



I. SCHOOL INFORMATION AND COVER PAGE (To be Completed By All Charter Schools)

Created: 07/07/2015

Last updated: 07/31/2015

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

Page 1

1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

RIVERTON STREET CS (NYC CHANCELLOR) 342900860974

2. CHARTER AUTHORIZER

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

NYCDOE-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 29

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	11834 Riverton Street, St. Albans, NY 11412	718-481-8200		

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Andrea Whitehurst
Title	Principal
Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

rivertonstreetcharterschool.org

6. DATE OF INITIAL CHARTER

2010-01-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2010-09-01 00:00:00

8. FINAL VERIFIED BEDS ENROLLMENT FOR THE 2014-15 School Year as reported to Department's Office of Information and Reporting Services (via the NYC DOE for charter schools in NYC) in August.

727

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7
---------------	------------------------

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

	Yes/No	Name of CMO/EMO
	Yes	National Heritage Academies (NHA)

10a. Please provide the name and contact information for each of the following individuals who are management level personnel associated with the CMO.

	Name	Work Phone	Alternate Phone	Email Address	Contact this individual also in emergencies
CEO (e.g., network superintendent)	Chip Hurlburt				No
CFO (e.g., network CFO)	Steve Conley				No
Compliance Contact	Jason Starr				No
Complaint Contact	Jason Starr				No

Page 2

11. FACILITIES

Will the School maintain or operate multiple sites?

	No, just one site.
--	--------------------

12. SCHOOL SITES

Please list the sites where the school will operate in 2015-16.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	11834 Riverton Street, St. Albans, NY 11412	718-481-8200	CSD 29	K-8	Yes	Rent/Lease
Site 2						
Site 3						

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Andrea Whitehurst			
Operational Leader				
Compliance Contact				
Complaint Contact				

13. Are the School sites co-located?

No

Page 3

14. Were there any revisions to the school's charter during the 2014-2015 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

Yes

14a. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Other	The Riverton Street Board, anticipating the 5 year Charter Contract granted by the NYDOE, after due consideration moved to seek a charter renewal in order to continue to provide educational opportunities and choices for the Riverton Street community and specifically those currently enrolled in the school.	9-15-2014	
2				
3				

4				
5				

15. Name and Position of Individual(s) Who Completed the 2014-15 Annual Report.

Joey Dreitzler, Board Relations Coordinator

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

Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature reads "A. Whitehurst" in a cursive, flowing script.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature reads "Rachelle Noel" in a cursive, flowing script.

Thank you.



Appendix A: Link to the New York State School Report Card

Last updated: 07/16/2015

Page 1

Charter School Name:

1. NEW YORK STATE REPORT CARD

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

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

<http://data.nysed.gov/reportcard.php?year=2014&instid=800000067235>



Appendix A: Progress Toward Goals

Created: 07/30/2015

Last updated: 10/30/2015

Page 1

Charter School Name:

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) which captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

(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).

<http://data.nysed.gov/reportcard.php?year=2014&instid=800000067235>

2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

The following tables reflect formatting in the online portal required for Board of Regents-authorized charter schools and NYCDOE-authorized charter schools only. Schools should list Progress Toward Charter Goals by August 1, 2015. If the goals are based on student performance data that the school will not have access to before August 1, 2015 (e.g., the NYS Assessment results), explain this in the "2014-2015 Progress Toward Attainment of Goal" column. The information can be updated when available. Appendix A must be fully completed no later than November 1, 2015.

2a. ACADEMIC STUDENT PERFORMANCE GOALS

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2014-2015 Progress Toward Attainment of Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
--	-----------------------------------	---	---	---

