



# Entry 1 School Information and Cover Page

## (New schools that were not open for instruction for the 2018-19 school year are not required to complete or submit an annual report this year).

Created: 07/02/2019 • Last updated: 08/01/2019

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

### BASIC INFORMATION

**a. SCHOOL NAME** NEW YORK CITY CHARTER SCHOOL OF THE ARTS

(Select name from the drop down menu)

**a1. Popular School Name** (No response)  
**(Optional)**

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

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

**c. DISTRICT / CSD OF LOCATION** NYC CSD 2

**d. DATE OF INITIAL CHARTER** 01/2004

**e. DATE FIRST OPENED FOR INSTRUCTION** 08/2016

**h. SCHOOL WEB ADDRESS (URL)** <http://www.cityschoolofthearts.org>

**i. TOTAL MAX APPROVED** 302  
**ENROLLMENT FOR THE 2018-19**  
**SCHOOL YEAR (exclude Pre-K**  
**program enrollment)**

**j. TOTAL STUDENT ENROLLMENT** 252  
**ON JUNE 30, 2019 (exclude Pre-K**  
**program enrollment)**

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

Check all that apply

Grades Served	6, 7, 8
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**l. DOES THE SCHOOL CONTRACT** No  
**WITH A CHARTER OR**  
**EDUCATIONAL MANAGEMENT**  
**ORGANIZATION?**

## **FACILITIES INFORMATION**

### **m. FACILITIES**

Will the school maintain or operate multiple sites in 2019-20?

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

**m1. SCHOOL SITES**

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K 5, 6 9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	26 Broadway, 12th floor, New York, NT 10004	646 793 6320	NYC CSD 2	6 8	6 8

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Elisa Murphy			
Operational Leader	Melissa Andrews			
Compliance Contact	Melissa Andrews			
Complaint Contact	Elisa Murphy			
DASA Coordinator	Donald Barnes			
Phone Contact for After Hours Emergencies	Elisa Murphy			

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

Private Space

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

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

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

[https://nysed\\_cso\\_reports.fluidreview.com/resp/93643287/yFPTXS6fVy/](https://nysed_cso_reports.fluidreview.com/resp/93643287/yFPTXS6fVy/)

**Site 1 Fire Inspection Report**

[https://nysed\\_cso\\_reports.fluidreview.com/resp/93643287/nBjtmqxAKU/](https://nysed_cso_reports.fluidreview.com/resp/93643287/nBjtmqxAKU/)

**CHARTER REVISIONS DURING THE 2018-19 SCHOOL YEAR**

**n1. Were there any revisions to the school’s charter during the 2018-19 school year? (Please include approved or pending material and non-material charter revisions).**

No

**ATTESTATION**

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

Name	Melissa Andrews
Position	Director of Operations
Phone/Extension	
Email	



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

Yes

**Signature, Head of Charter School**

A handwritten signature in black ink. The first part of the signature is 'Elise' written in a cursive style. The second part is 'Murphy', also in cursive, with a large, looped 'M' and a long, sweeping tail that ends in a small circle.

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

A handwritten signature in black ink. The first part of the signature is 'Donald' written in a cursive style. The second part is 'Jones', also in cursive, with a large, looped 'J' and a long, sweeping tail that ends in a small circle.

**Date**

2019/07/30

**Thank you.**



July 29, 2019

As the New York City Charter School of the Arts currently has a temporary Certificate of Occupancy, a Fire Inspection Certificate is unavailable. The Fire Inspection Certificate will be provided when the permanent Certificate of Occupancy is issued in October 2019.

# Certificate of Occupancy

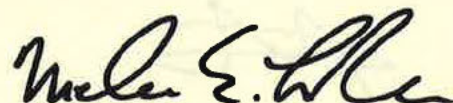
CO Number:

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

<b>A.</b> Borough: Manhattan Address: 26 BROADWAY Building Identification Number (BIN): 1000811	Block Number: 00022 Lot Number(s): 13  Building Type: Altered	Certificate Type: Temporary Effective Date: 07/22/2019 Expiration Date: 10/20/2019
This building is subject to this Building Code: 1968 Code		
For zoning lot metes & bounds, please see BISWeb.		
<b>B.</b> Construction classification: 1 (Prior to 1968 Code designation) Building Occupancy Group classification: E (2014/2008 Code) Multiple Dwelling Law Classification: None		
No. of stories: 32      Height in feet: 320      No. of dwelling units: 0		
<b>C.</b> Fire Protection Equipment: None associated with this filing.		
<b>D.</b> Type and number of open spaces: None associated with this filing.		
<b>E.</b> This Certificate is issued with the following legal limitations None		
Outstanding requirements for obtaining Final Certificate of Occupancy:		
There are 16 outstanding requirements. Please refer to BISWeb for further detail.		
Borough Comments: None		



Borough Commissioner



Commissioner



# Certificate of Occupancy

CO Number:

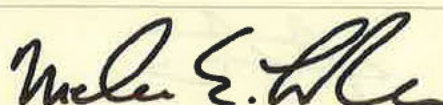
## Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
CEL	6		F-2			BOILER ROOM
BAS	250	120	S-2			SAFE DEPOSIT VAULT, STORAGE AND SERVICES
SUB	10	120	F-2			SUB BASEMENT MEZZANINE MECHANICAL PLANT AND COAL BUNKS
MZ1	70	60	B		6	OFFICES (MEZZA)
MZ1	8	60	S-2		6	ACCESSORY RETAIL (MEZZC)
MZ9	75	60	B			OFFICES & STORAGE
001	350	120	M B		3	(GROUND STORY) STORES AND OFFICES
001	370	60	B M		3	(GROUND STORY) STORES AND OFFICES
001	350	60	B M			(GROUND STORY) STORES AND OFFICES
002 003	370	60	B M			OFFICES ON EACH FLOOR
004 009	350	60	B			OFFICES ON EACH FLOOR
010	92	60	A-3		3	COURT ROOM
010	133	60	B			OFFICES



Borough Commissioner



Commissioner

# Certificate of Occupancy

CO Number:



## Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
011	228	60	B		6	OFFICES
011	152	60	E		9	ADULT TRADE SCHOOL
012	110	60	B		9	ADULT TRADE SCHOOL
012	350	60	E		3	EDUCATION
013 015	350	60	B			OFFICES ON EACH FLOOR
016	125	60	B			OFFICES
017 022	60	75	B			OFFICES ON EACH FLOOR
023 027	45	60	B			OFFICES ON EACH FLOOR
028	20	60	B			DIRECTORS ROOM
029	20	120	B			GYMNASIUM
030	8	120	F-2			ELEVATOR MACHINE ROOM
031 032	4		B			ELEVATOR MACHINE ROOM, TANKS ETC. COMMERCIAL ON EACH FLOOR
END OF SECTION						

Borough Commissioner

Commissioner







# Entry 2 NYS School Report Card Link

Last updated: 07/16/2019

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## NEW YORK CITY CHARTER SCHOOL OF THE ARTS

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

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

## 2. NEW YORK STATE REPORT CARD

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

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

[https://data.nysed.gov/essa.php?instid=800000086904&year=2018&createreport=1&allchecked=1&OverallStatus=1&section\\_1003=1&EMindicators=1&EMcomposite=1&EMgrowth=1&EMcompgrowth=1&EMprogress=1&EMchronic=1&staffqual=1&expend=1&38ELA=1&38MATH=1&regents=1&feddata=1](https://data.nysed.gov/essa.php?instid=800000086904&year=2018&createreport=1&allchecked=1&OverallStatus=1&section_1003=1&EMindicators=1&EMcomposite=1&EMgrowth=1&EMcompgrowth=1&EMprogress=1&EMchronic=1&staffqual=1&expend=1&38ELA=1&38MATH=1&regents=1&feddata=1)



# **New York City Charter School for the Arts**

## **2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 23, 2019

By Elisa Murphy

26 Broadway, 12<sup>th</sup> floor  
New York, NY 10004

646-793-6320



## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Elisa Murphy, Interim Principal, prepared this 2018-19 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position
Danal Abrams	Chair, Finance Committee
Laura Blankfein	Vice Chair, Nominating Committee
Matthias Ederer	Treasurer, Finance Committee
Benjamin Gliklich	Secretary, Finance Committee
Jose De Jesus	Member, Program Committee
Adam Falkner	Member, Program and Nominating Committees
Laurence Heilbronn	Member, Program Committee
Randall Iserman	Member, Program Committee

Elisa Murphy served as the Interim Principal since July 1, 2019.

New York City Charter School of the Arts (City School of the Arts; CSA) opened in August 2016, serving 6th Grade students from CSD 2 and surrounding neighborhoods. It expanded and served 7th Grade students in the 2017-18 school year, and reached full capacity serving 6th through 8th grade for the 2018-2019 year. The mission of City School of the Arts is to inspire a community of young people to engage with the arts as a pathway to rich and rigorous academic scholarship and a creative, purposeful life. We aim to serve a deliberately diverse student body. Of the 255 students enrolled at the end of our third year of operation, 21.1% were students with an identified disability, and 40.0% were students from economically disadvantaged families. The racial demographics of our student body broke down to 37.3% African American, 44.3% Hispanic, 11.8% White, 1.2% Asian, 1.6% Native Hawaiian/Pacific Islander, 0.78% Native American, and 2.7% mixed race/other.

### **Curriculum, Teaching, and Learning at CSA**

To fulfill City School of the Arts' mission, students are empowered by talented faculty members to use the arts as a gateway to academic achievement and meaningful engagement. In addition to lending context and pedagogical diversity for all CSA students, the arts are a powerful lever for students who struggle to master standards in Math and ELA in traditional settings. Arts-based interventions have long been a meaningful teaching tool for SpEd and ELL students, and arts-based remediation instruction has closed gaps in student learning efficiently and effectively. In addition to alignment with Common Core State Standards (CCSS), all academic classes at City School of the Arts are designed to meet the National Core Arts Standards (NCAS), which overlap with CCSS at over 400 points of convergence.

### **CSA's Academic Program**

There are five primary academic departments at City School of the Arts: Humanities, Literature, Math, Science, and Special Education. All students have Math, Science, and extended periods of Humanities every day. Students are grouped based on Lexile levels into smaller reading groups and receive intensive literacy instruction four times a week. The vast majority of CSA students enter 6th Grade below grade level, and seek schools like ours to right the wrongs of their previous educational settings. We do not compromise on rigor, so our program is often challenging for students when they enter.

### ***Humanities /Literacy / English / History***

In 6th and 7th Grade, students have a ninety-minute Humanities block which blends social sciences, history, and literature. In addition to Humanities, 6th and 7th grade students have four sessions of Guided Reading per week. The main objective of Guided Reading is to build students' standards-based comprehension skills with supported fluency practice and carefully constructed oral questioning. Prior to the lesson, the teacher uses assessment data to determine a focus skill, and chooses a text or section of a text that lends itself naturally to that skill. The teacher introduces the skill and reading activity in a short mini-lesson to start, then students read aloud (practicing fluency and automaticity), gradually enabling students to build their own personal network of strategic actions for processing increasingly challenging texts.

In 8th Grade, students have separate English and History courses to prepare them for the demands of high school.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

In the 2018-2019 school year, Humanities was taught with a curriculum written by staff, which is described below. However, in the 2019-2020 school year, the Wit and Wisdom curriculum was adopted in the 6th and 7th grades given that students needed more extensive practice with reading complex texts and practicing skills. This curriculum has clear standards-based knowledge, reading, writing, language, speaking and listening goals.

In the 2018-2019 school year, students in 6th Grade Humanities were introduced to the rise and fall of civilizations, empire development, political systems, and world religions. In 7th Grade Humanities, students learned about Indigenous American and African tribal histories, European exploration and colonization, the American Revolution, and the development of the U.S. Constitution and government. In 8th Grade History, students deepened their understanding and analysis of citizenship, nationalism, progress, global responsibility, and the American Dream. In 8th Grade English students read seven American fiction novels and focus primarily on critical analysis essay writing.

### ***Math***

In 6th Grade Math, students learn ratios and proportions, arithmetic operations, rational numbers, expressions and equations, area and volume, and basic statistics. Using Engage NY resources and supplementing with Illustrative Mathematics for application-based questions, our Math program covers all standards assessed on the NY State Math exam. By the end of 6th Grade Math, students are prepared for pre-algebra. In 7th Grade Math, students learned about proportional relationships, operations with rational numbers, expressions and linear equations, problem-solving with scale drawings, geometric constructions, two/three-dimensional shapes, and concepts of pre-algebra. We aim to prepare all students for Regents-level algebra in the 8th Grade where students deepen their logical thinking and problem-solving skills, expand their understanding of algebra, and move into functions and geometric applications.

### ***Science***

The science program is designed to give students a solid foundation in all of the disciplines and build through numerous hands-on activities and investigations, a sense of discovery, curiosity, and fascination with the world. Students in the 6th and 7th grades are introduced to multiple topics in physics, biology, and geology. In 6th Grade Science students are introduced to the scientific method, design controlled experiments, and collect and analyze data. They learn about measurement, dynamic earth processes, energy types and transfer, simple machines, cells, and ecology. In 7th Grade Science, students discover scientific concepts through exploring phenomena, conduct more sophisticated scientific experiments, and design engineered prototypes. They study astronomy, waves, electricity and electromagnetism, growth and development of life, and genetics. In 8th Grade Science, students prepare for the Living Environment Regents exam -- all 8th Grade students are expected to take this biology exam. Students learn about cells, reproduction, population dynamics, evolution, human anatomy, and human impacts on the environment.

### ***Special Education***

City School of the Arts is dedicated to supporting all types of learners to meet the demands of our rigorous curriculum. Our primary model for serving students with unique learning needs is

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Integrated Co-Teaching (ICT), which means there are two teachers in one classroom: a general education teacher and special education teacher. The best ICT classrooms make it hard to tell who the general education teacher or special education teacher is because they work in concert to meet the needs of all students in the room. In addition to ICT, we offer Special Education Teacher Support Services (SETTS) with a variety of specialized supports in small settings, depending on the needs of our learners. With intervention methods grounded in the arts, we leverage student engagement to provide targeted academic support to kids who are struggling, and creative extensions to those who are ready for more challenging work. Our full-time Special Education teachers work closely with our Assistant Head and School Social Workers to ensure that all academic and artistic staff members are trained and prepared to use a wide range of strategies to close gaps in learning.

### **CSA's Thrive Program**

CSA relies on additional classes such as Fitness and Semi Circle to ensure the physical and emotional well-being of our student body.

#### ***Fitness***

Fitness takes place indoors three times a week in our Multipurpose Space and Dance Studio. Students practice a daily warm-up and cool-down designed to support comprehensive fitness and conditioning as well as intense cardiovascular exercise. Students also practice yoga, stretching, and strengthening on individual mats.

Many CSA students join athletic teams via our partner program Manhattan Youth After School, which operates a large interschool sports league. Under the Manhattan Youth umbrella, girls and boys participate in basketball, volleyball, track, and football teams.

#### ***Semi Circle***

At the beginning of each year, all students are assigned to a Semi Circle, which is led by one teacher who becomes their advisor for the year. Semi Circle teachers meet with their 12 students once a week, and share grade-level-wide lessons, as well as tailored sessions responsive to the needs of that specific group of students. Semi Circle teachers are also the students' point-person for Student-Led Conferences, progress report analysis, and report card distribution. In addition, they are required to check in with all of their families by phone at least once per month.

### **CSA's Artistic Program**

CSA's academic program is supported by our comprehensive artistic program; all students take a Core Arts in addition to their elective Ensemble. In the 6th Grade students take Piano, in the 7th Grade, Visual Art, and in the 8th Grade, Creative Connections, an integrated arts course that focuses on the connections between artistic disciplines and their academic studies. All 6th and 7th Grade students take an Ensemble in addition to their Core Art (course descriptions below). All 8<sup>th</sup> Grade students declare an Artistic Major and complete a capstone project as a requirement for that major.

### ***6th Grade Core Art: Piano***

6th Grade Piano is designed to expose students to the fundamentals of rhythm and pitch, along with more expressive concepts such as dynamic range, timing, form and structure. All students learn to read music in treble and bass staff, and practice the fundamentals of sight-reading. Students who have the skill and desire to continue to build their repertoire are selected for 7th Grade Ensemble and/or 8th Grade Major, where they use these foundational skills to learn more advanced piano. While the Piano Core Arts class is designed as an entry-level class, accommodations are made for those with previous piano study experience. In addition, many students elect to participate in the NYSSMA (New York State School Music Association) festival at NYU where they are evaluated on their performance of a solo piece (on Levels I-VI), major scales, and sight-reading. Students who elect not to register for the NYSSMA Festival sit for a comparable jury at CSA, adjudicated by visiting artists.

### ***7th Grade Core Art: Visual Art***

The goal of Visual Art is to support students' development of increasingly sophisticated creative practices, skills, strategies, and habits of mind through engagement with a wide variety of artistic media. Our approach to Visual Art strikes a balance between hands-on art making, building aesthetic awareness through reflection and discussion, and analyzing the contribution of visual artists within specific social and historical contexts. 7th Graders focus on a spectrum of two-dimensional projects including drawing, painting, collage and printmaking, and three-dimensional work including sculpture and set/costume design, with a focus on creating a strong portfolio of visual art pieces with which to apply to high schools. All students' portfolios are expected to be evaluated by a jury adjudicated by visiting artists.

### ***8th Grade Core Art: Creative Connections***

Creative Connections offers students the opportunity to integrate their artistic and academic learning in powerful cross-curricular projects. They begin the year by grounding their work in texts about the creative process by various artists and creative practitioners including Mary Oliver, James Baldwin, Rainer Maria Rilke, Swoon, Elizabeth Gilbert and Seth Godin. Then, they spend the first trimester focusing on the intersection of Visual Art, History, Personal Narrative Writing and Performance in the work of Black Gotham, an arts collective based in Lower Manhattan that combines history and visual storytelling to celebrate the impact of the African Diaspora on New York City. In the second trimester, they turn to interdisciplinary connections in Music, Art, Math and the Sciences, exploring how a seemingly simple sequence of numbers called the Fibonacci Series links natural forms such as pine cones, ocean waves, and the shape of our very own ears with fundamental principles of Music Theory, Visual Art, and Architecture. They also explore the mathematically brilliant artwork of MC Escher, experimenting with the geometry of tessellated forms and translate our findings into beautiful hand block-printed fabric designs. Finally, in the last trimester, they'll dive deep into the work of visual artists, poet-activists and spoken word artists who use their creativity to spark action addressing the global crisis of climate destruction. Creative Connections students will also serve in leadership and production team capacities for our school-wide spring musical. The rigorous, interdisciplinary nature of this class is designed to support students' development as powerful creative practitioners, thinkers, writers, speakers, and community leaders, and to prepare them for success in high school and beyond.

### ***Ensembles/8th Grade Majors***

**Studio Art:** In 6th Grade, students explore a range of media, grounding themselves in foundational understandings of the principles of art, procedural knowledge, craft, and artistic vocabulary. In 7th Grade, students deepen their skills, widen their artistic understandings, and harness their foundational skills in service of their own creative vision. Students focus on a spectrum of two-dimensional projects as well as three-dimensional projects, and focus on creating a strong portfolio of visual art pieces with which to apply to high schools. In 8th Grade, students continue to hone their skills across various media studied in previous years, with an increased emphasis on technical mastery in service of their individual creative style.

**Digital Art:** Digital Art provides students with a strong foundation in using computer technology to produce artistic imagery in a range of creative media. In 6th Grade, students focus on photography and graphic design, learning the fundamentals and principles using DSLR cameras and Adobe Creative Suite. In 7th Grade, students build on their skills to focus on the moving image, studying video production and animation. In 8th Grade, students deepen their study by applying their skills to a wide spectrum of digital media content, including the creation of original short films, websites, persuasive posters, and literary arts magazines. Projects will focus on real-world applications of concepts learned and will culminate whenever possible in public sharing of work within and outside of the school community. Students will be expected to integrate their growing creative and technical capacities with the development of strong communication, teamwork, organization and project management skills.

**Dance:** In 6th Grade, students establish a strong and healthy dance practice grounded in the fundamentals of movement. In 7th Grade, students deepen the nuance and sophistication of their work in these forms, with a focus on retaining choreographic combinations, integrating feedback from instructors and peers, and mastering the terminology associated with a range of dance forms and traditions. In 8th Grade, students continue to hone their dance practice with a focus on choreographing and presenting their own original dances and deepening their critical study of dance traditions and styles within social and historical frameworks. All students study ballet, modern, and the dances of Africa and the diaspora.

**Theater:** In 6th Grade, students develop the foundations of a strong acting practice including physical and vocal techniques, improvisational skills, character development, and basic script analysis. In 7th Grade, students gain a more in-depth understanding of theatrical elements and conventions, focusing on interpretation and performance with increasingly complex texts and exploring aspects of technical theater. In 8th Grade, students deepen their theatrical skills through sophisticated character analysis, dialogue, and the exploration of staging, leading to units on playwriting and directing. Students also work on a series of scenes and monologues in preparation for high school auditions.

**Creative Writing:** In 6th Grade, students develop the foundations of a strong writing practice using journaling techniques, engaging with sensory and observational exercises and exploring the creative possibilities of figurative language, dialogue, and personal narratives. In 7th Grade, students engage



## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

with the power of creative writing as a bridge between self and other, analyzing the role of creative writing as a tool for social justice work and exploring the possibilities of poetry on both page and stage. In 8th Grade, students deepen their creative writing skills by working on longer and more in-depth writing projects, submitting their writing to contests and publications, performing at poetry slams and literary events, and curating and contributing to a literary arts magazine.

