016			2014-2015
	Unrestricted	Temporarily Restricted	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	6218034	$-	$6,218,034	6244372
Students with disabilities	774421	-	774,421	569875
Grants and Contracts				
State and local	98312	-	98,312	0
Federal - Title and IDEA	301524	-	301,524	285761
Federal - Other	185977	-	185,977	245149
Other	0	-	-	0
Food Service/Child Nutrition Program	0	-	-	0
TOTAL REVENUE, GAINS AND OTHER SUPPORT	7,578,268	-	7,578,268	7,345,157
EXPENSES				
Program Services				
Regular Education	4752944	$-	$4,752,944	4832105
Special Education	1282602	-	1,282,602	1089467
Other Programs	0	-	-	0
Total Program Services	6,035,546	-	6,035,546	5,921,572
Management and general	636957	-	636,957	531169
Fundraising	60626	-	60,626	58761
TOTAL OPERATING EXPENSES	6,733,129	-	6,733,129	6,511,502
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	845,139	-	845,139	833,655
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	0	$-	$-	0
Individuals	0	-	-	0
Corporations	0	-	-	0
Fundraising	0	-	-	0
Interest income	215	-	215	139
Miscellaneous income	96263	-	96,263	79928
Net assets released from restriction	0	-	-	0
TOTAL SUPPORT AND OTHER REVENUE	96,478	-	96,478	80,067
CHANGE IN NET ASSETS	941,617	-	941,617	913,722
NET ASSETS BEGINNING OF YEAR	1358164	-	1,358,164	444442
PRIOR YEAR/PERIOD ADJUSTMENTS	0	-	-	0
NET ASSETS END OF YEAR	$2,299,781	$-	$2,299,781	$1,358,164

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE
Statement of Cash Flows
as of June 30, 2016

	2015-2016	2014-2015
		*Please briefly explain any
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	941617	913722
Revenues from School Districts	0	0
Accounts Receivable	0	136
Due from School Districts	0	0
Depreciation	41575	26763
Grants Receivable	-111300	16723
Due from NYS	3132	-12818
Grant revenues	0	0
Prepaid Expenses	-2758	19429
Accounts Payable	-41306	71801
Accrued Expenses	0	0
Accrued Liabilities	-7351	13789
Contributions and fund-raising activities	0	0
Miscellaneous sources	0	0
Deferred Revenue	0	0
Interest payments	0	0
Due to related entities	9292	17310
Due from related entities	-4200	0
NET CASH PROVIDED FROM OPERATING ACTIVITIES	$828,701	$1,066,855
CASH FLOWS - INVESTING ACTIVITIES	$	$
Purchase of equipment	-50804	-24486
Other	0	0
NET CASH PROVIDED FROM INVESTING ACTIVITIES	$(50,804)	$(24,486)
CASH FLOWS - FINANCING ACTIVITIES	$	$
Principal payments on long-term debt	0	0
Other	0	0
NET CASH PROVIDED FROM FINANCING ACTIVITIES	$-	$-
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	$777,897	$1,042,369
Cash at beginning of year	1355145	312776
CASH AND CASH EQUIVALENTS AT END OF YEAR	$2,133,042	$1,355,145

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NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE
Statement of Functional Expenses
as of June 30, 2016

		2015-2016					
		Program Services				Supporting Service	
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General
Personnel Services Costs		$	$	$	$	$	$
Administrative Staff Personnel	20	577,795	88,313	-	666,108	0	452046
Instructional Personnel	43	2,070,751	751,855	-	2,822,606	0	0
Non-Instructional Personnel	-	-	-	-	-	0	0
Total Salaries and Staff	63.00	2,648,546	840,168	-	3,488,714	-	452,046
Fringe Benefits & Payroll Taxes		495,189	157,229	-	652,418	0	84352
Retirement		147,111	46,666	-	193,777	0	25108
Management Company Fees		454,155	74,097	-	528,252	60626	17383
Legal Service		11,971	1,945	-	13,916	0	448
Accounting / Audit Services		-	-	-	-	0	19501
Other Purchased / Professional / Consulting Services		211,812	47,604	-	259,416	0	11218
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	0	0
Repairs & Maintenance		113,883	18,577	-	132,460	0	4355
Insurance		36,278	5,649	-	41,927	0	1081
Utilities		35,193	6,089	-	41,282	0	3931
Supplies / Materials		98,939	13,371	-	112,310	0	0
Equipment / Furnishings		24,959	3,611	-	28,570	0	969
Staff Development		5,875	935	-	6,810	0	433
Marketing / Recruitment		85	14	-	99	0	3
Technology		169,509	23,811	-	193,320	0	2273
Food Service		57,666	7,909	-	65,575	0	915
Student Services		118,942	15,730	-	134,672	0	0
Office Expense		77,616	12,023	-	89,639	0	11040
Depreciation		34,605	5,646	-	40,251	0	1324
OTHER		10,610	1,528	-	12,138	0	577
Total Expenses		$4,752,944	$1,282,602	$-	$6,035,546	$60,626	$636,957