<p>Academic Goal 1</p>	<p>75% of RSCS's 3rd through 8th graders who have been enrolled at RSCS on the Basic Educational Data System (BEDS) day for at least two consecutive years will perform at or above Level 3 on the New York State ELA and Math examinations.</p>	<p>NYS Testing Program</p>	<p>Not Met.</p> <p>In 2014-15, Riverton Street did not meet its goal in either English Language Arts or math. In ELA 36% of Riverton students scored proficient, while in math 46% scored proficient.</p> <p>Subject Grade # Tested % > Level 3 ELA 3 111 55% ELA 4 79 28% ELA 5 74 31% ELA 6 54 26% ELA 7 50 26% ELA Total 368 36%</p> <p>Subject Grade # Tested % > Level 3 Math 3 110 69% Math 4 78 41% Math 5 74 49% Math 6 54 19% Math 7 50 26% Math Total 366 46%</p>	<p>We are pleased with our progress toward meeting the academic and non-academic charter goals and that we are outperforming CSD #29, the city, our peer group, and the state. These achievements notwithstanding, we see opportunities to continually improve. Our focus is on continually increasing academic achievement and we will accomplish this by:</p> <ul style="list-style-type: none"> • Hiring an additional Dean to coach and supervise new teachers. • Hiring a dedicated Dean of Intervention to manage the school's intervention program. • Further customizing our intervention offerings based on student need. • Forming new community partnerships to offer new after-school and summer learning programs.
<p>Academic Goal 2</p>	<p>Grade-level cohorts of the same students (i.e. students who are in the school for two years in a row) will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA and Math exams and 75% at or above Level 3 on the current year's State ELA and Math exams. If the number of students scoring above proficiency in a grade level cohort exceeded 75% on the previous year's ELA and Math exams, RSCS will demonstrate growth (above 75%) in the current year.</p>	<p>NYS Testing Program</p>	<p>Not Met.</p> <p>In 2014-15 Riverton Street did not meet this measure in English Language Arts or math. With the increased rigor in the new Common Core based tests, scores dropped statewide, making this a very difficult measure to meet.</p> <p>Percent of Students Scoring at or above Level 3 in English Language Arts 2014-15 Grade 2013-14 Target 2014-15 Met? 4 37% 56% 28% Not Met 5 49% 62% 31% Not Met 6 26% 51% 26% Not Met 7 28% 53% 26% Not Met Total 36% 56% 28% Not Met</p> <p>Students Scoring at or above Level 3 in math 2014-15 Grade 2013-14 Target 2014-15 Met? 4 49% 63% 41% Not Met 5 58% 66% 41% Not Met 6 50% 63% 19% Not Met 7 52% 64% 26% Not Met Total 52% 64% 36% Not Met</p>	<p>We are pleased with our progress toward meeting the academic and non-academic charter goals and that we are outperforming CSD #29, the city, our peer group, and the state. These achievements notwithstanding, we see opportunities to continually improve. Our focus is on continually increasing academic achievement and we will accomplish this by:</p> <ul style="list-style-type: none"> • Hiring an additional Dean to coach and supervise new teachers. • Hiring a dedicated Dean of Intervention to manage the school's intervention program. • Further customizing our intervention offerings based on student need. • Forming new community partnerships to offer new after-school and summer learning programs.