**Piano:** In 7th Grade, students deepen their skills, widen their musical understandings, and further use their foundational skills to learn more advanced piano music. In 8th Grade, students build a varied repertoire and solidify their theory skills necessary to pursue piano in the future. Throughout their years of piano study at CSA, students will have the opportunity to perform in showcases, the annual piano recitals, and participate in the New York State School Music Association (NYSSMA) evaluation festival at NYU, where they receive a valuable feedback certificate and a medal. The foundational piano class at CSA is designed to equip them with the knowledge they will use should they choose to pursue other musical instruments or Vocal Music at CSA.

**Vocal Music:** Students learn to appreciate and participate in the world of vocal music and creative musical expression through singing, analyzing, and listening to a range of musical styles. While developing their ear-training and creative muscles for learning repertoire by rote, students reinforce their music literacy skills through the study of rhythm, note-reading, and music theory. Students learn the basics of the solfege system, giving them sight-reading skills in various keys. Students learn the anatomy of the vocal system and how to use their voices in a healthy and comfortable way. But perhaps most significantly, students explore and reinforce the values of collaboration, leadership, and community as they sing together in a group and gain the confidence to sing solos. Students will also learn how to write their own songs and collaborate with other artistic disciplines.

**Music Technology:** Students use the Digital Audio Workstation (DAW) and GarageBand to learn the basics of sequencing, navigating the piano roll, programming drum beats, and operating synthesizers. Students study historical examples of productions spanning the last half century of pop, rock, hip hop, electronic music, and more. Students learn how to record and produce vocals and instruments effectively. Skills related to composition and songwriting will be covered, including basic harmony, form, style, melody and lyric writing. Students will also address the physics of sound, learning about frequency, amplitude, and waveforms. Students will be able to pursue personal musical interests on research projects and, with the aid of the teacher, deconstruct their favorite recordings to discover how they were created. Advanced students will delve into the complex world of sampling, mixing and automation.

**Strings:** Students are introduced to a challenging and rewarding set of orchestral instruments: violin, viola, and cello. Starting from the basics, students will receive targeted instruction, ultimately gaining the skills to play in four-part harmony as an ensemble. Students cover fundamental techniques and essential musicianship skills— how to practice, how to listen, and how to play alongside peers. Building life skills such as perseverance, problem solving, and teamwork, students will build mastery of a stringed instrument. Students learn fundamental techniques such as posture,

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bow hold, scales, and basic repertoire. Learning to read music in three clefs, students will be introduced to the fundamentals of harmony, music theory, conducting, form, and composition.

### Building Capacity on Teams

In our initial years of operation, CSA has been extremely focused on building capacity in our academic and artistic departments, as well as the Special Education and Leadership Teams. In weekly Collaboration, leaders work with artistic and academic teachers to equip students with cross-disciplinary frameworks, require teachers to collaborate across disciplines by co-planning units, and provide professional development sessions to improve teaching. We analyze data from Trimester Exams at the end of each Trimester, and use additional data points in proceeding meetings to track students' rate of growth.

Grade level teams meet weekly to norm behavior expectations, discuss specific needs of students so that supports are individualized and consistent, and discuss cross-curricular connections and instructional themes. The School Leadership Team (SLT) meets weekly to discuss staff performance, share and workshop ideas, analyze data trends and implement corrective plans.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-15														
2015-16														
2016-17							99							99
2017-18							64	100						164
2018-19							84	91	96					271

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

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

### BACKGROUND

CSA has an arts-infused, thematically-based Humanities curriculum that develops students' creative and critical capacities across disciplines. With a strong emphasis on reading, writing, speaking and listening for both historical and fictional texts, Humanities in the 6th and 7th grades combines social studies and ELA to empower students to practice their skills in varied academic settings. CSA seeks



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to maximize students' exposure to a wide array of literature, primary source documents, and non-narrative non-fiction texts.

CSA used planning resources such as Engage NY and Discovery Education, and carefully curated primary sources, to develop resources, projects, and books to aid teachers in their planning. Lessons, materials and units will grow out of Wiggins' & McTighe's Understanding by Design (UbD) framework, and teachers are given ample time to complete extensive UbD plans.

### Assessments

All students complete an online Reading Inventory to determine their Lexile score. The results from this initial assessment allow Guided Reading teachers to group 6th and 7th grade students by level to target specific skills with books on their instructional level. They are assessed four times throughout the year and Guided Reading groups may change accordingly.

In addition to these standardized means of tracking growth in reading, teachers are provided with a number of diverse methods of assessing progress such as exit tickets, quizzes, classwork, homework, oral presentations, public debate, and participation in Socratic seminars. Last year, students took three interim Trimester assessments in ELA before the New York State exam in order to become more comfortable in testing environments. Teachers analyzed the results for trends and had grade-level teams implement remediation plans.

### Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

### METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 6<sup>th</sup> through 8<sup>th</sup> grade in April 2019. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

2018-19 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5						
6	80				3	83
7	75				4	79
8	83				10	93
All	238				17	255

### RESULTS AND EVALUATION

Of the 255 students enrolled in the school at the time of ELA testing, 238 took the exam, and 39.1% received a score of 3 or 4. 8<sup>th</sup> Grade students performed highest with 43.4% of students at proficiency, as compared to 33.3% of 7<sup>th</sup> Graders and 40% of 6<sup>th</sup> Graders.

A total of 125 7<sup>th</sup> and 8<sup>th</sup> Graders have been enrolled in the school for at least two years, and of these students, 37.6% were proficient on the exam. CSA fell short of the benchmark of 75% for these students by 37.4 percentage points.

Performance on 2018-19 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	40	80	N/A	N/A
7	33.3	75	29.2	48
8	43.4	83	42.9	77
All	39.1	238	37.6	125

### ADDITIONAL EVIDENCE

As 2018-19 was only CSA's third year of operation, we have very little historical data to use to analyze year-to-year trends or discuss progress over time for students enrolled in at least their second year. The only grade that can be compared at this time is 7<sup>th</sup> Grade. In 2018-19, 29.2%

<sup>1</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

of students in at least their second year at the school received a Level 3 or 4, 15.8 percentage points less than 7<sup>th</sup> Grade in the previous school year.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						
6	N/A	N/A	N/A	N/A	N/A	N/A
7			45	77	29.2	48
8					42.9	77
All	N/A	N/A	45	77	37.6	125

### Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

### METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 English language arts MIP for all students of 105. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

### RESULTS AND EVALUATION

CSA's PI on the 2018-19 State English language arts exam is 120, exceeding the state's MIP for all students by 15.

English Language Arts 2018-19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	24	37	29	10

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 37 & + & 29 & + & 10 & = & 76 \\
 & & & & 29 & + & 10 & = & 39
 \end{array}$$



$$+ \quad (.5) * 10 \quad = \quad 5$$

$$PI \quad = \quad 120$$

## Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

## METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>2</sup>

## RESULTS AND EVALUATION

On the 2018-19 NYS ELA exam, 74% of the 6<sup>th</sup> - 8<sup>th</sup> Grade students in NYC CSD 2 received Level 3 or Level 4 scores. In comparison, 37.6% of the CSA 7<sup>th</sup> and 8<sup>th</sup> graders enrolled in at least their second year reached proficiency, falling short of the district by 36.4 percentage points. Scores for 6<sup>th</sup> Grade cannot be compared, as 6<sup>th</sup> Grade students at the school are only enrolled in their first year.

CSA is located in CSD 2 in Lower Manhattan, which has the lowest percentage of economically disadvantaged students in New York City and is one of the highest performing districts in the state. Residing in Lower Manhattan while allowing students from all five boroughs to enroll, we have a wide range of students from diverse backgrounds, and aim to meet the district average with the understanding that our student population is representative of 20 districts in NYC, the vast majority of which score well below our average 37%.

2018-19 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6	N/A	N/A	77	2,671
7	29.2	48	73	2,531

<sup>2</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

8	42.9	77	72	2,287
All	37.6	125	74	7,489

### ADDITIONAL EVIDENCE

As 2018-19 was only CSA's third year of operation, we can only draw year-to-year comparisons for the 7<sup>th</sup> Grade. In 2017-18, 45% of the CSA 7<sup>th</sup> graders enrolled in at least their second year reached proficiency, falling short of the district by 26 percentage points. This is 10 percentage points less than in 2018-19, in which 37.6% of the CSA 7<sup>th</sup> and 8<sup>th</sup> graders enrolled in at least their second year reached proficiency, falling short of the district by 36.4 percentage points.

As noted above, however, the demographics of CSD 2 are significantly different than CSA.

#### English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5						
6	N/A	59	N/A	74	N/A	77
7			45	71	29.2	73
8					42.9	72
All	N/A	69	45	73	37.6	74

#### Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

### METHOD

The SUNY Charter Schools Institute ("Institute") conducts a comparative performance analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.



## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

### RESULTS AND EVALUATION

CSA's Effect Size for the 2017-18 school year was -0.36, significantly below 0.30. This includes only 6<sup>th</sup> and 7<sup>th</sup> Grade students, as 2017-18 was CSA's second year of operation.

#### 2017-18 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6	62.3	52	32.7	47.3	-14.6	-0.90
7	40.6	93	45.2	46.2	-1.0	-0.06
8						
All	48.4	146	40.7	46.6	-5.9	-0.36

#### School's Overall Comparative Performance:

*Lower than expected*

### ADDITIONAL EVIDENCE

CSA's Effect Size decreased from -0.01 in 2016-17 to -0.36 in 2017-18. No other year-to-year comparisons can be drawn as 2017-18 was only the school's second year of operation.

#### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16						
2016-17	6	45.5	94	36	36.1	-0.01
2017-18	6 and 7	48.4	146	40.7	46.6	-0.36

#### Goal 1: Growth Measure<sup>3</sup>

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

<sup>3</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.<sup>4</sup>

### RESULTS AND EVALUATION

CSA's mean growth percentile for 2017-18 was 40.4, falling 9.6 points below the target of 50. The MIP for the 7<sup>th</sup> Grade was below the target by 5.9, while 6<sup>th</sup> Grade was below by 16.3.

2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	33.7	50.0
7	44.1	50.0
8		50.0
All	<b>40.4</b>	50.0

### ADDITIONAL EVIDENCE

CSA's overall MIP increased from 38.5 to 40.4 from 2016-17 to 2017-18, an improvement of 1.9 points. However, 6<sup>th</sup> Grade decreased from 38.5 to 33.7, a difference of 4.8.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4				50.0
5				50.0
6		38.5	33.7	50.0
7			44.1	50.0
8				50.0
All		38.5	40.4	50.0

<sup>4</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

## SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

CSA met one of two absolute goals, but did not meet either comparative goal or the growth goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Achieved
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Not Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Not Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2017-18 results.)	Not Achieved

## ACTION PLAN

To increase the rate at which CSA students pass the New York State ELA exam next year, we will maintain our commitment to using interim trimester assessment data to target literacy skills more directly, while instituting more deliberate targeted reading instruction during Reading Groups. With the new addition of a Literacy Director, teachers will have more professional development sessions, individualized coaching, and oversight on lesson plans. We will support teachers in developing action plans for students that have clearer outcomes and goals attached, and set lofty yet realistic goals for proficiency and growth on both trimester assessments and state tests alike.

CSA has also adopted the Wit and Wisdom curriculum for the 6th and 7th grades for the 2019-2020 school year. This award-winning curriculum is thematically connected to social studies, has rigorous writing expectations, and is enhanced with visual arts and music components. In 6th Grade Humanities, students are introduced to the themes of courage and resilience, through the study of The Great Depression, The Hero's Journey, Early American Settlements, and Acts of Courage in the Face of Crisis. In 7th Grade Humanities, students engage in an understanding of identity politics and language, closely studying identity in The Middle Ages, World War II, Post-Revolutionary America, and the impact of language, rhetoric and expression in the Information Age.



## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

In 8th Grade, Humanities continues to be separated into History and English classes to best prepare students for the demands of high school. The 8th grade curriculum is created by the Humanities department to focus on critical thinking, writing and to foster a love of reading. Arts integrated lesson planning and activities continue to be an important aspect of 8th grade learning.

In 8th Grade History, students deepen their understanding and analysis of citizenship, nationalism, progress, global responsibility, and the American Dream. In 8th Grade English, students read thematically connected novels and literature with a focus on critical analysis essay writing and create arts-integrated projects to demonstrate their learning.

In conjunction with and informed by our deliberate use of data, we will continue to implement targeted interventions and small group instruction for our Level 2 scorers throughout the year to address gaps and push them to Level 3 performances. Level 1 scorers will also receive an increase in remedial, individualized instruction in order to raise their performance.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

Students will be proficient in using mathematical concepts.

### BACKGROUND

To support the provision of high quality instruction in Mathematics during the 2018-19 school year, City School of the Arts utilized EngageNY resources to deliver a balanced yet rigorous math program. All curriculum maps are Common Core-aligned, and provide clear road maps for teachers, students, and families, as well as include frequent comprehensive checks for understanding so that teachers can monitor mastery and reteach, remediate, or enrich when appropriate. Illustrative Mathematics specifically, utilizes a problem-based learning approach to teach complex standards, and help students develop the dexterity to interpret word problems, understand numbers as stories, and process mathematical language to derive a solution.

Each lesson is divided into a teacher-directed launching phase, student exploration, and whole-class summarizing. This problem-solving focus naturally allows students to debate the best strategies to solve the problem, rather than assert the right answer and move on—explicitly bringing verbal reasoning into the math classroom and underscoring the interdisciplinary nature of learning. Given the importance of literacy skills in interpreting word problems on the state exam, teachers will emphasize how to interpret these problems in every lesson.

CSA eventually aims for all 8th grade students to be successful on the Algebra Regents Exam.

### Diagnostic Assessments

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

After each Trimester, students take an in-house exam that is aligned to New York State summative assessments and crafted to assess progress toward mastery of standards and to provide information as to why students are struggling in particular areas.

### Formative Assessments

Teachers use EngageNY assessments and homegrown means of assessing progress towards math standards. Depending on the skill, standard, or point in time, teachers use tools such as exit tickets, quizzes, class-work, and homework to measure student learning on a daily basis.

### Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

### METHOD

The school administered the New York State Testing Program mathematics assessment to students in 6<sup>th</sup> through 8<sup>th</sup> grade in April 2019. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2018-19 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>5</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5						
6	79				4	83
7	72				7	79
8	80			1	12	93
All	231			1	23	255

### RESULTS AND EVALUATION

Of the 255 students enrolled in the school at the time of ELA testing, 231 took the exam, and 31.2% received a score of 3 or 4. 7<sup>th</sup> Grade students performed the lowest with 20.8% of students at proficiency as compared to 36.7% of 6<sup>th</sup> Graders and 35% of 8<sup>th</sup> Graders.

<sup>5</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

A total of 120 of the 7<sup>th</sup> and 8<sup>th</sup> Graders tested have been enrolled in the school for at least two years, and of these students, 27.5% were proficient on the exam, 3.7 percentage points lower than the grade overall. CSA fell short of the benchmark of 75% for these students by 47.5 percentage points.

CSA is located in CSD 2 in Lower Manhattan, which has the lowest percentage of economically disadvantaged students in New York City and is one of the highest performing districts in the state. Residing in Lower Manhattan while allowing students from all five boroughs to enroll, we have a wide range of students from diverse backgrounds, and aim to meet the district average with the understanding that our student population is representative of 20 districts in NYC, the vast majority of which score well below our average 45%.

### Performance on 2018-19 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	36.7	79	N/A	N/A
7	20.8	72	15.2	46
8	35	80	35.1	74
All	31.2	231	27.5	120

### ADDITIONAL EVIDENCE

As 2018-19 was only CSA's third year of operation, we have very little historical data to use to analyze year-to-year trends or discuss progress over time for students enrolled in at least their second year. The only grade that can be compared at this time is 7<sup>th</sup> Grade. In 2018-19, 15.2% of students in at least their second year at the school received a Level 3 or 4, 29.8 percentage points less than 7<sup>th</sup> Grade in the previous school year.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						



## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

5						
6	N/A	N/A	N/A	N/A	N/A	N/A
7			45	76	15.2	46
8					35.1	74
All			45	76	27.5	120

### Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

### METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 mathematics MIP for all students of 107. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

### RESULTS AND EVALUATION

CSA's PI on the 2018-19 Math exam is 103.5, falling short of the state's MIP for all students by 3.5 points.

Mathematics 2017-18 Performance Level Index (PI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	32	36	20	11

PI

=

36

+

20

+

11

=

67

20

+

11

=

31

+

(.5)\*11

=

5.5

PI

=

103.5

### Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>6</sup>

### RESULTS AND EVALUATION

On the 2018-19 Math exam, 71% of the 6<sup>th</sup> - 8<sup>th</sup> Grade students in NYC CSD 2 received Level 3 or Level 4 scores. In comparison, 27.5% of the CSA 7<sup>th</sup> and 8<sup>th</sup> graders enrolled in at least their second year reached proficiency, falling short of the district by 43.5 percentage points. Scores for 6<sup>th</sup> Grade cannot be compared, as 6<sup>th</sup> Grade students at the school are only enrolled in their first year.

CSA is located in CSD 2 in Lower Manhattan, which has the lowest percentage of economically disadvantaged students in New York City and is one of the highest performing districts in the state. Residing in Lower Manhattan while allowing students from all five boroughs to enroll, we have a wide range of students from diverse backgrounds, and aim to meet the district average with the understanding that our student population is representative of 20 districts in NYC, many of which in line with our average 28%.

2018-19 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6	N/A	N/A	74	2,657
7	15.2	46	74	2,552
8	35.1	74	56	1,331
All	27.5	120	<u>71</u>	6,540

### ADDITIONAL EVIDENCE

As 2018-19 was only CSA's third year of operation, we can only draw year-to-year comparisons for the 7<sup>th</sup> Grade. In 2017-18, 45% of the CSA 7<sup>th</sup> graders enrolled in at least their second year reached proficiency, falling short of the district by 26 percentage points. This is 17.5 percentage points less than in 2018-19, in which 27.5% of the CSA 7<sup>th</sup> and 8<sup>th</sup> graders enrolled

<sup>6</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).



## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

in at least their second year reached proficiency, falling short of the district by 43.5 percentage points.

As noted above, however, the demographics of CSD 2 are significantly different than CSA.

Mathematics Performance of Charter School and Local District  
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5						
6	N/A	68	N/A	69	N/A	74
7			45	74	15.2	74
8					35.1	56
All	N/A	68	45	71	27.5	<u>71</u>

### Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

### METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

### RESULTS AND EVALUATION

CSA's Effect Size for the 2017-18 school year was -0.59, significantly below 0.30. This includes only 6<sup>th</sup> and 7<sup>th</sup> Grade students, as 2017-18 was CSA's second year of operation.

#### 2017-18 Mathematics Comparative Performance by Grade Level

NYC Charter School of the Arts 2018-19 Accountability Plan Progress Report

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6	62.3	54	31.5	42.9	-11.4	-0.70
7	40.6	92	41.3	50.0	-8.7	-0.51
8						
All	48.6	146	37.7	47.4	-9.7	-0.59

### School's Overall Comparative Performance:

*Lower than expected*

## ADDITIONAL EVIDENCE

CSA's Effect Size improved from -0.76 in 2016-17 to -0.59 in 2017-18. No other year-to-year comparisons can be drawn as 2017-18 was only the school's second year of operation.

### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16						
2016-17	6	45.5	89	34	46.1	-0.76
2017-18	6 and 7	48.6	146	37.7	47.4	-0.59

### Goal 2: Growth Measure<sup>7</sup>

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

## METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order

<sup>7</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.<sup>8</sup>

### RESULTS AND EVALUATION

CSA's mean growth percentile for 2017-18 was 43.2, falling 6.8 points below the target of 50. The MIP for the 7<sup>th</sup> Grade was below the target by 4.4, while 6<sup>th</sup> Grade was below by 11.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	39.0	50.0
7	45.6	50.0
8		50.0
All	<u>43.2</u>	50.0

### ADDITIONAL EVIDENCE

CSA's overall MIP increased from 30.5 to 43.2 from 2016-17 to 2017-18, an improvement of 12.7 points.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4				50.0
5				50.0
6		30.5	39	50.0
7			<b>45.6</b>	50.0
8				50.0
All		30.5	43.2	50.0

### SUMMARY OF THE MATHEMATICS GOAL

CSA has not met the Absolute, Comparative, or Growth goals for Math.

Type	Measure	Outcome
------	---------	---------

<sup>8</sup> Schools can acquire these data from the NYSED's business portal: [43.2portal.nysed.gov](https://43.2portal.nysed.gov).



## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Not Achieved
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Not Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Not Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Not Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2017-18 results.)	Not Achieved

### ACTION PLAN

In response to our 2019 Math exam scores, our efforts to improve student achievement in Math include utilizing the HMH Math Inventory to diagnose deficiencies at the beginning of the year in order to target specific remediation. This Math inventory test is used three more times during the year, in conjunction with our Lexile testing, to assess growth and pinpoint standards mastery and deficiencies. We continue to increase our responsiveness to student data and hold students and teachers accountable to producing strong results.

In conjunction with and informed by our deliberate use of data, we will also continue to implement targeted interventions and small group instruction for our Level 2 scorers throughout the year to address identified gaps. Level 1 scorers will receive more remedial, individualized instruction on an ongoing basis to address basic lags in understanding.

In addition, we will incorporate Illustrative Mathematics (Open-Up Resources) along with the Engage NY curriculum to develop students' problem-solving abilities, fluency, and capacity for utilizing several strategies when deciphering and determining solutions for real-world application problems.

### GOAL 3: SCIENCE

#### Goal 3: Science

Students will be proficient in scientific concepts.