			2014-2015
S			
	Total	Total	
	$	$	$
	452,046	1,118,154	1187273
	-	2,822,606	2733755
	-	-	0
	452,046	3,940,760	3,921,028
	84,352	736,770	843100
	25,108	218,885	128335
	78,009	606,261	587612
	448	14,364	21168
	19,501	19,501	25846
	11,218	270,634	237093
	-	-	0
	4,355	136,815	54244
	1,081	43,008	43515
	3,931	45,213	47075
	-	112,310	126980
	969	29,539	26769
	433	7,243	20853
	3	102	358
	2,273	195,593	126826
	915	66,490	52083
	-	134,672	124497
	11,040	100,679	92021
	1,324	41,575	26761
	577	12,715	5338
	$697,583	$6,733,129	$6,511,502

New Visions Charter High School For Advanced Math and Science

Communication With Those Charged With Governance

OCTOBER 25, 2016

MBAF
CERTIFIED PUBLIC ACCOUNTANTS AND ADVISORS

MBAF
CERTIFIED PUBLIC ACCOUNTANTS AND ADVISORS

October 25, 2016

To the Audit Committee
New Visions Charter High School for Advanced Math and Science

We have audited the financial statements of New Visions Charter High School for Advanced Math and Science (the "School") for the year ended June 30, 2016 and are prepared to issue our report thereon dated October 25, 2016. Professional standards require that we provide you with the following information related to our audit. This letter is divided into two sections: 1) required communications from the auditors to those with audit oversight responsibilities and 2) opportunities for strengthening internal controls or enhancing operating efficiency and our related recommendations.

REQUIRED COMMUNICATIONS

A. Our Responsibility under U.S. Generally Accepted Auditing Standards:

As stated in our engagement letter dated April 18, 2016, our responsibility, as described by professional standards, is to express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities. Our responsibility is to plan and perform the audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement. As part of our audit, we considered the internal control of New Visions Charter High School for Advanced Math and Science. Such considerations were solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control. We are responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures specifically to identify such matters.

B. Planned Scope and Timing of the Audit:

We performed the audit according to the planned scope and timing previously communicated to you in our meeting about planning matters in April 2016.

C. Auditor Independence:

We affirm that MBAF CPAs, LLC is independent with respect to New Visions Charter High School for Advanced Math and Science.

D. Qualitative Aspects of Accounting Practices:

Management is responsible for the selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. The significant accounting policies used by the School are described in Note 2 to the financial statements. As described therein, the School elected to implement the application of an accounting pronouncement pertaining to accounting for uncertain tax positions. We noted no transactions entered into by the School during the year for which there is a lack of authoritative guidance or consensus. There are no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

E. Accounting Estimates Used in the Financial Statements:

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate affecting the financial statements was:

Allowance for Doubtful Accounts:
As of June 30, 2016, New Visions Charter High School for Advanced Math and Science recorded contributions and other receivables of $499,767. Management concluded that no allowance for doubtful accounts was necessary. Management calculated based on the assessment of the credit-worthiness of the School's donors, the aged basis of the receivables, as well as economic conditions and historical information. Based on our audit procedures which included a discussion with the Director of Finance and a review of subsequent collections, we concur with management's conclusion.

Functional Statement Allocation:
Management's estimate of the allocation of functional expenses is directly identified with the program or supporting service to which they relate. We evaluated the key factors and assumptions used to develop the estimate in determining that it is reasonable in relation to the financial statements taken as a whole.

Depreciation:
Management's estimate of depreciation is based on estimated useful lives of assets. We evaluated the estimated useful lives of assets in comparison to generally accepted accounting principles in determining that it is reasonable in relation to the financial statements taken as a whole.

F. Sensitive Disclosures Affecting the Financial Statements:

The disclosures in the financial statements are neutral, consistent, and clear. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosure(s) affecting the financial statements were:

The disclosure of Risk Management in Note 7 to the financial statements which describes various risks to which the School is exposed.

G. Corrected and Uncorrected Misstatements:

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. Except as made known to you, management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole. We will identify those adjustments proposed both corrected and uncorrected:

Proposed and Corrected:

There were no audit adjustments during the fiscal year or prior year.

Proposed and Uncorrected:

There were no entries that were proposed and uncorrected during the fiscal year.

H. Audit Difficulties and Disagreements with Management:

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report.

We are pleased to report that no such disagreements arose during the course of our audit.

I. Management Representations:

We have requested certain representations from management that are included in the management representation letter dated October 25, 2016.

J. Management Consultations with Other Independent Accountants:

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a “second opinion" on certain situations. If a consultation involves application of an accounting principle to the School's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

K. Other Audit Findings or Issues:

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the School's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

OPPORTUNITIES FOR STRENGTHENING INTERNAL CONTROLS OR ENHANCING OPERATING EFFICIENCY

School Facility Lease Agreement:
Through conversations with the School's management, we have been informed that a formal written agreement between New Visions Charter High School for Advanced Math and Science and the Department of Education does not exist. We recommend that New Visions Charter High School for Advanced Math and Science periodically re-explore the risks of such a relationship.

We wish to thank management and personnel for their support and assistance during our audit. We would be pleased to further discuss the contents of this report with you at your convenience.

This information is intended solely for the use of the Audit Committee, Board of Trustees, and management of New Visions Charter High School for Advanced Math and Science and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

MBAF CPAs, LLC

MBAF CPA's, LLC