<p>Academic Goal 3</p>	<p>Each year, the percent of students who are enrolled in RSCS on the date of the test administration who were also enrolled in RSCS on BEDS day of the prior school year and performing at or above Level 3 on the ELA and Math exams in each tested grade will be greater than that of CSD 29.</p>	<p>NYS Testing Program</p>	<p>Met.</p> <p>In 2014-15 Riverton Street met this measure by exceeding the Community School District by 9 percentage points in English Language Arts and 19 percentage points in math. The school outperformed the local Community School District in every subject and grade level except two.</p> <p>Percent of Students Scoring at or above Level 3 in English Language Arts Grade Riverton CSD #29</p> <table border="1"> <tr><td>Difference</td><td>3</td><td>55%</td><td>30%</td><td>25%</td></tr> <tr><td></td><td>4</td><td>28%</td><td>32%</td><td>-4%</td></tr> <tr><td></td><td>5</td><td>31%</td><td>30%</td><td>1%</td></tr> <tr><td></td><td>6</td><td>26%</td><td>20%</td><td>6%</td></tr> <tr><td></td><td>7</td><td>26%</td><td>22%</td><td>4%</td></tr> <tr><td>Total</td><td></td><td>36%</td><td>27%</td><td>9%</td></tr> </table> <p>Percent of Students Scoring at or above Level 3 in math Grade Riverton CSD #29</p> <table border="1"> <tr><td>Difference</td><td>3</td><td>69%</td><td>33%</td><td>36%</td></tr> <tr><td></td><td>4</td><td>41%</td><td>32%</td><td>9%</td></tr> <tr><td></td><td>5</td><td>49%</td><td>34%</td><td>15%</td></tr> <tr><td></td><td>6</td><td>19%</td><td>20%</td><td>-1%</td></tr> <tr><td></td><td>7</td><td>26%</td><td>17%</td><td>9%</td></tr> <tr><td>Total</td><td></td><td>46%</td><td>27%</td><td>19%</td></tr> </table>	Difference	3	55%	30%	25%		4	28%	32%	-4%		5	31%	30%	1%		6	26%	20%	6%		7	26%	22%	4%	Total		36%	27%	9%	Difference	3	69%	33%	36%		4	41%	32%	9%		5	49%	34%	15%		6	19%	20%	-1%		7	26%	17%	9%	Total		46%	27%	19%	<p>N/A</p>
Difference	3	55%	30%	25%																																																												
	4	28%	32%	-4%																																																												
	5	31%	30%	1%																																																												
	6	26%	20%	6%																																																												
	7	26%	22%	4%																																																												
Total		36%	27%	9%																																																												
Difference	3	69%	33%	36%																																																												
	4	41%	32%	9%																																																												
	5	49%	34%	15%																																																												
	6	19%	20%	-1%																																																												
	7	26%	17%	9%																																																												
Total		46%	27%	19%																																																												
<p>Academic Goal 4</p>	<p>From the first year that RSCS 4th grade students will be assessed, 2011-2012 and each subsequent year thereafter, 75% of 4th and 8th graders who have been enrolled at RSCS on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Science examination.</p>	<p>NYS Testing Program</p>	<p>Met.</p> <p>In 2014-15 Riverton Street met this measure with 91% of students in grade 4 who have been enrolled on BEDS day for at least two consecutive years performing at or above Level 3 on the New York State science examination.</p> <p>Subject Grade # Tested % Passing</p> <table border="1"> <tr><td>Science 4</td><td>77</td><td>91%</td></tr> <tr><td>Science Total</td><td>77</td><td>91%</td></tr> </table>	Science 4	77	91%	Science Total	77	91%	<p>N/A</p>																																																						
Science 4	77	91%																																																														
Science Total	77	91%																																																														

Academic Goal 5	Each year, the percent of students who are enrolled in RSCS on the date of the test administration who were also enrolled in RSCS on BEDS day of the prior school year and performing at or above Level 3 on the Science exam in each tested grade will be greater than that of CSD 29	NYS Testing Program	<p>TBD.</p> <p>Public results for 2014-15 science results are not yet released. In 2013-14 98% of 4th grade students at Riverton Street scored at or above Level 3 on the science exam, compared to 81% at CSD #29.</p> <p>2013-14 Percent of Students Scoring at or above Level 3 in science Grade Riverton CSD #29 Difference 4 98% 81% 17% Total 98% 81% 17%</p>	N/A
Academic Goal 6	Under the State's No Child Left Behind accountability system, RSCS's Accountability Status will be in "Good Standing" each year.	NYSED Annual Measurable Objectives	<p>Met.</p> <p>Riverton Street was not identified as a focus or priority charter school under the NCLB waiver.</p>	N/A
Academic Goal 7	Each year, more than 50% of students in grades K-8 who have been enrolled at RSCS on BEDS day for at least two consecutive years will perform at or above the 50th percentile nationally on the Spring administration of the Northwest Evaluation Association (NWEA) reading and mathematics assessment.	NWEA Measures of Academic Progress and NWEA Primary Grades Assessment	<p>Reading: Met Math: Met</p> <p>In 2014-15, Riverton Street met this measure with 68% and 69% of students performing above the 50th percentile nationally on the spring administration on the math and reading NWEA assessments respectively.</p> <p>Percent of Students Scoring above the 50th Percentile Nationally on the NWEA MAP Assessment Subject Above Below # Students Math 68% 32% 578 Reading 69% 31% 576</p>	N/A
Academic Goal 8	The School will administer the NWEA Primary Grades Assessment (PGA) to all Kindergarten and 1st Grade students and NWEA Measures of Academic Progress (MAP) Tests to 2nd Grade through 8th Grade students. The school will be above average (>50%) for students making typical growth (combination of reading, math, and language usage).	NWEA-MAP and NWEA-PGA Assessments	<p>Met.</p> <p>Riverton Street met or exceeded 50 percent of students making typical growth.</p> <p>Riverton Street exceeded this goal with 59 percent of students achieving typical growth.</p> <p>Percent of Students Making Typical Growth, Grades K-7 Math Reading Total 61% 58% 59%</p>	N/A

2a1. Do have more academic goals to add?