### BACKGROUND

Science instruction at New York City Charter School of the Arts is designed to give students a solid foundation in all of the disciplines and build a sense of discovery, curiosity, and fascination with the world through numerous hands-on activities. CSA utilizes a home-grown, NGSS aligned, activity-rich curriculum five times a week so that students are exposed to all of the physical science disciplines in the 6th and 7th grades, with a focus on biology in the 8th grade. In 6th Grade Science students are introduced to the scientific method, design controlled experiments, and collect and analyze data. They learn about measurement, dynamic earth processes, energy types and transfer, simple machines, cells, and ecology. In 7th Grade Science, students discover scientific concepts through exploring phenomena, conduct more sophisticated scientific experiments, and design engineered prototypes. They study astronomy, waves, electricity and electromagnetism, growth and development of life, and genetics. In 8th Grade Science, students prepare for the Living Environment Regents exam -- all 8th Grade students are expected to take this exam. Students understand what constitutes life. In particular, students learn about cells, reproduction, population dynamics, evolution, human anatomy, and human impacts on the environment.

Frequent labs allow students to perform hands-on experiments and analyze findings using skills and competencies practiced in Math (creating and analyzing graphs, charts, and statistical information, for example) and Humanities (reading, writing, and speaking to master Science standards). Science accounts for 300 minutes of instructional time weekly.

#### Goal 3: Absolute Measure

Each year, the percentage of the school's 8<sup>th</sup> Grade students enrolled for at least two years scoring at or above Level 3 on the Living Environment Regents science exam will exceed the absolute target of 75%. For those students not taking the Living Environment Regents, 75% of these tested students who are enrolled in at least their second year will perform at or above proficiency on the New York State 8<sup>th</sup> Grade science exam.

### METHOD

The school administered the Living Environment Regents Science exam in June 2019. The school converted each student's raw score to a performance level and scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

### RESULTS AND EVALUATION

A total of 90 students overall in our inaugural class of 8th Graders took the Living Environment Regents exam. Two students were absent, and one student opted out of taking the exam. Of these 90 students, 56 (62.2%) received a score of 65 or higher. Of the students enrolled in the school for two years, 83 students took the exam and 53 (63.9%) received a score of 65 or higher.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE

Performance on a Regents Science Exam  
Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17			
8	2017-18			
8	2018-19	Living Environment	63.9	83

2018-19 was the first year that the school enrolled 8<sup>th</sup> Grade students. Therefore, only one year of Science data is available.

#### Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

### METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's 2017-18 data.

### RESULTS AND EVALUATION

2018-19 Regents scores for CSD 2 are not yet available. The CSD Score listed below is for 2017-18. CSA fell below the District score from last year by 29.1 percentage points.

2018-19 State Science Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students <sup>9</sup>	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested

<sup>9</sup> This table uses the prior year's results as 2018-19 district science scores are not yet available.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

4				
8	63.9	83	93	524
All	63.9	83	93	524

### ADDITIONAL EVIDENCE

2018-19 Regents scores for CSD 2 are not yet available. The CSD Score listed below is for 2017-18. No year-to-year comparisons can be made as 2018-19 was the first year the school enrolled 8<sup>th</sup> Grade students.

#### Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4						
8					63.9	93
All					63.9	93

### SUMMARY OF THE SCIENCE GOAL

CSA did not achieve either the Absolute or the Comparative goals listed below.

Type	Measure	Outcome
Absolute	Each year, the percentage of the school's 8th grade students enrolled for at least two years scoring at or above Level 3 on the Living Environment Regents science exam will exceed the absolute target of 75%.	Not Achieved
Comparative	Each year, the percentage of the school's 8th grade students enrolled for at least two years scoring at or above Level 3 on a Regents science exam will exceed the performance of the local district's 8th graders.	Not Available

### ACTION PLAN

While we did not meet the stated goals for Science, we believe that given the increased rigor of our curriculum in the 6<sup>th</sup> and 7<sup>th</sup> grades, students will be more prepared for the Regents exam in the 2019-20 school year. Therefore, we will continue to implement the same programming and curriculum.



## GOAL 4: ESSA

### Goal 4: ESSA

The school will be in good standing according to the state's ESSA accountability system.

#### Goal 4: Absolute Measure

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

## METHOD

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

## RESULTS AND EVALUATION

The school is in good standing under the State's Accountability system.

## ADDITIONAL EVIDENCE

CSA has been in good standing for the past three years.

Accountability Status by Year

Year	Status
2016-17	Good Standing
2017-18	Good Standing
2018-19	Good Standing





# Entry 4 Expenditures per Child

Created: 07/16/2019 • Last updated: 07/30/2019

## NEW YORK CITY CHARTER SCHOOL OF THE ARTSSection Heading

### Financial Information

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

### 1. Total Expenditures Per Child

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

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

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

Line 1: Total Expenditures	6869792
Line 2: Year End FTE student enrollment	260
Line 3: Divide Line 1 by Line 2	26378

## 2. Administrative Expenditures per Child

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

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

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

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

Line 1: Relevant Personnel Services Cost (Row)	373215
Line 2: Management and General Cost (Column)	403043
Line 3: Sum of Line 1 and Line 2	776258
Line 5: Divide Line 3 by the Year End FTE student enrollment	2981

***Thank you.***



# **New York City Charter School of the Arts**

Financial Statements

June 30, 2019 and 2018

## **Independent Auditors' Report**

**Board of Trustees**  
**New York City Charter School of the Arts**

### ***Report on the Financial Statements***

We have audited the accompanying financial statements of New York City Charter School of the Arts (the "School"), which comprise the statements of financial position as of June 30, 2019 and 2018, and the related statements of activities, functional expenses, and cash flows for the years 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.

### ***Auditors' Responsibility***

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from 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 auditors' 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 entity'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 entity'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 the School as of June 30, 2019 and 2018, and the changes in its net assets and its cash flows for the years ended in accordance with accounting principles generally accepted in the United States of America.

***Change in Accounting Principle***

As discussed in Note 2 to the financial statements, during the year ended June 30, 2019, New York City Charter School of the Arts adopted new accounting guidance resulting in a change in the manner in which it presents net assets and reports certain aspects of its financial statements. Our opinion is not modified with respect to this matter.

***Other Reporting Required by Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated October 22, 2019, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

*PKF O'Connor Davies, LLP*

Harrison, New York  
October 22, 2019

# New York City Charter School of the Arts

## Statements of Financial Position

	June 30,	
	<u>2019</u>	<u>2018</u>
<b>ASSETS</b>		
Current Assets		
Cash and cash equivalents	\$ 108,322	\$ 512,946
Grants and contracts receivable	29,115	73,311
Prepaid expenses and other current assets	<u>14,525</u>	<u>55,781</u>
Total Current Assets	151,962	642,038
 Property and equipment, net	 875,054	 152,846
Security deposit	196,500	196,500
Restricted cash	<u>81,118</u>	<u>50,053</u>
	<u><u>\$ 1,304,634</u></u>	<u><u>\$ 1,041,437</u></u>
 <b>LIABILITIES AND NET ASSETS</b>		
Current Liabilities		
Accounts payable and accrued expenses	\$ 535,033	\$ 55,545
Accrued payroll and payroll taxes	245,941	124,459
Refundable advances	<u>-</u>	<u>32,153</u>
Total Current Liabilities	780,974	212,157
 Loan payable	 131,000	 131,000
Deferred rent	<u>47,657</u>	<u>-</u>
Total Liabilities	959,631	343,157
 Net assets, without donor restrictions	 <u>345,003</u>	 <u>698,280</u>
	<u><u>\$ 1,304,634</u></u>	<u><u>\$ 1,041,437</u></u>

See notes to financial statements



# New York City Charter School of the Arts

## Statements of Activities

	Year Ended June 30,	
	2019	2018
<b>OPERATING REVENUE</b>		
State and local per pupil operating revenue		
General education	\$ 4,115,657	\$ 2,471,990
Special education	601,472	440,676
Facilities	1,105,947	-
Federal grants	279,109	96,025
State grants	<u>26,606</u>	<u>14,022</u>
Total Operating Revenue	<u>6,128,791</u>	<u>3,022,713</u>
<b>EXPENSES</b>		
Program Services		
Regular education	4,364,412	2,179,092
Special education	<u>1,633,673</u>	<u>770,614</u>
Total Program Services	5,998,085	2,949,706
Supporting Services		
Management and general	785,083	480,646
Fundraising	<u>43,765</u>	<u>31,076</u>
Total Expenses	<u>6,826,933</u>	<u>3,461,428</u>
Deficit from Operations	<u>(698,142)</u>	<u>(438,715)</u>
<b>SUPPORT AND OTHER REVENUE</b>		
Grants and contributions	344,287	468,046
Interest and other income	<u>578</u>	<u>1,873</u>
Total Support and Other Revenue	<u>344,865</u>	<u>469,919</u>
Change in Net Assets	(353,277)	31,204
<b>NET ASSETS</b>		
Beginning of year	<u>698,280</u>	<u>667,076</u>
End of year	<u>\$ 345,003</u>	<u>\$ 698,280</u>

See notes to financial statements

**New York City Charter School of the Arts**

Statement of Functional Expenses  
Year Ended June 30, 2019

	No. of Positions	Program Services			Supporting Services		Total
		Regular Education	Special Education	Total	Management and General	Fundraising	
Personnel Services Costs							
Administrative staff personnel	14	\$ 751,682	\$ 122,646	\$ 874,328	\$ 247,392	\$ 12,187	\$ 1,133,907
Instructional personnel	31	1,375,839	692,684	2,068,523	-	-	2,068,523
Non-instructional personnel	3	30,002	10,001	40,003	60,004		100,007
	<u>48</u>	<u>2,157,523</u>	<u>825,331</u>	<u>2,982,854</u>	<u>307,396</u>	<u>12,187</u>	<u>3,302,437</u>
Total Salaries and Staff							
Employee benefits and payroll taxes		374,675	143,327	518,002	53,382	2,116	573,500
Accounting and audit fees		-	-	-	17,000	-	17,000
Legal fees		7,798	2,983	10,781	1,111	44	11,936
Advertising and recruiting		40,053	14,235	54,288	4,554	180	59,022
Outside contracted services and consultants		199,897	132,936	332,833	86,984	5,188	425,005
Special events		9,177	2,279	11,456	-	-	11,456
Financial management services		-	-	-	141,715	-	141,715
Contractual services		50,401	12,520	62,921	-	-	62,921
Consulting		27,719	6,886	34,605	-	-	34,605
Student meals		119,483	29,680	149,163	-	-	149,163
Staff lunches and team building		21,655	5,379	27,034	-	-	27,034
Insurance		24,235	9,271	33,506	3,453	137	37,096
Utilities		14,156	5,415	19,571	2,018	80	21,669
Occupancy and rent		823,006	281,157	1,104,163	126,668	21,679	1,252,510
Classroom supplies		58,950	14,643	73,593	-	-	73,593
Instructional materials and classroom supplies		63,689	17,112	80,801	-	-	80,801
Professional development		33,359	8,287	41,646	-	-	41,646
Maintenance and repairs		40,575	15,521	56,096	5,781	229	62,106
Office supplies		93,096	34,447	127,543	12,345	477	140,365
Telephone and internet services		27,975	10,702	38,677	3,986	158	42,821
Technology		2,954	1,130	4,084	420	17	4,521
Student travel		45,797	11,376	57,173	-	-	57,173
Depreciation and amortization		121,321	46,410	167,731	17,286	685	185,702
Miscellaneous		6,918	2,646	9,564	984	588	11,136
Total Expenses		<u>\$ 4,364,412</u>	<u>\$ 1,633,673</u>	<u>\$ 5,998,085</u>	<u>\$ 785,083</u>	<u>\$ 43,765</u>	<u>\$ 6,826,933</u>

See notes to financial statements

**New York City Charter School of the Arts**

Statement of Functional Expenses  
Year Ended June 30, 2018

	No. of Positions	Program Services			Supporting Services		Total
		Regular Education	Special Education	Total	Management and General	Fundraising	
Personnel Services Costs							
Administrative staff personnel	12	\$ 573,219	\$ 89,641	\$ 662,860	\$ 159,886	\$ 12,500	\$ 835,246
Instructional personnel	20	697,621	345,268	1,042,889	-	-	1,042,889
Non-instructional personnel	<u>2</u>	<u>12,787</u>	<u>4,262</u>	<u>17,049</u>	<u>25,575</u>		<u>42,624</u>
	<u>34</u>	<u>1,283,627</u>	<u>439,171</u>	<u>1,722,798</u>	<u>185,461</u>	<u>12,500</u>	<u>1,920,759</u>
Total Salaries and Staff							
Employee benefits and payroll taxes		210,097	71,881	281,978	30,357	2,183	314,518
Accounting and audit fees		-	-	-	19,750	-	19,750
Legal fees		16,925	5,791	22,716	2,445	165	25,326
Advertising and recruiting		34,289	10,710	44,999	3,176	214	48,389
Outside contracted services and consultants		203,920	115,717	319,637	67,968	13,734	401,339
Special events		7,526	1,951	9,477	-	-	9,477
Financial management services		-	-	-	145,000	-	145,000
Contractual services		24,748	6,414	31,162	-	-	31,162
Consulting		2,166	561	2,727	-	-	2,727
Student meals		24,802	6,428	31,230	-	-	31,230
Staff lunches and team building		11,844	3,070	14,914	-	-	14,914
Insurance		21,443	7,336	28,779	3,099	209	32,087
Utilities		2,047	700	2,747	296	20	3,063
Occupancy and rent		24,782	8,479	33,261	3,581	241	37,083
Classroom supplies		34,396	9,015	43,411	-	-	43,411
Instructional materials		69,254	18,613	87,867	-	-	87,867
Professional development		12,118	3,141	15,259	-	-	15,259
Maintenance and repairs		9,369	3,205	12,574	1,354	91	14,019
Office supplies		62,430	20,341	82,771	7,496	488	90,755
Telephone and internet services		27,102	9,272	36,374	3,916	264	40,554
Technology		7,972	2,727	10,699	1,152	78	11,929
Student travel		49,464	12,821	62,285	-	-	62,285
Depreciation and amortization		32,042	10,963	43,005	4,630	311	47,946
Loss on disposal of property and equipment		2,829	967	3,796	408	29	4,233
Miscellaneous		<u>3,900</u>	<u>1,340</u>	<u>5,240</u>	<u>557</u>	<u>549</u>	<u>6,346</u>
Total Expenses		<u>\$ 2,179,092</u>	<u>\$ 770,614</u>	<u>\$ 2,949,706</u>	<u>\$ 480,646</u>	<u>\$ 31,076</u>	<u>\$ 3,461,428</u>

See notes to financial statements

# New York City Charter School of the Arts

## Statements of Cash Flows

	Year Ended June 30,	
	2019	2018
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Change in net assets	\$ (353,277)	\$ 31,204
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	185,702	47,946
Loss on disposal of property and equipment	-	4,233
Deferred rent	47,657	-
Changes in operating assets and liabilities		
Grants and contracts receivable	44,196	34,846
Prepaid expenses and other current assets	41,256	118,681
Security deposit	-	(196,500)
Accounts payable and accrued expenses	479,488	(18,624)
Accrued payroll and payroll taxes	121,482	80,228
Refundable advances	(32,153)	26,358
Net Cash from Operating Activities	<u>534,351</u>	<u>128,372</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Purchases of property and equipment	(907,910)	(45,357)
Restricted cash	(31,065)	(25,039)
Net Cash from Investing Activities	<u>(938,975)</u>	<u>(70,396)</u>
<b>CASH FLOWS FROM FINANCING ACTIVITY</b>		
Proceeds from loan payable	-	131,000
Net Change in Cash and Cash Equivalents	(404,624)	188,976
<b>CASH AND CASH EQUIVALENTS</b>		
Beginning of year	<u>512,946</u>	<u>323,970</u>
End of year	<u>\$ 108,322</u>	<u>\$ 512,946</u>

See notes to financial statements



# **New York City Charter School of the Arts**

## **Notes to Financial Statements**

June 30, 2019 and 2018

### **1. Organization and Tax Status**

New York City Charter School of the Arts (the "School") is a New York State, not-for-profit educational corporation that was incorporated on January 4, 2016 to operate a Charter School pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on January 4, 2016 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. The School's mission is to inspire a diverse community of young people to engage with the arts as a pathway to rich and rigorous academic scholarship and a creative purposeful life. The School provided education to approximately 260 students in the sixth through eighth grades during the 2018-2019 academic year.

The School shared space with a New York City public school beginning in August 2017 and ending June 2018. The School was not responsible for rent, utilities, custodial services, maintenance and school safety services other than security related to the School's programs that took place outside the district's school day. The School was unable to determine a value for the contributed space and related services and did not record any value for use of donated facilities or services.

Except for taxes that may be due for unrelated business income, the School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and from state and local income taxes under comparable laws.

### **2. Summary of Significant Accounting Policies**

#### ***Basis of Presentation and Use of Estimates***

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP"), which requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

#### ***Change in Accounting Principle***

On July 1, 2018, the School adopted new guidance regarding the Presentation of Financial Statements for Not-for-Profit Entities. This guidance requires the School to collapse the three-category (unrestricted, temporarily restricted, and permanently restricted) classification of net assets into two categories: with donor restrictions and without donor restrictions. In addition, the new guidance requires the School to make certain expanded disclosures relating to (1) the liquidity of financial assets, and (2) expenses by both their natural and functional classification in one location in the financial statements. As a result of implementing this standard, prior year amounts for unrestricted net assets were reclassified as net assets without donor restrictions.

## **New York City Charter School of the Arts**

### **Notes to Financial Statements**

June 30, 2019 and 2018

## **2. Summary of Significant Accounting Policies (*continued*)**

### ***Net Assets Presentation***

Resources for various purposes are classified for accounting and reporting purposes into net asset categories established according to nature and purpose as follows:

*Net assets without donor restrictions* - consist of resources available for the general support of the School's operations. Net assets without donor restrictions may be used at the discretion of the School's management and/or the Board of Trustees.

*Net assets with donor restrictions* – represents amounts restricted by donors for specific activities of the School or to be used at a future date. The School records contributions as net assets with donor restrictions if they are received with donor stipulations that limit their use either through purpose or time restrictions. When a donor restriction expires, that is, when a time restriction ends or a purpose restriction is fulfilled, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions. The School had no net assets with donor restrictions as of June 30, 2019 and 2018.

### ***Cash and Cash Equivalents***

Cash and cash equivalents include cash balances held in bank accounts and highly liquid debt instruments with maturities of three months or less at the time of purchase.

### ***Restricted Cash***

Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution, should it occur.

### ***Property and Equipment***

The School follows the practice of capitalizing all expenditures for property and equipment with costs in excess of \$2,500 and a useful life in excess of one year. Leasehold improvements are amortized over the shorter of the term of the lease, inclusive of all renewal periods, which are reasonably assured, or the estimated useful life of the asset. Purchased property and equipment are recorded at cost at the date of acquisition. Minor costs of maintenance and repairs are expensed as incurred. All property and equipment purchased with government funding is capitalized, unless the government agency retains legal title to such assets, in which case it is expensed as incurred.

Depreciation and amortization is recognized on the straight-line method over the estimated useful lives of such assets as follows:

Furniture and fixtures	7 years
Software	3 years
Computers and equipment	3 and 5 years

## **New York City Charter School of the Arts**

### **Notes to Financial Statements**

June 30, 2019 and 2018

## **2. Summary of Significant Accounting Policies (*continued*)**

### ***Property and Equipment (continued)***

Property and equipment are reviewed for impairment if the use of the asset significantly changes or another indicator of possible impairment is identified. If the carrying amount for the asset is not recoverable, the asset is written down to its fair value. There were no asset impairments for the years ended June 30, 2019 and 2018.

### ***Refundable Advances***

The School records certain government operating revenue as refundable advances until related services are performed, at which time they are recognized as revenue.

### ***Deferred Rent***

The School records its rent in accordance with U.S. GAAP whereby all rental payments, including fixed rent increases, are recognized on a straight-line basis. The difference between the straight-line rent expense and the required lease payments, as well as any unamortized lease incentives, is reflected in deferred rent in the accompanying statements of financial position.

### ***Revenue and Support***

Revenue from the 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 other state and local funds are recorded when expenditures are incurred and billable to the government agency.

Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as temporarily restricted support if they are received with donor stipulations. Restricted contributions and grants that are made to support the School's current period activities are recorded as net assets without donor restrictions. Contributions of assets other than cash are recorded at their estimated fair value at the date of donation.

### ***Advertising and Recruitment***

Advertising and recruitment costs are expensed as incurred. Advertising and recruitment expense for the years ended June 30, 2019 and 2018 was \$59,022 and \$48,389.

### ***Functional Expense Allocation***

The majority of expenses can generally be directly identified with the program or supporting service to which they relate and are charged accordingly. Other expenses by function have been allocated among program and supporting services classifications on the basis of periodic time and expense studies and other basis as determined by management of the School to be appropriate.

## New York City Charter School of the Arts

### Notes to Financial Statements

June 30, 2019 and 2018

## 2. Summary of Significant Accounting Policies (*continued*)

### *Accounting for Uncertainty in Income Taxes*

The School recognizes the effect of income tax positions only if those positions are more likely than not to be sustained. Management has determined that the School had no uncertain tax positions that would require financial statement recognition or disclosure. All returns filed by the School are subject to examinations by the applicable taxing jurisdictions.

### *Subsequent Events Evaluation by Management*

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is October 22, 2019.

## 3. Grants and Contracts Receivable

Grants and contracts receivable consist of federal, state, and city entitlements and grants. The School expects to collect these receivables within one year and no allowance for doubtful accounts has been provided.