Yes

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Measure Used to Evaluate Progress Toward Attainment of Goal - Met, Partially Met, Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 9	The School will administer the NWEA Primary Grades Assessment (PGA) to all Kindergarten and 1st Grade students and NWEA Measures of Academic Progress (MAP) Tests to 2nd Grade through 8th Grade students. The median percentile for students in the spring of their 3rd year will be ≥ 50 (combination of reading, math, and language usage) by the spring of their 3rd year	NWEA-MAP and NWEA-PGA Assessments	Met. Riverton Street exceeded this goal with the median percentile for students in their 3rd year above the 50th percentile in math and reading. Median Percentile for Students in the spring of their third year, Grades K-5 Math Reading Total 63rd 66th 65th	N/A
Academic Goal 10	The School will administer the NWEA Primary Grades Assessment (PGA) to all Kindergarten and 1st Grade students and NWEA Measures of Academic Progress (MAP) Tests to 2nd Grade through 8th Grade students. The school will meet or exceed the growth of comparable students (using NWEA GRD) for 17 of 24 comparison categories (70%) by the 3rd year, e.g. grade 2 reading is one category, grade 3 reading is another category, etc. Typical numbers of categories by the 3rd year would be 24.	NWEA-MAP and NWEA-PGA Assessments	Not Met. This measure was not met by Riverton Street Charter School. In the subject areas of math and reading, Riverton Street students met or exceeded the average growth of comparable students in 11 of the 16 possible categories. Student Rate of Growth, Compared to National Average of 100% Grade Math Reading K 180% 171% 1 107% 109% 2 75% 97% 3 100% 100% 4 133% 60% 5 138% 100% 6 58% 100% 7 100% 33% Total 118% 113%	In the 2014-15 school year, Riverton Street did not achieve its goal for student growth. However, Riverton has shown strong progress in past years toward reaching this goal and has consistently grown at rates above the national average. In order to ensure that Riverton makes continuous progress toward Goal #10, we have developed a series of grade level action plans. These plans will help teachers focus on areas where students struggle and where particular improvement is needed.
Academic Goal 11				
Academic Goal 12				
Academic Goal 13				
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				

2a2. Do have more academic goals to add?

No

Page 2

2b. ORGANIZATIONAL GOALS

2014-15 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2014-15 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Org Goal 1	Each year, the school will have an average daily student attendance rate of at least 95 percent.	Daily attendance records.	Met. Riverton Street had an average daily attendance rate of 97.3 percent.	N/A
Org Goal 2	Each year, 90 percent of all students enrolled on the last day of the school year will return the following September.	Re-enrollment records.	Met. The percentage of students re-enrolled at the school is 95.92%.	N/A
Org Goal 3	Each year, RSCS will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	The Board monitors these items on a regular basis with the assistance of board counsel, management partner, and authorizer.	Met. Riverton Street is in full compliance with its charter and all applicable laws.	N/A
Org Goal 4	Each year, the Board of Trustees will perform a self-evaluation to ensure that the bylaws and Code of Ethics are being followed.	Review of Bylaws and Code of Ethics.	Met.	N/A
Org Goal 5	Each year, parents will express satisfaction with the RSCS program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement and Safety and Respect.	New York City Learning Environment Survey	N/A NYCDOE No longer measures satisfaction in this manner.	N/A

2b.1 Do you have more organizational goals to add?