## 4. Property and Equipment

Property and equipment consists of the following at June 30:

	2019	2018
Furniture and fixtures	\$ 305,736	\$ 108,544
Software	15,888	7,350
Computers and equipment	408,949	117,807
Leasehold improvements	411,038	-
	<u>1,141,611</u>	<u>233,701</u>
Accumulated depreciation and amortization	(266,557)	(80,855)
	<u>\$ 875,054</u>	<u>\$ 152,846</u>

For the years ended June 30, 2019 and 2018, the School had a loss on disposal of property and equipment in the amount of \$0 and \$4,233.



## **New York City Charter School of the Arts**

### **Notes to Financial Statements**

June 30, 2019 and 2018

#### **5. Liquidity and Availability of Financial Assets**

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use within one year of the statement of financial position date, are comprised of the following at June 30, 2019:

Cash and cash equivalents	\$ 108,322
Grants and contracts receivable	<u>29,115</u>
	<u>\$ 137,437</u>

As part of the School's liquidity management plan, the status of grants and contracts receivable is monitored regularly and any excess cash is held in money market accounts and other liquid instruments until it is required for operational use.

#### **6. Loan Payable**

On June 28, 2018, the School entered into a term loan agreement with The Contact Fund, LLC, The New York Pooled PRI Fund, LLC, and Civic Charter Lender, Inc. ("Outside Lenders"), and members of the School's board of trustees ("Board Lenders"), (collectively the "Lenders"). Under terms of the agreement, the Lenders shall make loans to the School up to an aggregate amount of \$589,600. The proceeds of the loans are to be used solely for payment of the security deposit installments required under the sublease with NYFA 26 Broadway, LLC (see Note 10). The loans shall be made in three installments of up to \$196,500 each, with each disbursement coinciding with a security deposit funding under the sublease. The loans will become due and payable, including accrued interest, in three equal installments of \$196,500 starting in July 15, 2022. The loans bear interest at 5.75% per annum through the maturity date of June 28, 2024, and will increase to 8% per annum after the maturity date. At June 30, 2019 and 2018, the School has an outstanding balance of \$131,000 received from the outside lenders. For purposes of the first draw under this sublease, the School provided the funding for the Board Lenders' component as agreed to by the Outside Lenders.

The outstanding balance of \$131,000 as of June 30, 2019 and 2018 is due for payment on June 28, 2024.

#### **7. Employee Benefit Plan**

The School maintains a pension plan qualified under Internal Revenue Code 401(k), for the benefit of its eligible employees. Under the plan, the School provided matching contributions up to 2% of the participant's annual compensation. Employer match for the years ended June 30 2019 and 2018 amounted to \$18,081 and \$21,571.

## **New York City Charter School of the Arts**

### **Notes to Financial Statements June 30, 2019 and 2018**

#### **8. Concentration of Credit Risk**

Financial instruments that potentially subject the School to concentrations of credit and market risk consist principally of cash and cash equivalents on deposit with financial institutions, which from time to time may exceed the Federal Deposit Insurance Corporation ("FDIC") limit. The School does not believe that a significant risk of loss due to the failure of a financial institution presently exists. As of June 30, 2019 and 2018, approximately \$0 and \$300,000 of cash was maintained with an institution in excess of FDIC limits.

#### **9. Concentration of Revenue and Support**

The School receives a substantial portion of its revenue and support from the New York City Department of Education. For the years ended June 30, 2019 and 2018, the School received approximately 90% and 83% of total revenue and support from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

#### **10. Commitments**

On March 9, 2016, the School signed a lease agreement with Green Ivy Pine Street, LLC for office space under a non-cancelable lease that expired July 30, 2017. Under the terms of the lease, the School paid a security deposit in the amount of \$74,165 which was returned to the School during the year ended June 30, 2018. Rent expense for the years ended June 30, 2019 and 2018 amounted to \$0 and \$37,083. The School did not renew the lease upon expiration, and moved into free facilities co-located in a New York City public school building for the 2017-2018 academic year.

On March 8, 2018 the School signed a sublease agreement with NYFA 26 Broadway, LLC for facility space under a non-cancelable lease that commenced on September 1, 2018 and expiring June 30, 2028. Under the terms of the sublease, the School is required to make security deposits in the amount of \$196,560 per year beginning in fiscal 2018 and ending fiscal 2020, for a total of \$589,680. During the years ended June 30, 2019 and 2018, the School paid a security deposit in the amounts of \$0 and \$196,500 with 2019's deposit being paid during fiscal 2020. The School is responsible for utilities, custodial services, maintenance, school safety services, HVAC, elevator services, and any additional services provided by the landlord to the School. Beginning in the 2019-2020 academic year, the School will not occupy the premises or be responsible for rent for a five week period from July to August each year (the "Summer Term"). The School has the option to occupy the subleased space during the Summer Terms at an additional cost. The School also has the option, expiring August 31, 2019, to sublease additional space beginning September 1, 2020 at an additional cost. On May 1, 2018 the sublease was amended to require the School to contribute \$125,000 to the renovation of the elevator. This amount will be paid by the School in twelve equal monthly installments that commenced on September 1, 2018 and is treated as additional rent.

## New York City Charter School of the Arts

### Notes to Financial Statements June 30, 2019 and 2018

#### 10. Commitments (*continued*)

Future minimum payments under the terms of the agreement are as follows for the years ending June 30:

2020	\$ 1,229,662
2021	1,245,094
2022	1,282,446
2023	1,320,920
2024	1,360,547
Thereafter	5,862,784
	<u>\$ 12,301,453</u>

#### 11. Contingency

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.

\* \* \* \* \*



**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**

**Independent Auditors' Report**

**Board of Trustees  
New York City Charter School of the Arts**

We have audited, in accordance with the 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 York City Charter School of the Arts (the "School"), which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 22, 2019.

**Internal Control Over Financial Reporting**

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

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

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

### **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.

*PKF O'Connor Davies, LLP*

Harrison, New York  
October 22, 2019



## **New York City Charter School of the Arts**

Independent Auditors' Communication of  
Internal Control Related Matters Identified in the Audit

June 30, 2019

**Board of Trustees**  
**New York City Charter School of the Arts**

Auditors' Communication on Internal Control

In planning and performing our audit of the financial statements of New York City Charter School of the Arts (the "School") as of and for the year ended June 30, 2019, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses and, therefore, there can be no assurance that all such deficiencies have been identified.

We did not identify any deficiencies in internal control that we consider to be material weaknesses, as defined above.

We have other observations and recommendations that are opportunities for strengthening internal control and/or operating efficiency, presented in Addendum A to this letter.

This communication is intended solely for the information and use of management, the audit committee, the Board of Trustees, the Department of Education of the City of New York, the State Education Department of the State University of New York, and others within the School, and is not intended to be and should not be used by anyone other than these specified parties.

*PKF O'Connor Davies, LLP*

Harrison, New York  
October 22, 2019

## **Addendum A**

### **Other Observations and Recommendations for Strengthening Internal Control and/or Operating Efficiency**

#### **1. Cash Management (repeat finding)**

During our audit, we noted that a PayPal account used by the School to receive donations is not reconciled on a regular basis. In addition, a General Ledger account for the PayPal account has not been set up by the School.

We recommend that the School create a General Ledger account for the PayPal account and reconcile the account on a monthly basis.

\* \* \* \* \*



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

<b>Charter School Name:</b>	New York City Charter School of the Arts		
<b>Audit Period:</b>	2018-19		
<b>Prior Period:</b>	2017-18		
<b>Report Due Date:</b>	Friday, November 01, 2019		
<b>Date Submitted:</b>	Thursday, October 24, 2019		
<b>School Fiscal Contact Name:</b>	Elisa Murphy		
<b>School Fiscal Contact Email:</b>			
<b>School Fiscal Contact Phone:</b>			
<b>School Audit Firm Name:</b>	PKF O'Connor Davies, LLP		
<b>School Audit Contact Name:</b>	Gus Saliba		
<b>School Audit Contact Email:</b>			
<b>School Audit Contact Phone:</b>			

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

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

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

**Required 8 Items:**

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

**And, if applicable:**

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included.  
Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc

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

**NEW YORK STATE EDUCATION DEPARTMENT - Reporting Requirements:**

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

**Required Items:**

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

**And, if applicable:**

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

**NEW YORK CITY CHARTER SCHOOL OF THE ARTS**  
**Statement of Financial Position**  
**as of June 30, 2019**

<u><b>ASSETS</b></u>		<u><b>2018-19</b></u>	
<u><b>CURRENT ASSETS</b></u>			
Cash and cash equivalents		\$ 108,322	
Grants and contracts receivable		29,115	
Accounts receivables			
Prepaid expenses			
Contributions and other receivables			
	<b>TOTAL CURRENT ASSETS</b>		15
<u><b>PROPERTY, BUILDING AND EQUIPMENT, net</b></u>			87
<u><b>OTHER ASSETS</b></u>			27
	<b>TOTAL ASSETS</b>	<b>1,304,634</b>	
<u><b>LIABILITIES AND NET ASSETS</b></u>			
<u><b>CURRENT LIABILITIES</b></u>			
Accounts payable and accrued expenses		\$ 535,033	
Accrued payroll and benefits			24
Deferred Revenue			
Current maturities of long-term debt			
Short Term Debt - Bonds, Notes Payable			
Other			
	<b>TOTAL CURRENT LIABILITIES</b>		78
<u><b>LONG-TERM LIABILITIES</b></u>			
Deferred Rent			
All other long-term debt and notes payable, net current maturities			13
	<b>TOTAL LONG-TERM LIABILITIES</b>		17
	<b>TOTAL LIABILITIES</b>		95
<u><b>NET ASSETS</b></u>			
Unrestricted			34
Temporarily restricted			



1,304,634

## TOTAL LIABILITIES AND NET ASSETS

1,304,634

1

**NEW YORK CITY CHARTER SCHOOLS**  
**Statement of Financial Position**  
**as of June 30, 2019**

<u><b>ASSETS</b></u>		<u><b>2017-18</b></u>
<u><b>CURRENT ASSETS</b></u>		
Cash and cash equivalents		\$ 512,946
Grants and contracts receivable		73,311
Accounts receivables		
Prepaid expenses		
Contributions and other receivables		
<b>TOTAL CURRENT ASSETS</b>		
<u><b>PROPERTY, BUILDING AND EQUIPMENT, net</b></u>		
<u><b>OTHER ASSETS</b></u>		
<b>TOTAL ASSETS</b>		<b>1,041,437</b>
<u><b>LIABILITIES AND NET ASSETS</b></u>		
<u><b>CURRENT LIABILITIES</b></u>		
Accounts payable and accrued expenses		\$ 55,545
Accrued payroll and benefits		
Deferred Revenue		
Current maturities of long-term debt		
Short Term Debt - Bonds, Notes Payable		
Other		
<b>TOTAL CURRENT LIABILITIES</b>		
<u><b>LONG-TERM LIABILITIES</b></u>		
Deferred Rent		
All other long-term debt and notes payable, net current maturities		
<b>TOTAL LONG-TERM LIABILITIES</b>		
<b>TOTAL LIABILITIES</b>		
<u><b>NET ASSETS</b></u>		
Unrestricted		
Temporarily restricted		

**TOTAL NET ASSETS**

**TOTAL LIABILITIES AND  
NET ASSETS**

1,041,437

CK - Should be zero

-

**NEW YORK CITY CHARTER SCHOOL OF THE ARTS**

**Statement of Activities**

**as of June 30, 2019**

	<b>2018-19</b>			<b>2017-18</b>
	<b>Unrestricted</b>	<b>Temporarily Restricted</b>	<b>Total</b>	<b>Total</b>
<b>REVENUE, GAINS AND OTHER SUPPORT</b>				
Public School District				
Resident Student Enrollment	\$ 4,115,657	\$ -	\$ 4,115,657	\$ 2,471,990
Students with disabilities	601,472	-	601,472	440,676
Grants and Contracts				
State and local	26,606	-	26,606	14,022
Federal - Title and IDEA	279,109	-	279,109	96,025
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	1,105,947	-	1,105,947	-
Food Service/Child Nutrition Program	-	-	-	-
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	<b>6,128,791</b>	<b>-</b>	<b>6,128,791</b>	<b>3,022,713</b>
<b>EXPENSES</b>				
Program Services				
Regular Education	\$ 4,364,412	\$ -	\$ 4,364,412	\$ 2,179,092
Special Education	1,633,673	-	1,633,673	770,614
Other Programs	-	-	-	-
Total Program Services	5,998,085	-	5,998,085	2,949,706
Management and general	785,083	-	785,083	480,646
Fundraising	43,765	-	43,765	31,076
<b>TOTAL OPERATING EXPENSES</b>	<b>6,826,933</b>	<b>-</b>	<b>6,826,933</b>	<b>3,461,428</b>
<b>RPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	<b>(698,142)</b>	<b>-</b>	<b>(698,142)</b>	<b>(438,715)</b>
<b>SUPPORT AND OTHER REVENUE</b>				
Contributions				
Foundations	\$ 125,000	\$ -	\$ 125,000	\$ 100,000
Individuals	219,287	-	219,287	368,046
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	578	-	578	1,873
Miscellaneous income	-	-	-	-
Net assets released from restriction	-	-	-	-
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	<b>344,865</b>	<b>-</b>	<b>344,865</b>	<b>469,919</b>
<b>CHANGE IN NET ASSETS</b>	<b>(353,277)</b>	<b>-</b>	<b>(353,277)</b>	<b>31,204</b>
NET ASSETS BEGINNING OF YEAR	698,280	-	698,280	667,076
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
<b>NET ASSETS END OF YEAR</b>	<b>\$ 345,003</b>	<b>\$ -</b>	<b>\$ 345,003</b>	<b>\$ 698,280</b>

**NEW YORK CITY CHARTER SCHOOL OF THE ARTS**  
**Statement of Cash Flows**  
**as of June 30, 2019**

	<b>2018-19</b>	<b>2017-18</b>
<b>CASH FLOWS -OPERATING ACTIVITIES</b>		
Increase (decrease) in net assets	\$ (353,277)	\$ 31,204
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	185,702	47,946
Grants Receivable	44,196	34,846
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	41,256	118,681
Accounts Payable	479,488	(18,624)
Accrued Expenses	-	-
Accrued Liabilities	121,482	80,228
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	(32,153)	26,358
Interest payments	-	-
Other	47,657	(196,500)
Other	-	4,233
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$ 534,351</b>	<b>\$ 128,372</b>
<b>CASH FLOWS -INVESTING ACTIVITIES</b>		
Purchase of equipment	(907,910)	(45,357)
Other	(31,065)	(25,039)
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$ (938,975)</b>	<b>\$ (70,396)</b>
<b>CASH FLOWS -FINANCING ACTIVITIES</b>		
Principal payments on long-term debt	-	131,000
Other	-	-
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ 131,000</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$ (404,624)</b>	<b>\$ 188,976</b>
Cash at beginning of year	512,946	323,970
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$ 108,322</b>	<b>\$ 512,946</b>



**NEW YORK CITY CHARTER SCHOOL OF THE ARTS**  
**Statement of Functional Expenses**  
**as of June 30, 2019**

		<b>2018-19</b>							<b>2017-18</b>	
	No. of Positions	Program Services				Supporting Services			Total	
		Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total		
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	14.00	751,682	122,646	-	874,328	12,187	247,392	259,579	1,133,907	835,246
Instructional Personnel	31.00	1,375,839	692,684	-	2,068,523	-	-	-	2,068,523	1,042,889
Non-Instructional Personnel	3.00	30,002	10,001	-	40,003	-	60,004	60,004	100,007	42,624
Total Salaries and Staff	48.00	2,157,523	825,331	-	2,982,854	12,187	307,396	319,583	3,302,437	1,920,759
Fringe Benefits & Payroll Taxes		374,675	143,327	-	518,002	2,116	53,382	55,498	573,500	314,518
Retirement		-	-	-	-	-	-	-	-	-
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		7,798	2,983	-	10,781	44	1,111	1,155	11,936	25,326
Accounting / Audit Services		-	-	-	-	-	158,715	158,715	158,715	164,750
Other Purchased / Professional / Consulting Service		278,017	152,342	-	430,359	5,188	86,984	92,172	522,531	435,228
Building and Land Rent / Lease / Facility Finance In		823,006	281,157	-	1,104,163	21,679	126,668	148,347	1,252,510	37,083
Repairs & Maintenance		40,575	15,521	-	56,096	229	5,781	6,010	62,106	14,019
Insurance		24,235	9,271	-	33,506	137	3,453	3,590	37,096	32,087
Utilities		14,156	5,415	-	19,571	80	2,018	2,098	21,669	3,063
Supplies / Materials		122,639	31,755	-	154,394	-	-	-	154,394	131,278
Equipment / Furnishings		-	-	-	-	-	-	-	-	-
Staff Development		55,014	13,666	-	68,680	-	-	-	68,680	30,173
Marketing / Recruitment		40,053	14,235	-	54,288	180	4,554	4,734	59,022	48,389
Technology		30,929	11,832	-	42,761	175	4,406	4,581	47,342	52,483
Food Service		119,483	29,680	-	149,163	-	-	-	149,163	31,230
Student Services		54,974	13,655	-	68,629	-	-	-	68,629	71,762
Office Expense		93,096	34,447	-	127,543	477	12,345	12,822	140,365	90,755
Depreciation		121,321	46,410	-	167,731	685	17,286	17,971	185,702	47,946
OTHER		6,918	2,646	-	9,564	588	984	1,572	11,136	10,579
Total Expenses		\$ 4,364,412	\$ 1,633,673	\$ -	\$ 5,998,085	\$ 43,765	\$ 785,083	\$ 828,848	\$ 6,826,933	\$ 3,461,428



**Charter Schools Institute**  
The State University of New York

## GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

### TEMPLATE TABS

#### 1- GRAY tab contains the Instructions




<a href="#">Instructions</a>	Provides description of tabs and input requirements.
<a href="#">Funding by District</a>	Charter School Tuition Rates

#### 2- BLUE tabs require input of information

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

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

#### CELL COLORS & GUIDANCE COMMENTS

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

Ver. 20190603

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



## ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

### New York City Charter School of the Arts

#### SCHOOL

Name:	New York City Charter School of the Arts
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#### CONTACT INFORMATION

Contact Name:	Elisa Murphy
Contact Title:	Head of School
Contact Email:	
Contact Phone:	

#### REPORT PERIOD

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



## 2019-20

<b>GRADES</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>INITIAL BUDGETED ENROLLMENT</b>								
<b>TOTAL ENROLLMENT =</b>								

		ANNUAL BUDGET						
	PRIOR YEAR	TOTAL DISTRICTS/ENROLLMENT BY QUARTER						
	ACTUAL	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4
		Original	Revised	Original	Revised	Original	Revised	Original
NUMBER OF SCHOOL DISTRICTS ENROLLED:	1	1	0	1	0	1	0	1
NUMBER OF STUDENTS ENROLLED:	260.103	278	0	278	0	278	0	278

		PRIOR YEAR	ANNUAL BUDGET							
		2018-19	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
PRIMARY/OTHER	DISTRICT NAME(S)	Actual Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	
PRIMARY District	NYC CHANCELLOR'S OFFICE	260.103	278		278		278		278	
SECONDARY District	(Select from drop-down list) →									

[illegible]



[illegible]

**NEW YORK CITY CHARTER SCHOOL OF THE ARTS  
2019-20**

**STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")**

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

**\*NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK.

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

ADMINISTRATIVE PERSONNEL FTE		ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE		
		Q1		Q2		Q3		Q4		Q1	Q2	Q3
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual
2018-19												
ACTUAL												
Executive Management		1.0		1.0		1.0		1.0				
Instructional Management		1.0		1.0		1.0		1.0				
Deans, Directors & Coordinators		6.0		2.5		2.5		2.5				
CFO / Director of Finance		1.0		0.8		0.8		0.8				
Operation / Business Manager		2.0		3.0		3.0		3.0				
Administrative Staff		3.0		1.0		1.0		1.0				
TOTAL ADMINISTRATIVE STAFF		13.0		9.3	0.0	9.3	0.0	9.3	0.0	0.0	0.0	0.0
INSTRUCTIONAL PERSONNEL FTE		ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE		
		Q1		Q2		Q3		Q4		Q1	Q2	Q3
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual
2018-19												
ACTUAL												
Teachers - Regular		15.0		17.5		17.5		17.5				
Teachers - SPED		4.0		5.0		5.0		5.0				
Substitute Teachers												
Teaching Assistants												
Specialty Teachers		6.0		7.0		7.0		7.0				
Aides												
Therapists & Counselors		2.0										
Other												
TOTAL INSTRUCTIONAL		27.0		29.5	0.0	29.5	0.0	29.5	0.0	0.0	0.0	0.0
NON-INSTRUCTIONAL PERSONNEL FTE		ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE		
		Q1		Q2		Q3		Q4		Q1	Q2	Q3
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual
2018-19												
ACTUAL												
Nurse												
Librarian												
Custodian												
Security												
Other		2.0		2.0		2.0		2.0				
TOTAL NON-INSTRUCTIONAL		2.0		2.0	0.0	2.0	0.0	2.0	0.0	0.0	0.0	0.0
TOTAL PERSONNEL SERVICE FTE		42.0		40.8	0.0	40.8	0.0	40.8	0.0	0.0	0.0	0.0

**K CITY CHARTER SCHOOL OF  
2019-20**

**PLAN - FULL TIME EQUIVALI**

<p><b>*NOTE:</b> Enter the number of FTE positions in the "blue" cells.</p>		<p>Id be input.</p>	<p><b>*NOTE:</b> State the assumptions that are being made for personnel FTE levels.</p>
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ADMINISTRATIVE PERSONNEL FTE		
	Q4	
	Actual	
Executive Management		Head of School
Instructional Management		Assistant Head of School
Deans, Directors & Coordinators		All Deans and Directors
CFO / Director of Finance		Finance
Operation / Business Manager		DOO and 2 Associates
Administrative Staff		2 Part-time Admin
TOTAL ADMINISTRATIVE STAFF	0.0	

INSTRUCTIONAL PERSONNEL FTE		
	Q4	
	Actual	
Teachers - Regular		
Teachers - SPED		5 ICT Teachers
Substitute Teachers		
Teaching Assistants		
Specialty Teachers		Ensemble, Choir, Theater, Dance
Aides		
Therapists & Counselors		2 Social Workers
Other		
TOTAL INSTRUCTIONAL	0.0	

NON-INSTRUCTIONAL PERSONNEL FTE		
	Q4	
	Actual	
Nurse		
Librarian		
Custodian		
Security		
Other		Food Service Coordinator and Server
TOTAL NON-INSTRUCTIONAL	0.0	

<b>TOTAL PERSONNEL SERVICE FTE</b>	0.0	
------------------------------------	-----	--



		NEW YORK CITY CHARTER SCHOOL OF THE ARTS Budget / Operating Plan 2019-20							
Total Revenue		-	1,578,984	-	-	1,635,179	-	-	1,617,109
Total Expenses		-	1,272,006	-	-	1,546,850	-	-	1,535,958
Net Income		-	306,979	-	-	88,329	-	-	81,151
Actual Student Enrollment		260	278	-	-	278	-	-	278
		Prior Year Actual 2018-19 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31
			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 affected quarter will be revised.						
REVENUES FROM STATE SOURCES		2019-20 Per Pupil Rate	PPR %/Qtr->	25.0%	25.0%		25.0%	25.0%	
Per Pupil Revenue									
NYC CHANCELLOR'S OFFICE		16,150		1,122,425	-	-	1,122,425	-	-
-		-		-	-	-	-	-	-
-		-		-	-	-	-	-	-
-		-		-	-	-	-	-	-
-		-		-	-	-	-	-	-
-		-		-	-	-	-	-	-
-		-		-	-	-	-	-	-
-		-		-	-	-	-	-	-
-		-		-	-	-	-	-	-
-		-		-	-	-	-	-	-
-		-		-	-	-	-	-	-
-		-		-	-	-	-	-	-
-		-		-	-	-	-	-	-
-		-		-	-	-	-	-	-
-		-		-	-	-	-	-	-
-		-		-	-	-	-	-	-
ALL OTHER School Districts: ( Weighted Avg )		-		-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)		16,150	-	1,122,425	-	-	1,122,425	-	-
Special Education Revenue				143,822		-	143,822		-
Grants									
Stimulus					-			-	
DYCD (Department of Youth and Community Development)					-			-	
Other					-			-	
NYC DoE Rental Assistance				284,481			284,481		284,481
Other				810			2,431		2,431
TOTAL REVENUE FROM STATE SOURCES			-	1,551,539	-	-	1,553,160	-	1,553,160
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs					-		18,070	-	
Title I				5,587		-	16,762		16,762
Title Funding - Other				1,456		-	4,368		4,368
School Food Service (Free Lunch)				11,209		-	33,627		33,627
Grants									

	NEW YORK CITY CHARTER SCHOOL OF THE ARTS Budget / Operating Plan 2019-20							
Total Revenue	-	1,578,984	-	-	1,635,179	-	-	1,617,109
Total Expenses	-	1,272,006	-	-	1,546,850	-	-	1,535,958
Net Income	-	306,979	-	-	88,329	-	-	81,151
Actual Student Enrollment	260	278	-	-	278	-	-	278
	Prior Year Actual 2018-19 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
Charter School Program (CSP) Planning & Implementation				-			-	
Other				-			-	
Other				-			-	
TOTAL REVENUE FROM FEDERAL SOURCES	-	18,252	-	-	72,827	-	-	54,757
<b>LOCAL and OTHER REVENUE</b>								
Contributions and Donations				-			-	
Fundraising				-			-	
Erate Reimbursement		9,180		-	9,180		-	9,180
Earnings on Investments				-			-	
Interest Income		13		-	13		-	13
Food Service (Income from meals)				-			-	
Text Book				-			-	
OTHER				-			-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	9,193	-	-	9,193	-	-	9,193
<b>TOTAL REVENUE</b>	-	<b>1,578,984</b>	-	-	<b>1,635,179</b>	-	-	<b>1,617,109</b>

			NEW YORK CITY CHARTER SCHOOL OF THE ARTS							
			Budget / Operating Plan							
			2019-20							
Total Revenue			-	1,578,984	-	-	1,635,179	-	-	1,617,109
Total Expenses			-	1,272,006	-	-	1,546,850	-	-	1,535,958
Net Income			-	306,979	-	-	88,329	-	-	81,151
Actual Student Enrollment			260	278	-	-	278	-	-	278
			Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
			2018-19							
			Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
<b>EXPENSES</b>										
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>		Avg. No. of Positions								
Executive Management		1.00		37,500		-	37,500		-	37,500
Instructional Management		1.00		30,090		-	30,090		-	30,090
Deans, Directors & Coordinators		2.50		51,903		-	51,903		-	51,903
CFO / Director of Finance		0.80		16,728		-	16,728		-	16,728
Operation / Business Manager		3.00		51,040		-	51,040		-	51,040
Administrative Staff		1.00		4,845		-	9,518		-	9,518
TOTAL ADMINISTRATIVE STAFF		9.30	-	192,106	-	-	196,779	-	-	196,779
<b>INSTRUCTIONAL PERSONNEL COSTS</b>										
Teachers - Regular		17.50		246,405		-	369,608		-	369,608
Teachers - SPED		5.00		59,990		-	89,985		-	89,985
Substitute Teachers		-				-			-	
Teaching Assistants		-				-			-	
Specialty Teachers		7.00		36,833		-	55,250		-	55,250
Aides		-				-			-	
Therapists & Counselors		-		28,073		-	42,110		-	42,110
Other		-				-			-	
TOTAL INSTRUCTIONAL		29.50	-	371,302	-	-	556,953	-	-	556,953
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>										
Nurse		-				-			-	
Librarian		-				-			-	
Custodian		-				-			-	
Security		-				-			-	
Other		2.00		17,500		-	23,500		-	23,500
TOTAL NON-INSTRUCTIONAL		2.00	-	17,500	-	-	23,500	-	-	23,500
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>		40.80	-	580,908	-	-	777,231	-	-	777,231
<b>PAYROLL TAXES AND BENEFITS</b>										
Payroll Taxes				67,642		-	67,642		-	67,642
Fringe / Employee Benefits				75,882		-	75,882		-	75,882

		NEW YORK CITY CHARTER SCHOOL OF THE ARTS Budget / Operating Plan 2019-20							
<b>Total Revenue</b>		-	1,578,984	-	-	1,635,179	-	-	1,617,109
<b>Total Expenses</b>		-	1,272,006	-	-	1,546,850	-	-	1,535,958
<b>Net Income</b>		-	306,979	-	-	88,329	-	-	81,151
<b>Actual Student Enrollment</b>		260	278	-	-	278	-	-	278
		Prior Year Actual 2018-19 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 10/1 - 12/31 Original Budget
			Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	
Retirement / Pension					-			-	
TOTAL PAYROLL TAXES AND BENEFITS		-	143,524	-	-	143,524	-	-	143,524
<b>TOTAL PERSONNEL SERVICE COSTS</b>		-	724,432	-	-	920,755	-	-	920,755
<b>CONTRACTED SERVICES</b>									
Accounting / Audit			12,000		-	12,000		-	12,000
Legal			3,750		-	3,750		-	3,750
Management Company Fee					-			-	
Nurse Services					-			-	
Food Service / School Lunch					-			-	
Payroll Services			14,175		-	14,175		-	14,175
Special Ed Services			1,400		-	4,200		-	4,200
Titlement Services (i.e. Title I)					-	2,000		-	
Other Purchased / Professional / Consulting			12,493		-	12,650		-	23,978
<b>TOTAL CONTRACTED SERVICES</b>		-	43,818	-	-	48,775	-	-	58,103



NEW YORK CITY CHARTER SCHOOL OF THE ARTS								
Budget / Operating Plan								
2019-20								
Total Revenue	-	1,578,984	-	-	1,635,179	-	-	1,617,109
Total Expenses	-	1,272,006	-	-	1,546,850	-	-	1,535,958
Net Income	-	306,979	-	-	88,329	-	-	81,151
Actual Student Enrollment	260	278	-	-	278	-	-	278
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	2018-19 Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
<b>SCHOOL OPERATIONS</b>								
Board Expenses		50		-	150		-	150
Classroom / Teaching Supplies & Materials		13,293		-	22,959		-	3,627
Special Ed Supplies & Materials		612		-	1,056		-	168
Textbooks / Workbooks				-			-	
Supplies & Materials other				-			-	
Equipment / Furniture		200		-	600		-	600
Telephone		1,000		-	1,000		-	1,000
Technology		29,514		-	29,974		-	29,974
Student Testing & Assessment		1,000		-	3,000		-	3,000
Field Trips		3,100		-	9,300		-	9,300
Transportation (student)		1,676		-	5,028		-	5,028
Student Services - other		1,280		-	3,840		-	3,840
Office Expense		18,124		-	18,124		-	18,124
Staff Development		845		-	1,718		-	1,718
Staff Recruitment		500		-	1,500		-	1,500
Student Recruitment / Marketing		400		-	1,200		-	1,200
School Meals / Lunch		13,285		-	39,854		-	39,854
Travel (Staff)				-			-	
Fundraising		50		-	150		-	150
Other		1,800		-	1,900		-	1,900
TOTAL SCHOOL OPERATIONS	-	86,729	-	-	141,353	-	-	121,133
<b>FACILITY OPERATION &amp; MAINTENANCE</b>								
Insurance		9,900		-	9,900		-	9,900
Janitorial		5,200		-	15,600		-	15,600
Building and Land Rent / Lease / Facility Finance Interest		300,332.49		-	300,332		-	300,332
Repairs & Maintenance		6,250		-	6,250		-	6,250
Equipment / Furniture		270		-	810		-	810
Security		4,000		-	12,000		-	12,000
Utilities		9,180		-	9,180		-	9,180
TOTAL FACILITY OPERATION & MAINTENANCE	-	335,132	-	-	354,072	-	-	354,072
<b>DEPRECIATION &amp; AMORTIZATION</b>		47,579		-	47,579		-	47,579
<b>RESERVES / CONTINGENCY</b>				-			-	
<b>DEFERRED RENT</b>		34,316		-	34,316		-	34,316

	NEW YORK CITY CHARTER SCHOOL OF THE ARTS Budget / Operating Plan 2019-20							
Total Revenue	-	1,578,984	-	-	1,635,179	-	-	1,617,109
Total Expenses	-	1,272,006	-	-	1,546,850	-	-	1,535,958
Net Income	-	306,979	-	-	88,329	-	-	81,151
Actual Student Enrollment	260	278	-	-	278	-	-	278
	Prior Year Actual 2018-19 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
TOTAL EXPENSES	-	<u>1,272,006</u>	-	-	<u>1,546,850</u>	-	-	<u>1,535,958</u>
NET INCOME	-	<u>306,979</u>	-	-	<u>88,329</u>	-	-	<u>81,151</u>



	NEW YORK CITY CHARTER SCHOOL OF THE ARTS Budget / Operating Plan 2019-20							
Total Revenue	-	1,578,984	-	-	1,635,179	-	-	1,617,109
Total Expenses	-	1,272,006	-	-	1,546,850	-	-	1,535,958
Net Income	-	306,979	-	-	88,329	-	-	81,151
Actual Student Enrollment	260	278	-	-	278	-	-	278
	Prior Year Actual 2018-19 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
ENROLLMENT - *School Districts Are Linked To Above Entries*								
Number of Districts:	1	1	-	-	1	-	-	1
NYC CHANCELLOR'S OFFICE	260	278	-	-	278	-	-	278
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: ( Weighted Avg )	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	260	278	-	-	278	-	-	278
REVENUE PER PUPIL	-	5,680	-	-	5,882	-	-	5,817
EXPENSES PER PUPIL	-	4,576	-	-	5,564	-	-	5,525



<b>Total Revenue</b>	-	-	<b>1,691,469</b>	-	-
<b>Total Expenses</b>	-	-	<b>1,776,439</b>	-	-
<b>Net Income</b>	-	-	<b>(84,970)</b>	-	-
<b>Actual Student Enrollment</b>	-	-	<b>278</b>	-	-
	<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
Charter School Program (CSP) Planning & Implementation		-			-
Other		-			-
Other		-			-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	-	<b>54,757</b>	-	-
<b>LOCAL and OTHER REVENUE</b>					
Contributions and Donations		-			-
Fundraising		-			-
Erate Reimbursement		-	<b>9,180</b>		-
Earnings on Investments		-			-
Interest Income		-	<b>13</b>		-
Food Service (Income from meals)		-			-
Text Book		-	<b>22,095</b>		-
OTHER		-			-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	-	-	<b>31,288</b>	-	-
<b>TOTAL REVENUE</b>	-	-	<b>1,691,469</b>	-	-

<b>Total Revenue</b>		-	-	1,691,469	-	-
<b>Total Expenses</b>		-	-	1,776,439	-	-
<b>Net Income</b>		-	-	(84,970)	-	-
<b>Actual Student Enrollment</b>		-	-	278	-	-
		<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
		<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
<b>EXPENSES</b>						
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>						
	Avg. No. of Positions					
Executive Management	1.00		-	37,500		-
Instructional Management	1.00		-	30,090		-
Deans, Directors & Coordinators	2.50		-	51,903		-
CFO / Director of Finance	0.80		-	16,728		-
Operation / Business Manager	3.00		-	51,040		-
Administrative Staff	1.00		-	9,518		-
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>9.30</b>	-	-	196,779	-	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
Teachers - Regular	17.50		-	492,810		-
Teachers - SPED	5.00		-	119,980		-
Substitute Teachers	-		-			-
Teaching Assistants	-		-			-
Specialty Teachers	7.00		-	73,667		-
Aides	-		-			-
Therapists & Counselors	-		-	56,147		-
Other	-		-			-
<b>TOTAL INSTRUCTIONAL</b>	<b>29.50</b>	-	-	742,603	-	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse	-		-			-
Librarian	-		-			-
Custodian	-		-			-
Security	-		-			-
Other	2.00		-	23,500		-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>2.00</b>	-	-	23,500	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>		-	-	962,882	-	-
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes			-	67,641		-
Fringe / Employee Benefits			-	75,882		-

<b>Total Revenue</b>		-	-	1,691,469	-	-
<b>Total Expenses</b>		-	-	1,776,439	-	-
<b>Net Income</b>		-	-	(84,970)	-	-
<b>Actual Student Enrollment</b>		-	-	278	-	-
		<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
		<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
Retirement / Pension			-	7,746		-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	151,269	-	-
<b>TOTAL PERSONNEL SERVICE COSTS</b>		-	-	1,114,151	-	-
<b>CONTRACTED SERVICES</b>			-	37,000		-
Accounting / Audit			-	3,750		-
Legal			-			-
Management Company Fee			-			-
Nurse Services			-			-
Food Service / School Lunch			-			-
Payroll Services			-	14,175		-
Special Ed Services			-	4,200		-
Titlement Services (i.e. Title I)			-			-
Other Purchased / Professional / Consulting			-	8,978		-
<b>TOTAL CONTRACTED SERVICES</b>		-	-	68,103	-	-

<b>Total Revenue</b>	-	-	<b>1,691,469</b>	-	-
<b>Total Expenses</b>	-	-	<b>1,776,439</b>	-	-
<b>Net Income</b>	-	-	<b>(84,970)</b>	-	-
<b>Actual Student Enrollment</b>	-	-	<b>278</b>	-	-
	<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
<b>SCHOOL OPERATIONS</b>					
Board Expenses		-	150		-
Classroom / Teaching Supplies & Materials		-	3,621		-
Special Ed Supplies & Materials		-	164		-
Textbooks / Workbooks		-	22,095		-
Supplies & Materials other		-			-
Equipment / Furniture		-	600		-
Telephone		-	1,000		-
Technology		-	29,974		-
Student Testing & Assessment		-	3,000		-
Field Trips		-	9,300		-
Transportation (student)		-	5,028		-
Student Services - other		-	18,840		-
Office Expense		-	18,124		-
Staff Development		-	1,718		-
Staff Recruitment		-	1,500		-
Student Recruitment / Marketing		-	1,200		-
School Meals / Lunch		-	39,854		-
Travel (Staff)		-			-
Fundraising		-	150		-
Other		-	<u>1,900</u>		-
<b>TOTAL SCHOOL OPERATIONS</b>	-	-	158,218	-	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance		-	9,900		-
Janitorial		-	15,600		-
Building and Land Rent / Lease / Facility Finance Interest		-	300,333		-
Repairs & Maintenance		-	6,250		-
Equipment / Furniture		-	810		-
Security		-	12,000		-
Utilities		-	<u>9,180</u>		-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	-	354,073	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>		-	47,580		-
<b>RESERVES / CONTINGENCY</b>		-			-
<b>DEFERRED RENT</b>		-	34,316		-



Total Revenue	-	-	1,691,469	-	-	-
Total Expenses	-	-	1,776,439	-	-	-
Net Income	-	-	(84,970)	-	-	-
Actual Student Enrollment	-	-	278	-	-	-
	Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance	
TOTAL EXPENSES	-	-	1,776,439	-	-	-
NET INCOME	-	-	(84,970)	-	-	-

Total Revenue	-	-	1,691,469	-	-
Total Expenses	Quarter - 1/1 - 3/31	-	1,776,439	-	-
Net Income	-	-	(84,970)	-	-
Actual Student Enrollment	-	-	278	-	-
	Quarter - 1/1 - 3/31	4th Quarter - 4/1 - 6/30			
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>					
Number of Districts:	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	-	-	278	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: ( Weighted Avg )	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>	-	-	<b>278</b>	-	-
<b>REVENUE PER PUPIL</b>	-	-	<b>6,084</b>	-	-
<b>EXPENSES PER PUPIL</b>	-	-	<b>6,390</b>	-	-

## 2019-20

<b>Total Revenue</b>	<b>6,522,742</b>	<b>6,522,742</b>	<b>-</b>	<b>6,522,742</b>	<b>6,522,742</b>
<b>Total Expenses</b>	<b>6,131,253</b>	<b>6,131,253</b>	<b>-</b>	<b>(6,131,253)</b>	<b>(6,131,253)</b>
<b>Net Income</b>	<b>391,489</b>	<b>391,489</b>	<b>-</b>	<b>391,489</b>	<b>391,489</b>
<b>Actual Student Enrollment</b>					

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
Operating Expenses	1,000,000	1,000,000	0	0	0
Depreciation	100,000	100,000	0	0	0
Salaries	500,000	500,000	0	0	0
Utilities	50,000	50,000	0	0	0
Insurance	100,000	100,000	0	0	0
Travel	50,000	50,000	0	0	0
Office Supplies	50,000	50,000	0	0	0
Advertising	100,000	100,000	0	0	0
Research and Development	100,000	100,000	0	0	0
Interest Expense	50,000	50,000	0	0	0
Income Tax Expense	50,000	50,000	0	0	0
Other Expenses	50,000	50,000	0	0	0
Total Operating Expenses	1,000,000	1,000,000	0	0	0
Operating Income	1,000,000	1,000,000	0	0	0
Non-Operating Income	0	0	0	0	0
Non-Operating Expenses	0	0	0	0	0
Income Before Taxes	1,000,000	1,000,000	0	0	0
Income Tax Expense	100,000	100,000	0	0	0
Net Income	900,000	900,000	0	0	0

## DESCRIPTION OF ASSUMPTIONS

## REVENUE

## REVENUES FROM STATE SOURCES

2019-20

### Per Pupil Revenue

### Per Pupil Rate

NYC CHANCELLOR'S OFFICE	16,150	4,489,700	4,489,700	-	4,489,700	4,489,700
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
ALL OTHER School Districts: ( Weighted Avg )	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	16,150	4,489,700	4,489,700	-	4,489,700	4,489,700
Special Education Revenue		575,289	575,289	-	575,289	575,289
Grants						
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-
Other		-	-	-	-	-
NYC DoE Rental Assistance		1,137,925	1,137,925	-	1,137,925	1,137,925
Other		60,368	60,368	-	60,368	60,368
TOTAL REVENUE FROM STATE SOURCES		6,263,282	6,263,282	-	6,263,282	6,263,282

## REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	18,070	18,070	-	18,070	18,070
Title I	55,874	55,874	-	55,874	55,874
Title Funding - Other	14,559	14,559	-	14,559	14,559
School Food Service (Free Lunch)	112,090	112,090	-	112,090	112,090
Grants					

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**NEW YORK CITY CHARTER SCHOOL OF THE ARTS**  
**Budget / Operating Plan**

**2019-20**

<b>Total Revenue</b>	<b>6,522,742</b>	<b>6,522,742</b>	<b>-</b>	<b>6,522,742</b>	<b>6,522,742</b>
<b>Total Expenses</b>	<b>6,131,253</b>	<b>6,131,253</b>	<b>-</b>	<b>(6,131,253)</b>	<b>(6,131,253)</b>
<b>Net Income</b>	<b>391,489</b>	<b>391,489</b>	<b>-</b>	<b>391,489</b>	<b>391,489</b>
<b>Actual Student Enrollment</b>					