Yes

2014-15 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Org Goal 6	Each year, teachers will express satisfaction with RSCS leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement and Safety and Respect.	New York City Learning Environment Survey	N/A NYCDOE No longer measures satisfaction in this manner.	N/A
Org Goal 7	After the 2010-11 school year, staff retention will be 70% or higher.	Teacher retention records.	Not Met. The percentage of staff retained at the school is 61%.	We have implemented several different initiatives including, through our partnership with NHA, significant enhancements to our teacher compensation and benefits program. This includes placing teachers at or above market for up to five years of teaching experience.
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				

2c. FINANCIAL GOALS

2014-15 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
--	-----------------	-----------------------------------	--------------------------------------	---

Financial Goal 1	Each year, student enrollment will be within 15 percent of full enrollment as defined in the school's contract.	Enrollment on Count Day compared to capacity enrollment as outlined in the charter.	Met. Riverton Street Charter School was 100 percent enrolled on count day.	N/A
Financial Goal 2	Upon completion of RSCS' first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings .	Completion of an independent audit with an unqualified opinion.	Met.	N/A
Financial Goal 3	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Board approval of a balanced, Revised Budget.	Met. The Board approved a balanced, revised budget at the 2014-15 annual meeting.	N/A
Financial Goal 4				
Financial Goal 5				



Appendix B: Total Expenditures and Administrative Expenditures per Child

Last updated: 07/23/2015

Page 1

Charter School Name:

B. 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 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	11711492
Line 2: Year End Per Pupil Count	727
Line 3: Divide Line 1 by Line 2	16109

2. Administrative Expenditures per Child

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. 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 officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. 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.

Please note the following:

- Do not include the FTE of personnel dedicated to administration of the instructional programs.
- Do not include Employee Benefit costs or expenditures in the above calculations.
- A template for the Schedule of Functional Expenses is provided on page 20 of the 2014-15 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2014-15 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Relevant Personnel Services Cost (Row)	525961
Line 2: Management and General Cost (Column)	3075051
Line 3: Sum of Line 1 and Line 2	3601012
Line 4: Year End Per Pupil Count	727
Line 5: Divide Line 3 by the Year End Per Pupil Count	4953

Thank you.

October 19, 2015

To the Board of Directors
Riverton Street Charter School

We have audited the financial statements of Riverton Street Charter School (the "School") as of and for the year ended June 30, 2015 and have issued our report thereon dated October 19, 2015. Professional standards require that we provide you with the following information related to our audit.

Our Responsibility Under U.S. Generally Accepted Auditing Standards

As stated in our engagement letter dated March 4, 2015, our responsibility, as described by professional standards, is to express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities. Our responsibility is to plan and perform the audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement.

As part of our audit, we considered the internal control of Riverton Street Charter School. Such considerations were solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures specifically to identify such matters.

Our audit of Riverton Street Charter School's financial statements has also been conducted in accordance with *Government Auditing Standards*, issued by the Comptroller General of the United States. Under *Government Auditing Standards*, we are obligated to communicate certain matters that come to our attention related to our audit to those responsible for the governance of Riverton Street Charter School, including compliance with certain provisions of laws, regulations, contracts, grant agreements, certain instances of error or fraud, illegal acts applicable to government agencies, and significant deficiencies in internal control that we identify during our audit. Toward this end, we issued a separate letter dated October 19, 2015 regarding our consideration of Riverton Street Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements.

Planned Scope and Timing of the Audit

We performed the audit according to the planned scope and timing previously communicated to you in our letter about planning matters dated May 27, 2015.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. The significant accounting policies used by Riverton Street Charter School are described in Note 2 to the financial statements.

No new accounting policies were adopted and the application of existing policies was not changed during fiscal year 2015.

We noted no transactions entered into by the School during the year for which there is a lack of authoritative guidance or consensus.

We noted no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

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

There were no significant balances, amounts, or disclosures in the financial statements based on sensitive management estimates.

The disclosures in the financial statements are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Disagreements with Management

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

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

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. We did not detect any misstatements as a result of audit procedures.

Significant Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, business conditions affecting the organization, and business plans and strategies that may affect the risks of material misstatement with management each year prior to our retention as the School's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition of our retention.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated October 19, 2015.

Management Consultations with Other Independent Accountants

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

This information is intended solely for the use of the board of directors and management of Riverton Street Charter School and is not intended to be and should not be used by anyone other than these specified parties.

We welcome any questions you may have regarding the following communications and we would be willing to discuss any of these or other questions that you might have at your convenience.