	<b>Total Year</b>			<b>VARIANCE</b>	
	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget vs. PY Budget</b>	<b>Revised Budget vs. PY Budget</b>
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	<b>200,593</b>	<b>200,593</b>	<b>-</b>	<b>200,593</b>	<b>200,593</b>
<b>LOCAL and OTHER REVENUE</b>					
Contributions and Donations	-	-	-	-	-
Fundraising	-	-	-	-	-
Erate Reimbursement	36,720	36,720	-	36,720	36,720
Earnings on Investments	-	-	-	-	-
Interest Income	52	52	-	52	52
Food Service (Income from meals)	-	-	-	-	-
Text Book	22,095	22,095	-	22,095	22,095
OTHER	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	<b>58,867</b>	<b>58,867</b>	<b>-</b>	<b>58,867</b>	<b>58,867</b>
<b>TOTAL REVENUE</b>	<b>6,522,742</b>	<b>6,522,742</b>	<b>-</b>	<b>6,522,742</b>	<b>6,522,742</b>

**DESCRIPTION OF ASSUMPTIONS**

**NEW YORK CITY CHARTER SCHOOL OF THE ARTS**  
**Budget / Operating Plan**

**2019-20**

<b>Total Revenue</b>	<b>6,522,742</b>	<b>6,522,742</b>	<b>-</b>	<b>6,522,742</b>	<b>6,522,742</b>
<b>Total Expenses</b>	<b>6,131,253</b>	<b>6,131,253</b>	<b>-</b>	<b>(6,131,253)</b>	<b>(6,131,253)</b>
<b>Net Income</b>	<b>391,489</b>	<b>391,489</b>	<b>-</b>	<b>391,489</b>	<b>391,489</b>
<b>Actual Student Enrollment</b>					

<b>Total Year</b>			<b>VARIANCE</b>	
<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget vs. PY Budget</b>	<b>Revised Budget vs. PY Budget</b>

**DESCRIPTION OF ASSUMPTIONS**

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Avg. No.  
of Positions

Executive Management	1.00	150,000	150,000	-	(150,000)	(150,000)
Instructional Management	1.00	120,360	120,360	-	(120,360)	(120,360)
Deans, Directors & Coordinators	2.50	207,610	207,610	-	(207,610)	(207,610)
CFO / Director of Finance	0.80	66,912	66,912	-	(66,912)	(66,912)
Operation / Business Manager	3.00	204,160	204,160	-	(204,160)	(204,160)
Administrative Staff	1.00	33,400	33,400	-	(33,400)	(33,400)
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>9.30</b>	<b>782,442</b>	<b>782,442</b>	<b>-</b>	<b>(782,442)</b>	<b>(782,442)</b>

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	17.50	1,478,430	1,478,430	-	(1,478,430)	(1,478,430)
Teachers - SPED	5.00	359,940	359,940	-	(359,940)	(359,940)
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	7.00	221,000	221,000	-	(221,000)	(221,000)
Aides	-	-	-	-	-	-
Therapists & Counselors	-	168,440	168,440	-	(168,440)	(168,440)
Other	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	<b>29.50</b>	<b>2,227,810</b>	<b>2,227,810</b>	<b>-</b>	<b>(2,227,810)</b>	<b>(2,227,810)</b>

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	2.00	88,000	88,000	-	(88,000)	(88,000)
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>2.00</b>	<b>88,000</b>	<b>88,000</b>	<b>-</b>	<b>(88,000)</b>	<b>(88,000)</b>

**SUBTOTAL PERSONNEL SERVICE COSTS**

40.80	3,098,252	3,098,252	-	(3,098,252)	(3,098,252)
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**PAYROLL TAXES AND BENEFITS**

Payroll Taxes		270,568	270,568	-	(270,568)	(270,568)
Fringe / Employee Benefits		303,527	303,527	-	(303,527)	(303,527)



**NEW YORK CITY CHARTER SCHOOL OF THE ARTS**  
**Budget / Operating Plan**

**2019-20**

<b>Total Revenue</b>	<b>6,522,742</b>	<b>6,522,742</b>	<b>-</b>	<b>6,522,742</b>	<b>6,522,742</b>
<b>Total Expenses</b>	<b>6,131,253</b>	<b>6,131,253</b>	<b>-</b>	<b>(6,131,253)</b>	<b>(6,131,253)</b>
<b>Net Income</b>	<b>391,489</b>	<b>391,489</b>	<b>-</b>	<b>391,489</b>	<b>391,489</b>
<b>Actual Student Enrollment</b>					
	<b>Total Year</b>			<b>VARIANCE</b>	
	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget vs. PY Budget</b>	<b>Revised Budget vs. PY Budget</b>
Retirement / Pension	<u>7,746</u>	<u>7,746</u>	-	<u>(7,746)</u>	<u>(7,746)</u>
TOTAL PAYROLL TAXES AND BENEFITS	581,841	581,841	-	(581,841)	(581,841)
<b>TOTAL PERSONNEL SERVICE COSTS</b>	3,680,093	3,680,093	-	(3,680,093)	(3,680,093)
<b>CONTRACTED SERVICES</b>					
Accounting / Audit	73,000	73,000	-	(73,000)	(73,000)
Legal	15,000	15,000	-	(15,000)	(15,000)
Management Company Fee	-	-	-	-	-
Nurse Services	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-
Payroll Services	56,700	56,700	-	(56,700)	(56,700)
Special Ed Services	14,000	14,000	-	(14,000)	(14,000)
Titlement Services (i.e. Title I)	2,000	2,000	-	(2,000)	(2,000)
Other Purchased / Professional / Consulting	<u>58,097</u>	<u>58,097</u>	-	<u>(58,097)</u>	<u>(58,097)</u>
<b>TOTAL CONTRACTED SERVICES</b>	218,797	218,797	-	(218,797)	(218,797)

**DESCRIPTION OF ASSUMPTIONS**



**NEW YORK CITY CHARTER SCHOOL OF THE ARTS**  
**Budget / Operating Plan**

**2019-20**

<b>Total Revenue</b>	<b>6,522,742</b>	<b>6,522,742</b>	<b>-</b>	<b>6,522,742</b>	<b>6,522,742</b>
<b>Total Expenses</b>	<b>6,131,253</b>	<b>6,131,253</b>	<b>-</b>	<b>(6,131,253)</b>	<b>(6,131,253)</b>
<b>Net Income</b>	<b>391,489</b>	<b>391,489</b>	<b>-</b>	<b>391,489</b>	<b>391,489</b>
<b>Actual Student Enrollment</b>					

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
<b>SCHOOL OPERATIONS</b>					
Board Expenses	500	500	-	(500)	(500)
Classroom / Teaching Supplies & Materials	43,500	43,500	-	(43,500)	(43,500)
Special Ed Supplies & Materials	2,000	2,000	-	(2,000)	(2,000)
Textbooks / Workbooks	22,095	22,095	-	(22,095)	(22,095)
Supplies & Materials other	-	-	-	-	-
Equipment / Furniture	2,000	2,000	-	(2,000)	(2,000)
Telephone	4,000	4,000	-	(4,000)	(4,000)
Technology	119,435	119,435	-	(119,435)	(119,435)
Student Testing & Assessment	10,000	10,000	-	(10,000)	(10,000)
Field Trips	31,000	31,000	-	(31,000)	(31,000)
Transportation (student)	16,760	16,760	-	(16,760)	(16,760)
Student Services - other	27,800	27,800	-	(27,800)	(27,800)
Office Expense	72,496	72,496	-	(72,496)	(72,496)
Staff Development	6,000	6,000	-	(6,000)	(6,000)
Staff Recruitment	5,000	5,000	-	(5,000)	(5,000)
Student Recruitment / Marketing	4,000	4,000	-	(4,000)	(4,000)
School Meals / Lunch	132,847	132,847	-	(132,847)	(132,847)
Travel (Staff)	-	-	-	-	-
Fundraising	500	500	-	(500)	(500)
Other	7,500	7,500	-	(7,500)	(7,500)
<b>TOTAL SCHOOL OPERATIONS</b>	<b>507,433</b>	<b>507,433</b>	<b>-</b>	<b>(507,433)</b>	<b>(507,433)</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance	39,600	39,600	-	(39,600)	(39,600)
Janitorial	52,000	52,000	-	(52,000)	(52,000)
Building and Land Rent / Lease / Facility Finance Interest	1,201,330	1,201,330	-	(1,201,330)	(1,201,330)
Repairs & Maintenance	25,000	25,000	-	(25,000)	(25,000)
Equipment / Furniture	2,700	2,700	-	(2,700)	(2,700)
Security	40,000	40,000	-	(40,000)	(40,000)
Utilities	36,720	36,720	-	(36,720)	(36,720)
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>1,397,350</b>	<b>1,397,350</b>	<b>-</b>	<b>(1,397,350)</b>	<b>(1,397,350)</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>	<b>190,318</b>	<b>190,318</b>	<b>-</b>	<b>(190,318)</b>	<b>(190,318)</b>
<b>RESERVES / CONTINGENCY</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>DEFERRED RENT</b>	<b>137,262</b>	<b>137,262</b>	<b>-</b>	<b>(137,262)</b>	<b>(137,262)</b>

**DESCRIPTION OF ASSUMPTIONS**

**NEW YORK CITY CHARTER SCHOOL OF THE ARTS**  
**Budget / Operating Plan**

**2019-20**

<b>Total Revenue</b>	<b>6,522,742</b>	<b>6,522,742</b>	<b>-</b>	<b>6,522,742</b>	<b>6,522,742</b>
<b>Total Expenses</b>	<b>6,131,253</b>	<b>6,131,253</b>	<b>-</b>	<b>(6,131,253)</b>	<b>(6,131,253)</b>
<b>Net Income</b>	<b>391,489</b>	<b>391,489</b>	<b>-</b>	<b>391,489</b>	<b>391,489</b>
<b>Actual Student Enrollment</b>					
	<b>Total Year</b>			<b>VARIANCE</b>	
	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget vs. PY Budget</b>	<b>Revised Budget vs. PY Budget</b>
<b>TOTAL EXPENSES</b>	<u><b>6,131,253</b></u>	<u><b>6,131,253</b></u>	<b>-</b>	<u><b>(6,131,253)</b></u>	<u><b>(6,131,253)</b></u>
<b>NET INCOME</b>	<u><b>391,489</b></u>	<u><b>391,489</b></u>	<b>-</b>	<u><b>391,489</b></u>	<u><b>391,489</b></u>

**DESCRIPTION OF ASSUMPTIONS**

		NEW YORK CITY CHARTER SCHOOL OF THE ARTS					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan			2019-20		
Total Revenue		6,522,742	6,522,742	-	6,522,742	6,522,742	
Total Expenses		6,131,253	6,131,253	-	(6,131,253)	(6,131,253)	
Net Income		391,489	391,489	-	391,489	391,489	
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
Number of Districts:							
NYC CHANCELLOR'S OFFICE							
-							
-							
-							
-							
-							
-							
-							
-							
-							
-							
-							
-							
ALL OTHER School Districts: ( Weighted Avg )							
TOTAL ENROLLMENT							
REVENUE PER PUPIL							
EXPENSES PER PUPIL							

NEW YORK CITY CHARTER SCHOOL OF THE ARTS Budget / Operating Plan 2019-20								
Total Revenue	-	1,578,984	-	-	1,635,179	-	-	1,617,109
Total Expenses	-	1,272,006	-	-	1,546,850	-	-	1,535,958
Net Income	-	306,979	-	-	88,329	-	-	81,151
Actual Student Enrollment	260	278	-	-	278	-	-	278
	Prior Year Actual 2018-19 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
<b>CASH FLOW ADJUSTMENTS</b>								
OPERATING ACTIVITIES <i>{enter descriptions below}</i>								
Example - Add Back Depreciation	-	47,579	-	-	47,579	-	-	47,579
Other	-	-	-	-	-	-	-	-
Total Operating Activities	-	47,579	-	-	47,579	-	-	47,579
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>								
Example - Subtract Property and Equipment Expenditures	-	(20,834)	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total Investment Activities	-	(20,834)	-	-	-	-	-	-
FINANCING ACTIVITIES <i>{enter descriptions below}</i>								
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	26,745	-	-	47,579	-	-	47,579
NET INCOME	-	333,724	-	-	135,908	-	-	128,730
Beginning Cash Balance	-	-	-	-	333,724	-	-	469,632
ENDING CASH BALANCE	-	333,724	-	-	469,632	-	-	598,362

<b>Total Revenue</b>	-	-	<b>1,691,469</b>	-	-
<b>Total Expenses</b>	-	-	<b>1,776,439</b>	-	-
<b>Net Income</b>	-	-	<b>(84,970)</b>	-	-
<b>Actual Student Enrollment</b>	-	-	<b>278</b>	-	-
	<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
<b>CASH FLOW ADJUSTMENTS</b>					
OPERATING ACTIVITIES <i>{enter descriptions below}</i>					
Example - Add Back Depreciation	-	-	47,580	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	47,580	-	-
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES <i>{enter descriptions below}</i>					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	-	-	<b>47,580</b>	-	-
<b>NET INCOME</b>	-	-	<b>(37,390)</b>	-	-
<b>Beginning Cash Balance</b>	-	-	<b>598,362</b>	-	-
<b>ENDING CASH BALANCE</b>	-	-	<b>560,972</b>	-	-



**NEW YORK CITY CHARTER SCHOOL OF THE ARTS**  
**Budget / Operating Plan**

**2019-20**

<b>Total Revenue</b>	<b>6,522,742</b>	<b>6,522,742</b>	<b>-</b>	<b>6,522,742</b>	<b>6,522,742</b>
<b>Total Expenses</b>	<b>6,131,253</b>	<b>6,131,253</b>	<b>-</b>	<b>(6,131,253)</b>	<b>(6,131,253)</b>
<b>Net Income</b>	<b>391,489</b>	<b>391,489</b>	<b>-</b>	<b>391,489</b>	<b>391,489</b>
<b>Actual Student Enrollment</b>					

**Total Year**

**VARIANCE**

**Original  
Budget**

**Revised  
Budget**

**Variance**

**Original  
Budget vs.  
PY Budget**

**Revised  
Budget vs.  
PY Budget**

**DESCRIPTION OF ASSUMPTIONS**

**CASH FLOW ADJUSTMENTS**

**OPERATING ACTIVITIES** *{enter descriptions below}*

Example - Add Back Depreciation

Other

**Total Operating Activities**

**INVESTMENT ACTIVITIES** *{enter descriptions below}*

Example - Subtract Property and Equipment Expenditures

Other

**Total Investment Activities**

**FINANCING ACTIVITIES** *{enter descriptions below}*

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

Other

**Total Financing Activities**

**Total Cash Flow Adjustments**

**NET INCOME**

**Beginning Cash Balance**

**ENDING CASH BALANCE**

190,317	190,317	-	190,317	190,317
-	-	-	-	-
190,317	190,317	-	190,317	190,317
(20,834)	(20,834)	-	(20,834)	(20,834)
-	-	-	-	-
(20,834)	(20,834)	-	(20,834)	(20,834)
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
169,483	169,483	-	169,483	169,483
560,972	560,972	-	560,972	560,972
-	-	-	-	-
560,972	560,972	-	560,972	560,972



**NEW YORK CITY CHARTER SCHOOL OF THE ARTS**  
**BALANCE SHEET**  
**2019-20**

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

2019-20

Total Revenue	-	1,578,984	-	-	1,635,179	-	-
Total Expenses	-	1,272,006	-	-	1,546,850	-	-
Net Income	-	306,979	-	-	88,329	-	-
Actual Student Enrollment	-	278	-	-	278	-	-

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

1st Quarter - 7/1 - 9/30

2nd Quarter - 10/1 - 12/31

3rd Quarter

Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
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## REVENUE

## REVENUES FROM STATE SOURCES

Per Pupil Revenue

2019-20  
Per Pupil Rate

NYC CHANCELLOR'S OFFICE

16,150

-

-

-

-

-

-

-

-

-

-

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ALL OTHER School Districts: ( Count = 0 )

TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding) 16,150

Special Education Revenue

Grants

Stimulus

DYCD (Department of Youth and Community Development)

Other

NYC DoE Rental Assistance

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 &amp; Implementation

Other

2019-20

Total Revenue	-	1,578,984	-	-	1,635,179	-	-
Total Expenses	-	1,272,006	-	-	1,546,850	-	-
Net Income	-	306,979	-	-	88,329	-	-
Actual Student Enrollment	-	278	-	-	278	-	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
Other		-	-		-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	-	18,252	-	-	72,827	-	-
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-		-	-	
Fundraising		-	-		-	-	
Erate Reimbursement		9,180	-		9,180	-	
Earnings on Investments		-	-		-	-	
Interest Income		13	-		13	-	
Food Service (Income from meals)		-	-		-	-	
Text Book		-	-		-	-	
OTHER		-	-		-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	9,193	-	-	9,193	-	-
TOTAL REVENUE	-	1,578,984	-	-	1,635,179	-	-

## NEW YORK CITY CHARTER SCHOOL

## Budget / Operating Plan

2019-20

Total Revenue	-	1,578,984	-	-	1,635,179	-	-
Total Expenses	-	1,272,006	-	-	1,546,850	-	-
Net Income	-	306,979	-	-	88,329	-	-
Actual Student Enrollment	-	278	-	-	278	-	-

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

## EXPENSES

## ADMINISTRATIVE STAFF PERSONNEL COSTS

	Quarter 0 No. of Positions						
Executive Management	-		37,500	-		37,500	-
Instructional Management	-		30,090	-		30,090	-
Deans, Directors & Coordinators	-		51,903	-		51,903	-
CFO / Director of Finance	-		16,728	-		16,728	-
Operation / Business Manager	-		51,040	-		51,040	-
Administrative Staff	-		4,845	-		9,518	-
TOTAL ADMINISTRATIVE STAFF	-	-	192,106	-	-	196,779	-

## INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-		246,405	-		369,608	-
Teachers - SPED	-		59,990	-		89,985	-
Substitute Teachers	-		-	-		-	-
Teaching Assistants	-		-	-		-	-
Specialty Teachers	-		36,833	-		55,250	-
Aides	-		-	-		-	-
Therapists & Counselors	-		28,073	-		42,110	-
Other	-		-	-		-	-
TOTAL INSTRUCTIONAL	-	-	371,302	-	-	556,953	-

## NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-		-	-		-	-
Librarian	-		-	-		-	-
Custodian	-		-	-		-	-
Security	-		-	-		-	-
Other	-		17,500	-		23,500	-
TOTAL NON-INSTRUCTIONAL	-	-	17,500	-	-	23,500	-

## SUBTOTAL PERSONNEL SERVICE COSTS

	-	-	580,908	-	-	777,231	-
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## PAYROLL TAXES AND BENEFITS

Payroll Taxes		67,642	-		67,642	-	
Fringe / Employee Benefits		75,882	-		75,882	-	
Retirement / Pension		-	-		-	-	
TOTAL PAYROLL TAXES AND BENEFITS	-	143,524	-	-	143,524	-	-

## TOTAL PERSONNEL SERVICE COSTS

	-	-	724,432	-	-	920,755	-
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## NEW YORK CITY CHARTER SCHOOL

## Budget / Operating Plan

2019-20

Total Revenue	-	1,578,984	-	-	1,635,179	-	-
Total Expenses	-	1,272,006	-	-	1,546,850	-	-
Net Income	-	306,979	-	-	88,329	-	-
Actual Student Enrollment	-	278	-	-	278	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
<b>CONTRACTED SERVICES</b>							
Accounting / Audit		12,000	-		12,000	-	
Legal		3,750	-		3,750	-	
Management Company Fee		-	-		-	-	
Nurse Services		-	-		-	-	
Food Service / School Lunch		-	-		-	-	
Payroll Services		14,175	-		14,175	-	
Special Ed Services		1,400	-		4,200	-	
Titlement Services (i.e. Title I)		-	-		2,000	-	
Other Purchased / Professional / Consulting		12,493	-		12,650	-	
<b>TOTAL CONTRACTED SERVICES</b>	-	43,818	-	-	48,775	-	-



## NEW YORK CITY CHARTER SCHOOL

## Budget / Operating Plan

2019-20

Total Revenue	-	1,578,984	-	-	1,635,179	-	-
Total Expenses	-	1,272,006	-	-	1,546,850	-	-
Net Income	-	306,979	-	-	88,329	-	-
Actual Student Enrollment	-	278	-	-	278	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
<b>SCHOOL OPERATIONS</b>							
Board Expenses		50	-		150	-	
Classroom / Teaching Supplies & Materials		13,293	-		22,959	-	
Special Ed Supplies & Materials		612	-		1,056	-	
Textbooks / Workbooks		-	-		-	-	
Supplies & Materials other		-	-		-	-	
Equipment / Furniture		200	-		600	-	
Telephone		1,000	-		1,000	-	
Technology		29,514	-		29,974	-	
Student Testing & Assessment		1,000	-		3,000	-	
Field Trips		3,100	-		9,300	-	
Transportation (student)		1,676	-		5,028	-	
Student Services - other		1,280	-		3,840	-	
Office Expense		18,124	-		18,124	-	
Staff Development		845	-		1,718	-	
Staff Recruitment		500	-		1,500	-	
Student Recruitment / Marketing		400	-		1,200	-	
School Meals / Lunch		13,285	-		39,854	-	
Travel (Staff)		-	-		-	-	
Fundraising		50	-		150	-	
Other		1,800	-		1,900	-	
<b>TOTAL SCHOOL OPERATIONS</b>	-	86,729	-	-	141,353	-	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance		9,900	-		9,900	-	
Janitorial		5,200	-		15,600	-	
Building and Land Rent / Lease / Facility Finance Interest		300,332	-		300,332	-	
Repairs & Maintenance		6,250	-		6,250	-	
Equipment / Furniture		270	-		810	-	
Security		4,000	-		12,000	-	
Utilities		9,180	-		9,180	-	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	335,132	-	-	354,072	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>		47,579	-		47,579	-	
<b>RESERVES / CONTINGENCY</b>		-	-		-	-	
<b>DEFERRED RENT</b>		34,316	-		34,316	-	



2019-20

Total Revenue	-	1,578,984	-	-	1,635,179	-	-
Total Expenses	-	1,272,006	-	-	1,546,850	-	-
Net Income	-	306,979	-	-	88,329	-	-
Actual Student Enrollment	-	278	-	-	278	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
TOTAL EXPENSES	-	1,272,006	-	-	1,546,850	-	-
NET INCOME	-	306,979	-	-	88,329	-	-

## ARTER29C

### Budget / Operating Plan

2019-20

3rd C

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

1st Quarter - 7/1 - 9/30

2nd Quarter - 10/1 - 12/31

3rd C

Actual	Current Budget	Variance
--------	----------------	----------

Actual	Current Budget	Variance
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**Actual**

**ENROLLMENT - \*School Districts Are Linked To Above Entries\***

NYC CHANCELLOR'S OFFICE

-	278	-	-	278	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	278	-	-	278	-

ALL OTHER School Districts: ( Count = 0 )

**TOTAL ENROLLMENT**

### REVENUE PER PUPIL

### EXPENSES PER PUPIL

# OF THE ARTS

n

Total Revenue	1,617,109	-	-	1,691,469	-
Total Expenses	1,535,958	-	-	1,776,439	-
Net Income	81,151	-	-	(84,970)	-
Actual Student Enrollment	278	-	-	278	-

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

## REVENUE

### REVENUES FROM STATE SOURCES

Per Pupil Revenue

2019-20  
Per Pupil Rate

NYC CHANCELLOR'S OFFICE

16,150

-

-

-

-

-

-

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ALL OTHER School Districts: ( Count = 0 )

TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)

16,150

Special Education Revenue

Grants

Stimulus

DYCD (Department of Youth and Community Development)

Other

NYC DoE Rental Assistance

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

# OF THE ARTS

n

<b>Total Revenue</b>	<b>1,617,109</b>	-	-	<b>1,691,469</b>	-
<b>Total Expenses</b>	<b>1,535,958</b>	-	-	<b>1,776,439</b>	-
<b>Net Income</b>	<b>81,151</b>	-	-	<b>(84,970)</b>	-
<b>Actual Student Enrollment</b>	<b>278</b>	-	-	<b>278</b>	-
		<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>	
<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>					
	<b>Current Budget</b>	<b>Variance</b>	<b>Actual</b>	<b>Current Budget</b>	<b>Variance</b>
Other	-	-		-	-
TOTAL REVENUE FROM FEDERAL SOURCES	54,757	-	-	54,757	-
<b>LOCAL and OTHER REVENUE</b>					
Contributions and Donations	-	-		-	-
Fundraising	-	-		-	-
Erate Reimbursement	9,180	-		9,180	-
Earnings on Investments	-	-		-	-
Interest Income	13	-		13	-
Food Service (Income from meals)	-	-		-	-
Text Book	-	-		22,095	-
OTHER	-	-		-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	9,193	-	-	31,288	-
<b>TOTAL REVENUE</b>	<b>1,617,109</b>	-	-	<b>1,691,469</b>	-

# OF THE ARTS

n

Total Revenue	1,617,109	-	-	1,691,469	-
Total Expenses	1,535,958	-	-	1,776,439	-
Net Income	81,151	-	-	(84,970)	-
Actual Student Enrollment	278	-	-	278	-

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

## EXPENSES

### ADMINISTRATIVE STAFF PERSONNEL COSTS

	Quarter 0 No. of Positions				
Executive Management	-	37,500	-	37,500	-
Instructional Management	-	30,090	-	30,090	-
Deans, Directors & Coordinators	-	51,903	-	51,903	-
CFO / Director of Finance	-	16,728	-	16,728	-
Operation / Business Manager	-	51,040	-	51,040	-
Administrative Staff	-	9,518	-	9,518	-
TOTAL ADMINISTRATIVE STAFF	-	196,779	-	196,779	-

### INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	369,608	-	492,810	-
Teachers - SPED	-	89,985	-	119,980	-
Substitute Teachers	-	-	-	-	-
Teaching Assistants	-	-	-	-	-
Specialty Teachers	-	55,250	-	73,667	-
Aides	-	-	-	-	-
Therapists & Counselors	-	42,110	-	56,147	-
Other	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	556,953	-	742,603	-

### NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-
Librarian	-	-	-	-	-
Custodian	-	-	-	-	-
Security	-	-	-	-	-
Other	-	23,500	-	23,500	-
TOTAL NON-INSTRUCTIONAL	-	23,500	-	23,500	-

### SUBTOTAL PERSONNEL SERVICE COSTS

### PAYROLL TAXES AND BENEFITS

Payroll Taxes		67,642	-	67,641	-
Fringe / Employee Benefits		75,882	-	75,882	-
Retirement / Pension		-	-	7,746	-
TOTAL PAYROLL TAXES AND BENEFITS		143,524	-	151,269	-

### TOTAL PERSONNEL SERVICE COSTS

	-	920,755	-	1,114,151	-
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L OF THE ARTS n					
Total Revenue	1,617,109	-	-	1,691,469	-
Total Expenses	1,535,958	-	-	1,776,439	-
Net Income	81,151	-	-	(84,970)	-
Actual Student Enrollment	278	-	-	278	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		L OF THE ARTS n			
		Current Budget	Variance	Actual	Current Budget      Variance
<b>CONTRACTED SERVICES</b>					
Accounting / Audit	12,000	-		37,000	-
Legal	3,750	-		3,750	-
Management Company Fee	-	-		-	-
Nurse Services	-	-		-	-
Food Service / School Lunch	-	-		-	-
Payroll Services	14,175	-		14,175	-
Special Ed Services	4,200	-		4,200	-
Titlement Services (i.e. Title I)	-	-		-	-
Other Purchased / Professional / Consulting	23,978	-		8,978	-
<b>TOTAL CONTRACTED SERVICES</b>	<b>58,103</b>	-	-	<b>68,103</b>	-



# OF THE ARTS

n

Total Revenue	1,617,109	-	-	1,691,469	-
Total Expenses	1,535,958	-	-	1,776,439	-
Net Income	81,151	-	-	(84,970)	-
Actual Student Enrollment	278	-	-	278	-

	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed					
<b>SCHOOL OPERATIONS</b>					
Board Expenses	150	-		150	-
Classroom / Teaching Supplies & Materials	3,627	-		3,621	-
Special Ed Supplies & Materials	168	-		164	-
Textbooks / Workbooks	-	-		22,095	-
Supplies & Materials other	-	-		-	-
Equipment / Furniture	600	-		600	-
Telephone	1,000	-		1,000	-
Technology	29,974	-		29,974	-
Student Testing & Assessment	3,000	-		3,000	-
Field Trips	9,300	-		9,300	-
Transportation (student)	5,028	-		5,028	-
Student Services - other	3,840	-		18,840	-
Office Expense	18,124	-		18,124	-
Staff Development	1,718	-		1,718	-
Staff Recruitment	1,500	-		1,500	-
Student Recruitment / Marketing	1,200	-		1,200	-
School Meals / Lunch	39,854	-		39,854	-
Travel (Staff)	-	-		-	-
Fundraising	150	-		150	-
Other	1,900	-		1,900	-
TOTAL SCHOOL OPERATIONS	121,133	-	-	158,218	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance	9,900	-		9,900	-
Janitorial	15,600	-		15,600	-
Building and Land Rent / Lease / Facility Finance Interest	300,332	-		300,333	-
Repairs & Maintenance	6,250	-		6,250	-
Equipment / Furniture	810	-		810	-
Security	12,000	-		12,000	-
Utilities	9,180	-		9,180	-
TOTAL FACILITY OPERATION & MAINTENANCE	354,072	-	-	354,073	-
<b>DEPRECIATION &amp; AMORTIZATION</b>	47,579	-		47,580	-
<b>RESERVES / CONTINGENCY</b>	-	-		-	-
<b>DEFERRED RENT</b>	34,316	-		34,316	-

OF THE ARTS					
n					
OF THE ARTS					
Total Revenue	1,617,109	-	-	1,691,469	-
Total Expenses	1,535,958	-	-	1,776,439	-
Net Income	81,151	-	-	(84,970)	-
Actual Student Enrollment	278	-	-	278	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Quarter - 1/1 - 3/31		Current	
	Current	Budget	Variance	Actual	Variance
TOTAL EXPENSES		1,535,958	-	-	1,776,439
NET INCOME		81,151	-	-	(84,970)

**n**

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

NYC CHANCELLOR'S OFFICE

ALL OTHER School Districts: ( Count = 0 )

### EXPENSES PER PUPIL

### Budget / Operating Plan

2019-20

<b>Total Revenue</b>	-	-	-	6,522,742	(6,522,742)	-	-	6,522,7
<b>Total Expenses</b>	-	-	-	6,131,253	6,131,253	-	-	6,131,2
<b>Net Income</b>	-	-	-	391,489	(391,489)	-	-	391,4
<b>Actual Student Enrollment</b>	-	-	-			-	-	

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

### TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -
<b>REVENUE</b>									
<b>REVENUES FROM STATE SOURCES</b>									
Per Pupil Revenue	2019-20 Per Pupil Rate								
NYC CHANCELLOR'S OFFICE	16,150	-	-	-	4,489,700	(4,489,700)	-	-	4,489,700
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: ( Count = 0 )	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	16,150	-	-	-	4,489,700	(4,489,700)	-	-	4,489,700
Special Education Revenue		-	-	-	575,289	(575,289)	-	-	575,289
Grants									
Stimulus		-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-
NYC DoE Rental Assistance		-	-	-	1,137,925	(1,137,925)	-	-	1,137,925
Other		-	-	-	60,368	(60,368)	-	-	60,368
TOTAL REVENUE FROM STATE SOURCES		-	-	-	6,263,282	(6,263,282)	-	-	6,263,282
<b>REVENUE FROM FEDERAL FUNDING</b>									
IDEA Special Needs		-	-	-	18,070	(18,070)	-	-	18,070
Title I		-	-	-	55,874	(55,874)	-	-	55,874
Title Funding - Other		-	-	-	14,559	(14,559)	-	-	14,559
School Food Service (Free Lunch)		-	-	-	112,090	(112,090)	-	-	112,090
Grants									
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-

				NEW YORK CITY CHARTER SCHOOL OF THE A							
				Budget / Operating Plan							
				2019-20							
Total Revenue	-	-	-	6,522,742	(6,522,742)	-	-	6,522,7			
Total Expenses	-	-	-	6,131,253	6,131,253	-	-	6,131,2			
Net Income	-	-	-	391,489	(391,489)	-	-	391,4			
Actual Student Enrollment	-	-	-			-	-				
				TOTALS AND VARIANCE ANALYSIS							
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -
Other				-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES				-	-	-	200,593	(200,593)	-	-	200,5
LOCAL and OTHER REVENUE											
Contributions and Donations				-	-	-	-	-	-	-	-
Fundraising				-	-	-	-	-	-	-	-
Erate Reimbursement				-	-	-	36,720	(36,720)	-	-	36,7
Earnings on Investments				-	-	-	-	-	-	-	-
Interest Income				-	-	-	52	(52)	-	-	-
Food Service (Income from meals)				-	-	-	-	-	-	-	-
Text Book				-	-	-	22,095	(22,095)	-	-	22,0
OTHER				-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES				-	-	-	58,867	(58,867)	-	-	58,8
TOTAL REVENUE				-	-	-	6,522,742	(6,522,742)	-	-	6,522,7



				NEW YORK CITY CHARTER SCHOOL OF THE A							
				Budget / Operating Plan							
				2019-20							
Total Revenue				-	-	-	6,522,742	(6,522,742)	-	-	6,522,7
Total Expenses				-	-	-	6,131,253	6,131,253	-	-	6,131,2
Net Income				-	-	-	391,489	(391,489)	-	-	391,4
Actual Student Enrollment				-	-	-			-	-	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				TOTALS AND VARIANCE ANALYSIS							
				Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -
EXPENSES											
ADMINISTRATIVE STAFF PERSONNEL COSTS											
Executive Management				-	-	-	150,000	150,000	-	-	150,0
Instructional Management				-	-	-	120,360	120,360	-	-	120,3
Deans, Directors & Coordinators				-	-	-	207,610	207,610	-	-	207,6
CFO / Director of Finance				-	-	-	66,912	66,912	-	-	66,9
Operation / Business Manager				-	-	-	204,160	204,160	-	-	204,1
Administrative Staff				-	-	-	33,400	33,400	-	-	33,4
TOTAL ADMINISTRATIVE STAFF				-	-	-	782,442	782,442	-	-	782,4
INSTRUCTIONAL PERSONNEL COSTS											
Teachers - Regular				-	-	-	1,478,430	1,478,430	-	-	1,478,4
Teachers - SPED				-	-	-	359,940	359,940	-	-	359,9
Substitute Teachers				-	-	-	-	-	-	-	-
Teaching Assistants				-	-	-	-	-	-	-	-
Specialty Teachers				-	-	-	221,000	221,000	-	-	221,0
Aides				-	-	-	-	-	-	-	-
Therapists & Counselors				-	-	-	168,440	168,440	-	-	168,4
Other				-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL				-	-	-	2,227,810	2,227,810	-	-	2,227,8
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse				-	-	-	-	-	-	-	-
Librarian				-	-	-	-	-	-	-	-
Custodian				-	-	-	-	-	-	-	-
Security				-	-	-	-	-	-	-	-
Other				-	-	-	88,000	88,000	-	-	88,0
TOTAL NON-INSTRUCTIONAL				-	-	-	88,000	88,000	-	-	88,0
SUBTOTAL PERSONNEL SERVICE COSTS				-	-	-	3,098,252	3,098,252	-	-	3,098,2
PAYROLL TAXES AND BENEFITS											
Payroll Taxes				-	-	-	270,568	270,568	-	-	270,5
Fringe / Employee Benefits				-	-	-	303,527	303,527	-	-	303,5
Retirement / Pension				-	-	-	7,746	7,746	-	-	7,7
TOTAL PAYROLL TAXES AND BENEFITS				-	-	-	581,841	581,841	-	-	581,8
TOTAL PERSONNEL SERVICE COSTS				-	-	-	3,680,093	3,680,093	-	-	3,680,0



				NEW YORK CITY CHARTER SCHOOL OF THE A				
				Budget / Operating Plan				
				2019-20				
Total Revenue	-	-	-	6,522,742	(6,522,742)	-	-	6,522,7
Total Expenses	-	-	-	6,131,253	6,131,253	-	-	6,131,2
Net Income	-	-	-	391,489	(391,489)	-	-	391,4
Actual Student Enrollment	-	-	-			-	-	
				TOTALS AND VARIANCE ANALYSIS				
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				Current	Actual	Current	Actual	Original
				Budget	vs.	Budget - TY	vs.	Budget
				(Current	Current		(Current	Original
				Quarter)	Budget		Quarter)	Budget
				Actual				Budget -
<b>CONTRACTED SERVICES</b>								
Accounting / Audit	-	-	-	73,000	73,000	-	-	73,0
Legal	-	-	-	15,000	15,000	-	-	15,0
Management Company Fee	-	-	-	-	-	-	-	
Nurse Services	-	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	-	
Payroll Services	-	-	-	56,700	56,700	-	-	56,7
Special Ed Services	-	-	-	14,000	14,000	-	-	14,0
Titlement Services (i.e. Title I)	-	-	-	2,000	2,000	-	-	2,0
Other Purchased / Professional / Consulting	-	-	-	58,097	58,097	-	-	58,0
<b>TOTAL CONTRACTED SERVICES</b>	-	-	-	<b>218,797</b>	<b>218,797</b>	-	-	<b>218,7</b>

				NEW YORK CITY CHARTER SCHOOL OF THE A				
				Budget / Operating Plan				
				2019-20				
Total Revenue	-	-	-	6,522,742	(6,522,742)	-	-	6,522,7
Total Expenses	-	-	-	6,131,253	6,131,253	-	-	6,131,2
Net Income	-	-	-	391,489	(391,489)	-	-	391,4
Actual Student Enrollment	-	-	-			-	-	
				TOTALS AND VARIANCE ANALYSIS				
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				Current	Actual	Current	Original	Actual
				Budget	vs.	Budget - TY	Budget	vs.
				(Current	Current		(Current	Original
				Quarter)	Budget		Quarter)	Budget
				Actual				Budget -
<b>SCHOOL OPERATIONS</b>								
Board Expenses	-	-	-	500	500	-	-	5
Classroom / Teaching Supplies & Materials	-	-	-	43,500	43,500	-	-	43,5
Special Ed Supplies & Materials	-	-	-	2,000	2,000	-	-	2,0
Textbooks / Workbooks	-	-	-	22,095	22,095	-	-	22,0
Supplies & Materials other	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	2,000	2,000	-	-	2,0
Telephone	-	-	-	4,000	4,000	-	-	4,0
Technology	-	-	-	119,435	119,435	-	-	119,4
Student Testing & Assessment	-	-	-	10,000	10,000	-	-	10,0
Field Trips	-	-	-	31,000	31,000	-	-	31,0
Transportation (student)	-	-	-	16,760	16,760	-	-	16,7
Student Services - other	-	-	-	27,800	27,800	-	-	27,8
Office Expense	-	-	-	72,496	72,496	-	-	72,4
Staff Development	-	-	-	6,000	6,000	-	-	6,0
Staff Recruitment	-	-	-	5,000	5,000	-	-	5,0
Student Recruitment / Marketing	-	-	-	4,000	4,000	-	-	4,0
School Meals / Lunch	-	-	-	132,847	132,847	-	-	132,8
Travel (Staff)	-	-	-	-	-	-	-	-
Fundraising	-	-	-	500	500	-	-	5
Other	-	-	-	7,500	7,500	-	-	7,5
TOTAL SCHOOL OPERATIONS	-	-	-	507,433	507,433	-	-	507,4
<b>FACILITY OPERATION &amp; MAINTENANCE</b>								
Insurance	-	-	-	39,600	39,600	-	-	39,6
Janitorial	-	-	-	52,000	52,000	-	-	52,0
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	1,201,330	1,201,330	-	-	1,201,3
Repairs & Maintenance	-	-	-	25,000	25,000	-	-	25,0
Equipment / Furniture	-	-	-	2,700	2,700	-	-	2,7
Security	-	-	-	40,000	40,000	-	-	40,0
Utilities	-	-	-	36,720	36,720	-	-	36,7
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	1,397,350	1,397,350	-	-	1,397,3
<b>DEPRECIATION &amp; AMORTIZATION</b>				-	-	-	-	-
<b>RESERVES / CONTINGENCY</b>				-	-	-	-	-
<b>DEFERRED RENT</b>				137,262	137,262	-	-	137,2

				NEW YORK CITY CHARTER SCHOOL OF THE A				
				Budget / Operating Plan				
				2019-20				
Total Revenue	-	-	-	6,522,742	(6,522,742)	-	-	6,522,7
Total Expenses	-	-	-	6,131,253	6,131,253	-	-	6,131,2
Net Income	-	-	-	391,489	(391,489)	-	-	391,4
Actual Student Enrollment	-	-	-			-	-	
				TOTALS AND VARIANCE ANALYSIS				
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)
				Actual				Original Budget
TOTAL EXPENSES				-	-	6,131,253	6,131,253	-
NET INCOME				-	-	391,489	(391,489)	-

				NEW YORK CITY CHARTER SCHOOL OF THE A					
				2019-20 Budget / Operating Plan					
				2019-20					
Total Revenue	-	-	-	6,522,742	(6,522,742)	-	-	6,522,7	
Total Expenses	-	-	-	6,131,253	6,131,253	-	-	6,131,2	
Net Income	-	-	-	391,489	(391,489)	-	-	391,4	
Actual Student Enrollment	-	-	-						
				TOTALS AND VARIANCE ANALYSIS					
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				TOTALS AND VARIANCE ANALYSIS					
				Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget
ENROLLMENT - *School Districts Are Linked To Above Entries*				* Enrollment Data Based on Last Actual Quarter Completed					
NYC CHANCELLOR'S OFFICE				-	-	-		-	-
-				-	-	-		-	-
-				-	-	-		-	-
-				-	-	-		-	-
-				-	-	-		-	-
-				-	-	-		-	-
-				-	-	-		-	-
-				-	-	-		-	-
-				-	-	-		-	-
-				-	-	-		-	-
-				-	-	-		-	-
-				-	-	-		-	-
-				-	-	-		-	-
-				-	-	-		-	-
-				-	-	-		-	-
-				-	-	-		-	-
ALL OTHER School Districts: ( Count = 0 )				-	-	-		-	-
TOTAL ENROLLMENT				-	-	-		-	-
REVENUE PER PUPIL				-	-	-		-	-
EXPENSES PER PUPIL				-	-	-		-	-

<b>Total Revenue</b>	(6,522,742)	-	-
<b>Total Expenses</b>	6,131,253	-	-
<b>Net Income</b>	(391,489)	-	-
<b>Actual Student Enrollment</b>		-	-
<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>		<b>Actual vs. Original Budget TY</b>	<b>PY Actual (PY TY / No. of COMPLETED Actual CY vs. Actual PY</b>
<b>REVENUE</b>			
<b>REVENUES FROM STATE SOURCES</b>			
Per Pupil Revenue	2019-20 Per Pupil Rate		
NYC CHANCELLOR'S OFFICE	16,150	(4,489,700)	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
ALL OTHER School Districts: ( Count = 0 )	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	16,150	(4,489,700)	-
Special Education Revenue		(575,289)	-
Grants			
Stimulus		-	-
DYCD (Department of Youth and Community Development)		-	-
Other		-	-
NYC DoE Rental Assistance		(1,137,925)	-
Other		(60,368)	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>		(6,263,282)	-
<b>REVENUE FROM FEDERAL FUNDING</b>			
IDEA Special Needs		(18,070)	-
Title I		(55,874)	-
Title Funding - Other		(14,559)	-
School Food Service (Free Lunch)		(112,090)	-
Grants			
Charter School Program (CSP) Planning & Implementation		-	-
Other		-	-