Very truly yours,

Plante & Moran, PLLC



Michael A. Lamfers, CPA
Partner



Michelle M. Goss, CPA
Partner

RIVERTON STREET CHARTER SCHOOL



Financial Statements, Additional Information,
and Federal Awards Supplemental Information
as of and for the Year Ended June 30, 2015,
and Independent Auditor's Reports

RIVERTON STREET CHARTER SCHOOL

TABLE OF CONTENTS

	Page
INDEPENDENT AUDITOR'S REPORT	1–2
FINANCIAL STATEMENTS AS OF AND FOR THE YEAR ENDED JUNE 30, 2015:	
Statement of Financial Position	3
Statement of Activities and Change in Net Assets	4
Statement of Cash Flows	5
Notes to Financial Statements	6–9
ADDITIONAL INFORMATION —	10
Schedule of Functional Expenses	11
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	12–13
SUPPLEMENTAL INFORMATION —	14
REPORT ON COMPLIANCE FOR THE MAJOR FEDERAL PROGRAM; REPORT ON INTERNAL CONTROL OVER COMPLIANCE	15–16
Schedule of Expenditures of Federal Awards	17
Notes to Schedule of Expenditure of Federal Awards	18
Schedule of Findings and Questioned Costs	19
Summary Schedule of Prior Audit Findings	20

Independent Auditor's Report

To the Board of Directors
Riverton Street Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Riverton Street Charter School (the "School"), which comprise the statement of financial position as of June 30, 2015 and the related statements of activities and changes in net assets and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free 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 auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the 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.

To the Board of Directors
Riverton Street Charter School

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Riverton Street Charter School as of June 30, 2015 and the results of its operations and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements that collectively comprise Riverton Street Charter School's financial statements. The schedule of expenditures of federal awards, as identified in the table of contents, and supplemental schedule of functional expenses, as identified in the table of contents, are presented for the purpose of additional analysis and are not a required part of the financial statements.

The schedule of expenditures of federal awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the financial statements as a whole.

The supplemental schedule of functional expenses has not been subjected to the auditing procedures applied in the audit of the financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 19, 2015 on our consideration of Riverton Street Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Riverton Street Charter School's internal control over financial reporting and compliance.

Plante & Moran, PLLC

October 19, 2015

RIVERTON STREET CHARTER SCHOOL

**STATEMENT OF FINANCIAL POSITION
JUNE 30, 2015**

ASSETS

CURRENT ASSETS:

Cash	\$ 125,108
Due from governmental revenue sources	<u>167,860</u>

Total current assets	<u>292,968</u>
----------------------	----------------

NON-CURRENT ASSETS:

Capital assets	56,459
Less accumulated depreciation	<u>(25,093)</u>

Total capital assets, net of accumulated depreciation	<u>31,366</u>
---	---------------

TOTAL	<u>\$ 324,334</u>
-------	-------------------

LIABILITIES AND NET ASSETS

LIABILITIES:

Deferred revenue	\$ 5,628
Contracted service fee payable	<u>237,369</u>

Total liabilities	<u>242,997</u>
-------------------	----------------

NET ASSETS:

Unrestricted and undesignated	<u>81,337</u>
-------------------------------	---------------

TOTAL	<u>\$ 324,334</u>
-------	-------------------

See notes to financial statements.

RIVERTON STREET CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGE IN NET ASSETS YEAR ENDED JUNE 30, 2015

REVENUES, GAINS AND OTHER SUPPORT:

State aid	\$ 9,937,066
Other state sources	959,695
Federal sources	741,650
Private sources	<u>43,894</u>

Total revenues, gains and other support 11,682,305

EXPENSES:

Contracted service fee	11,707,333
Depreciation	<u>7,877</u>

Total expenses 11,715,210

CHANGE IN NET ASSETS (32,905)

NET ASSETS:

Beginning of year	<u>114,242</u>
End of year	<u><u>\$ 81,337</u></u>

See notes to financial statements.

RIVERTON STREET CHARTER SCHOOL

STATEMENT OF CASH FLOWS YEAR ENDED JUNE 30, 2015

CASH FLOWS PROVIDED BY (USED IN) OPERATING ACTIVITIES:	
State aid	\$ 9,942,625
Other state sources	1,009,936
Federal sources	651,274
Private sources	44,450
Payments for services rendered	<u>(11,673,202)</u>
Net cash used in operating activities	<u>(24,917)</u>
NET DECREASE IN CASH	(24,917)
CASH — Beginning of year	<u>150,025</u>
CASH — End of year	<u>\$ 125,108</u>
RECONCILIATION OF CHANGE IN NET ASSETS TO NET CASH USED IN OPERATING ACTIVITIES:	
Change in net assets	\$ (32,905)
Depreciation	7,877
Adjustments to reconcile change in net assets to net cash (used in) provided by operating activities:	
Change in due from governmental revenue sources	(36,491)
Change in deferred revenue	2,471
Change in contracted service fee payable	<u>34,131</u>
NET CASH USED IN OPERATING ACTIVITIES	<u>\$ (24,917)</u>

See notes to financial statements.