<b>Total Revenue</b>	<b>(6,522,742)</b>	-	-
<b>Total Expenses</b>	<b>6,131,253</b>	-	-
<b>Net Income</b>	<b>(391,489)</b>	-	-
<b>Actual Student Enrollment</b>		-	
<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>	<b>Actual vs. Original Budget TY</b>	<b>PY Actual (PY TY / No. of COMPLETED Actual CY</b>	<b>Actual CY vs. Actual PY</b>
Other	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	(200,593)	-	-
<b>LOCAL and OTHER REVENUE</b>			
Contributions and Donations	-	-	-
Fundraising	-	-	-
Erate Reimbursement	(36,720)	-	-
Earnings on Investments	-	-	-
Interest Income	(52)	-	-
Food Service (Income from meals)	-	-	-
Text Book	(22,095)	-	-
OTHER	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	(58,867)	-	-
<b>TOTAL REVENUE</b>	<b>(6,522,742)</b>	-	-



<b>Total Revenue</b>		(6,522,742)	-	-
<b>Total Expenses</b>		6,131,253	-	-
<b>Net Income</b>		(391,489)	-	-
<b>Actual Student Enrollment</b>			-	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
<b>EXPENSES</b>	Quarter 0 No. of Positions			
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>				
Executive Management	-	150,000	-	-
Instructional Management	-	120,360	-	-
Deans, Directors & Coordinators	-	207,610	-	-
CFO / Director of Finance	-	66,912	-	-
Operation / Business Manager	-	204,160	-	-
Administrative Staff	-	33,400	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	782,442	-	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>				
Teachers - Regular	-	1,478,430	-	-
Teachers - SPED	-	359,940	-	-
Substitute Teachers	-	-	-	-
Teaching Assistants	-	-	-	-
Specialty Teachers	-	221,000	-	-
Aides	-	-	-	-
Therapists & Counselors	-	168,440	-	-
Other	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	2,227,810	-	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>				
Nurse	-	-	-	-
Librarian	-	-	-	-
Custodian	-	-	-	-
Security	-	-	-	-
Other	-	88,000	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	88,000	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	-	3,098,252	-	-
<b>PAYROLL TAXES AND BENEFITS</b>				
Payroll Taxes		270,568	-	-
Fringe / Employee Benefits		303,527	-	-
Retirement / Pension		7,746	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		581,841	-	-
<b>TOTAL PERSONNEL SERVICE COSTS</b>	-	3,680,093	-	-

Total Revenue	(6,522,742)	-	-
Total Expenses	6,131,253	-	-
Net Income	(391,489)	-	-
Actual Student Enrollment		-	-
<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>		<b>S</b>	<b>Actual vs. Original Budget TY</b>
		<b>PY Actual (PY TY / No. of COMPLETED Actual CY</b>	<b>Actual CY vs. Actual PY</b>
<b>CONTRACTED SERVICES</b>			
Accounting / Audit	73,000	-	-
Legal	15,000	-	-
Management Company Fee	-	-	-
Nurse Services	-	-	-
Food Service / School Lunch	-	-	-
Payroll Services	56,700	-	-
Special Ed Services	14,000	-	-
Titllement Services (i.e. Title I)	2,000	-	-
Other Purchased / Professional / Consulting	58,097	-	-
<b>TOTAL CONTRACTED SERVICES</b>	<b>218,797</b>	<b>-</b>	<b>-</b>

<b>Total Revenue</b>	<b>(6,522,742)</b>	-	-
<b>Total Expenses</b>	<b>6,131,253</b>	-	-
<b>Net Income</b>	<b>(391,489)</b>	-	-
<b>Actual Student Enrollment</b>		-	-
<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>	<b>Actual vs. Original Budget TY</b>	<b>PY Actual (PY TY / No. of COMPLETED Actual CY</b>	<b>Actual CY vs. Actual PY</b>
<b>SCHOOL OPERATIONS</b>			
Board Expenses	500	-	-
Classroom / Teaching Supplies & Materials	43,500	-	-
Special Ed Supplies & Materials	2,000	-	-
Textbooks / Workbooks	22,095	-	-
Supplies & Materials other	-	-	-
Equipment / Furniture	2,000	-	-
Telephone	4,000	-	-
Technology	119,435	-	-
Student Testing & Assessment	10,000	-	-
Field Trips	31,000	-	-
Transportation (student)	16,760	-	-
Student Services - other	27,800	-	-
Office Expense	72,496	-	-
Staff Development	6,000	-	-
Staff Recruitment	5,000	-	-
Student Recruitment / Marketing	4,000	-	-
School Meals / Lunch	132,847	-	-
Travel (Staff)	-	-	-
Fundraising	500	-	-
Other	7,500	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	<b>507,433</b>	-	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>			
Insurance	39,600	-	-
Janitorial	52,000	-	-
Building and Land Rent / Lease / Facility Finance Interest	1,201,330	-	-
Repairs & Maintenance	25,000	-	-
Equipment / Furniture	2,700	-	-
Security	40,000	-	-
Utilities	36,720	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>1,397,350</b>	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>	<b>190,318</b>	-	-
<b>RESERVES / CONTINGENCY</b>	<b>-</b>	-	-
<b>DEFERRED RENT</b>	<b>137,262</b>	-	-

S			
S			
Total Revenue	(6,522,742)	-	-
Total Expenses	6,131,253	-	-
Net Income	(391,489)	-	-
Actual Student Enrollment		-	-
<div> <div> *NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed </div> <div> <div>Actual vs. Original Budget TY</div> <div>PY Actual (PY TY / No. of COMPLETED Actual CY</div> <div>Actual CY vs. Actual PY</div> </div> </div>			
TOTAL EXPENSES	6,131,253	-	-
NET INCOME	(391,489)	-	-

S				-
Total Revenue	(6,522,742)	-	-	-
Total Expenses	6,131,253	-	-	-
Net Income	(391,489)	-	-	-
Actual Student Enrollment		-	-	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>				
NYC CHANCELLOR'S OFFICE			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
ALL OTHER School Districts: ( Count = 0 )			-	-
<b>TOTAL ENROLLMENT</b>			-	-
<b>REVENUE PER PUPIL</b>			-	-
<b>EXPENSES PER PUPIL</b>			-	-



**Annual Report Requirement**  
*for SUNY Authorized Charter Schools*  
**NEW YORK CITY CHARTER SCHOOL OF THE ARTS**  
**2019-20**

Administrative  
expenditures per pupil:

\$0.00

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

**\*NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**



**Disclosure of Financial Interest by a Current or Proposed Board of  
Trustees Member**

Name:

Dana F. Abrams

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

\_\_\_\_\_

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

President

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

     Yes   X   No

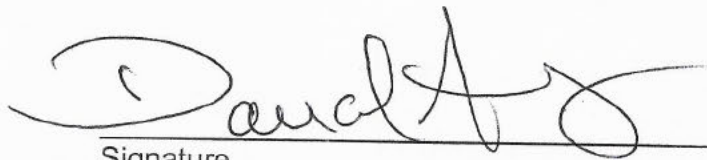
If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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) operated 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you
	None		

5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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			



Signature

July 10, 2019

Date

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

Business

Business

E-mail Ad

Home Tel

Home Ad

*last revised 08/21/2018*



**Disclosure of Financial Interest by a Current or Proposed Board of  
Trustees Member**

**Name:**

Laura Blankfein

**Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):**

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Vice Chair

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

     Yes X No

If **Yes**, 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) operated 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you
None			

5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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**."

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

Sam Blom 7/10/19  
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:** \_\_\_\_\_

**Business Address:** \_\_\_\_\_

**E-mail** \_\_\_\_\_

**Home** \_\_\_\_\_

**Home** \_\_\_\_\_

*last revised 08/21/2018*



**Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member**

Name:

Jose M. De Jesus

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

\_\_\_\_\_

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Trustee

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

     Yes   ✓   No

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

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) operated 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you
	NONE		

5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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			

Signature

Date

Business Telep

Business Address

**E-mail Address**

Home Telephone

Home Address

*last revised 08/21/2018*

<b>Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member</b>
---

**Name:**

**Matthias Ederer**\_\_\_\_\_

**Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):**

**New York City Charter School of the Arts**\_\_\_\_\_

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

**Treasurer**

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

\_\_\_\_\_ **No**

If **Yes**, 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) operated 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you
<i>Please write "None" if applicable</i>			

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable</i>				

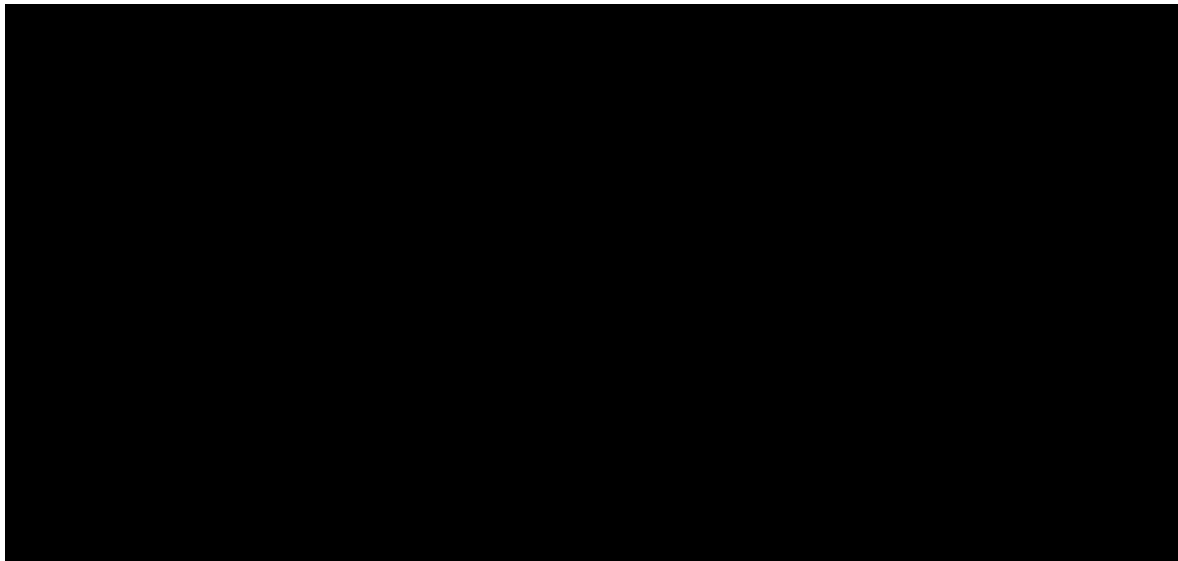


Signature

7/22/2019

Date

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



*last revised 08/21/2018*



<b>Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member</b>
---

**Name:**

**Adam Falkner**

---

**Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):**

**New York City Charter School for the Arts**

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

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

**Yes**    ☒    **No**

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

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) operated 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you
NONE <i>Please write "None" if applicable</i>	NONE	NONE	NONE

5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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**."

NONE

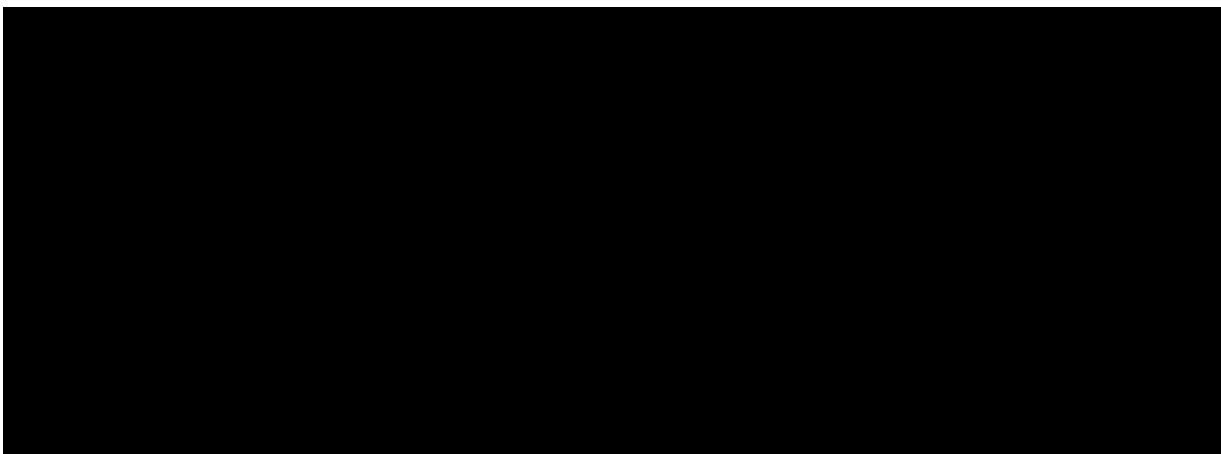
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
NONE <i>Please write "None" if applicable</i>	NONE	NONE	NONE	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.*



*last revised 08/21/2018*

**Disclosure of Financial Interest by a Current or Proposed Board of  
Trustees Member**

**Name:**

BENJAMIN GLIKLICH

**Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):**

New York City Charter School for the Arts

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

- secretary

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

     Yes ✓ No

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

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) operated 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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

5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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**."

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>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</b>	<b>Steps taken to avoid conflict of interest</b>

  
Signature

7.22.19  
Date

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

Business T

Business A

E-mail Add

Home Telep

last revised 08/21/2018



**Disclosure of Financial Interest by a Current or Proposed Board of  
Trustees Member**

Name:

Laurence Heilbrown

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

\_\_\_\_\_

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

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

\_\_\_\_ Yes ☒ No

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

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) operated 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you

5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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

Lawrence Hilborn

Signature

7/10/2019

Date

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

**Business Telephone:**

**Business Address:** \_

**E-mail Address:** \_

**Home Telephone:** \_

**Home Address:** \_

*last revised 08/21/2018*



**Disclosure of Financial Interest by a Current or Proposed Board of  
Trustees Member**

Name:

RANDALL W. ISERMAN

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

NEW YORK CITY CHARTER SCHOOL OF THE ARTS

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

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

\_\_\_\_ Yes ☒ No

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

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) operated 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you
NONE	/	/	/

5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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	/	/	/	/

Panda Wufseman July 10, 2019  
Signature Date

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

Business

Business

E-mail Ad

Home Tel

Home Ad

last revised 08/21/2018





# Entry 8 BOT Table

Created: 07/16/2019 • Last updated: 07/29/2019

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

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

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2018 19
1	Danal Abrams [REDACTED]	Chair	Finance	Yes	2	01/01/2018	12/31/2021	9
2	Laura Blankfein [REDACTED]	Vice Chair	Nominating	Yes	2	01/01/2018	12/31/2021	10
3	Matthias Ederer [REDACTED]	Treasurer	Finance	Yes	2	01/01/2018	12/31/2021	7
4	Benjamin Gliklich [REDACTED]	Secretary	Finance	Yes	2	01/01/2018	12/31/2021	6
5	Adam Falkner [REDACTED]	Trustee/Member	Program Nominating	Yes	2	01/01/2018	12/31/2021	8
	Laurence Heilbronn [REDACTED]	Trustee/M				10/01/20	09/30/20	

6		ember		Yes	1	17	20	8
7	Randall Iserman 	Trustee/M ember	Program	Yes	1	04/01/20 17	03/31/20 20	10
8								
9								

**1a. Are there more than 9 members of the Board of Trustees?** No

## 2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2019	7
b.Total Number of Members Added During 2018 19	0
c. Total Number of Members who Departed during 2018 19	2
d.Total Number of members in 2018 19, as set by in Bylaws, Resolution or Minutes	9

**3. Number of Board meetings held during 2018-19** 10

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

**Thank you.**



# Entry 10 Enrollment and Retention of Special Populations

Last updated: 07/23/2019

## Instructions for Reporting Enrollment and Retention Strategies

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

## NEW YORK CITY CHARTER SCHOOL OF THE ARTSSection Heading

### Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2018 19	Describe Recruitment Plans in 2019 20
Economically Disadvantaged	To recruit Economically Disadvantaged students in 2018 19, the school hosted tours and information sessions to inform families of prospective students and community members about its program. The school team also visited community organizations that serve disadvantaged families and shared information about the services they provide that help to ensure that economically disadvantaged students have equal opportunities and access to all programs regardless of their ability to pay. Outreach sessions were publicized using flyers, signage at the school and community organizations, and neighborhood canvassing. At year end, 49.8% of students were economically disadvantaged as determined by eligibility for free or reduced price lunch.	The school intends to implement similar strategies in 2019 20, but further develop additional relationships in the community to target outreach more directly to economically disadvantaged families.
English Language Learner	To recruit English Language Learners, the school team ensured that information about the school's supports for ELL students was highlighted in all information sessions and in printed materials. Translation services were offered for school tours and information sessions, and promotional materials were translated into other languages spoken in our target neighborhood. Given the geographic location of the proposed school	The school intends to implement similar strategies in 2019 20, but develop additional

s/Multilingual Learners	and the surrounding demographics, the application was made available in English, Spanish, and Mandarin. For any parent that requested assistance in completing the application, the Director of Operations or any applicable multi lingual school staff provided help. The school also hired translators throughout the admission period if a multi lingual staff member was unavailable. At year end, a total of 0.79% of students were English Language Learners.	relationships in the community to target outreach more directly to non English speaking families.
Students with Disabilities	To recruit Students with Disabilities, the school included information about its special education and Response to Intervention programs in all promotional materials. All team members who attended information sessions were well versed on the school's supports for students with special needs so that prospective families could ask questions about how their students would be supported. The school also worked to develop relationships with the Committee on Special Education and with elementary schools in the neighborhood that serve high levels of Students with Disabilities. The SWD percentage was 20.1 at the end of the school year.	The school intends to implement similar strategies in 2019 20, but develop additional relationships in the community to target outreach more directly to the families of students with disabilities.

## Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2018 19	Describe Retention Plans in 2019 20
Economically Disadvantaged	To retain Economically Disadvantaged students, NYCCSA covered the cost of program fees, such as field trip expenses and uniform fees, for any families who were unable to pay, therefore ensuring that all students were able to fully participate in the school community regardless of their family's economic status. The school also maintained close relationships with families and reached out to families that they suspected may be experiencing financial hardship to share information about the services and supports that were available to them.	As the retention strategies for this subgroup of students have been successful to date, the school will use the same strategies in 2019 20.
	As part of our efforts to retain English Language Learners, all new families received the Home Language Survey to assess if a student's native language is not English, or if a language other than English is spoken in the home. If a student was so identified	

English Language Learners/Multilingual Learners	<p>NYCCSA worked with the city to administer the New York State Identification Test for English Language Learners (NYSITELL) to determine if a student requires English language support. NYCCSA communicated with families throughout this process and determined appropriate language support based on a student's performance on the NYSITELL, as well as on overall student performance through NYCCSA's Rtl process. If a student was found eligible for ELL services, they were given the New York State English as a Second Language Achievement Test (NYSESLAT) to track their progress and determine continued eligibility for services. All assessment results were shared with families, through an in person meeting whenever possible. All service decisions, results in student growth, and other information were shared at these meeting As the Director of Student Support worked with staff to develop individual plans for ELL students, this information was also shared with parents in writing and in person, through the support of a translator. NYCCSA also conducted regular surveys in order to gain insight as to families' satisfaction with the services provided their students.</p>	<p>To retain English Language Learners in 2019 20, the school intends to implement similar services as outlined for 2018 19. However, student progress will be continually monitored through interim assessments, and program revisions will be made if performance data indicates a need for additional services.</p>
Students with Disabilities	<p>To retain Students with Disabilities, NYCCSA provided instruction to students with disabilities in the least restrictive environment, subject to the requirements included in each student's IEP (in accordance with all applicable federal and state laws and regulations, e.g. The Individuals with Disabilities Education Act (IDEA)). The school employed a Special Education Teacher for the 6th Grade that provided both push in and pull out support, allowing us to serve students in the least restrictive environment, with the added support of our Rtl process. Parents received frequent updates on their child's progress though conferences and ongoing reports. If a review revealed that a student's IEP was no longer appropriate to the child's needs, the CST worked with the CSE to review, reevaluate, or adapt the IEP in order to best serve the student. A Social Worker was also hired to provide counseling services for students.</p>	<p>To retain Students with Disabilities in 2019 20, the school intends to implement similar services as outlined for 2018 19. However, student progress will be continually monitored through interim assessments, and program revisions will be made if performance data indicates a need for additional services.</p>



# Entry 11 Classroom Teacher and Administrator Attrition

Created: 07/16/2019 • Last updated: 07/25/2019

Report changes in teacher and administrator staffing.

## Instructions for completing the Classroom Teacher and Administrator Attrition Tables

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

### 1. Classroom Teacher Attrition Table

	FTE Classroom Teachers on 6/30/18	FTE Classroom Teachers Departed 7/1/18 6/30/19	FTE Classroom Teachers Filling Vacant Positions 7/1/18 6/30/19	FTE Classroom Teachers Added in New Positions 7/1/18 6/30/19	FTE of Classroom Teachers on 6/30/19
	15.75	3	3	9.5	25.25

### 2. Administrator Position Attrition Table

	FTE Administrative Positions on 6/30/18	FTE Administrators Departed 7/1/18 6/30/19	FTE Administrators Filling Vacant Positions 7/1/18 6/30/19	FTE Administrators Added in New Positions 7/1/18 6/30/19	FTE Administrative Positions on 6/30/19
	8	2.5	2.5	4.3	12.3



**3. Tell your school's story**

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

(No response)

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

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

Yes

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

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

**Thank you**