RIVERTON STREET CHARTER SCHOOL

NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEAR ENDED JUNE 30, 2015

1. NATURE OF OPERATIONS

Riverton Street Charter School (the "School") is a public charter school as defined by Article 56 of the New York State Education Law which provides education based on rigorous teaching methods, parental involvement, student responsibility, and basic moral values. The School operates under a charter approved by the New York City Department of Education, which is responsible for oversight of the School's operations. The charter expired January 11, 2015 and was subsequently renewed through June 30, 2019. The School provides education, at no cost to the parent, to students in kindergarten through the seventh grade. Enrollment is open to all appropriately aged children without regard to gender, ethnic background, disability, and/or religious affiliation. The School is exempt from federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3).

The School's primary source of revenue is provided by the State of New York and consists of an amount per student multiplied by weighted average student counts. The state revenue is recognized ratably over the school year and was funded through payments from July 2014 through May 2015 for the year ended June 30, 2015.

The Board of Trustees of the School has entered into a management agreement (the "agreement") with National Heritage Academies, Inc. (NHA) which requires NHA to provide administration, strategic planning and all labor, materials, equipment, and supervision necessary for the provision of educational services to students. As part of the consideration received under the agreement, NHA also provides the facility in which the School operates. The agreement will continue until termination or expiration of the charter, unless at least 90 days written notice of intent to terminate or renegotiate is given by either the School or NHA.

Under the terms of the agreement, NHA receives as remuneration for its services an amount equal to the total revenue received by the School from all revenue sources and NHA pays the Board of Directors an amount equal to the lesser of two percent of state per pupil aid or \$35,000. These funds are property of the School and may be used by the School at the discretion of the board.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting — The financial statements have been prepared in accordance with Section 2851 of the Education Law of the State of New York which requires such statements to be prepared on the accrual basis of accounting in accordance with generally accepted accounting principles accepted in the United States of America for not-for-profit organizations.

Estimates — The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make

estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Cash — Cash as of June 30, 2015 represents bank deposits which are covered by federal depository insurance.

Deferred Revenue — Deferred revenue as of June 30, 2015 consists of funds received for services which have not yet been performed.

Contracted Service Fee Payable — Contracted service fee payable represents a timing difference between funds received from governmental sources and amounts payable to NHA in accordance with the services agreement.

Capital Assets — Capital assets, which include other equipment, are reported in at historical cost. Capital assets are defined by the School as assets with an initial individual cost of more than \$2,000 and an estimated useful life in excess of one year.

Other equipment is depreciated using the straight-line method over useful lives of 3–10 years.

The Financial Statements — The financial statements are presented as follows:

Net assets and changes therein are classified and reported as follows:

- *Unrestricted Net Assets* — Net assets which are not subject to donor imposed or governmental stipulations.

Revenues and contributions are reported as follows:

- Revenues, gains and other support are reported as increases in unrestricted net assets unless use of the related assets is limited by donor-imposed or governmental restrictions. Expenses are reported as decreases in unrestricted net assets. Other assets or liabilities are reported as increases or decreases in unrestricted net assets unless their use is restricted by explicit donor stipulation or governmental restriction. Expiration of temporary restrictions on net assets (i.e., the donor-stipulated purposes has been fulfilled and/or the stipulated time period has elapsed) are reported as reclassifications between the applicable classes of net assets.
- Revenue is recorded when earned, regardless of the timing of related cash flows. Grants are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Income Taxes — The School operates as a nonprofit organization that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code. The School has received notification from the Internal Revenue Service (IRS) that they are considered exempt from Federal income tax under Section 501(c)(3) of the internal revenue code.

The School has evaluated its position regarding the accounting for uncertain income tax positions and does not believe that it has any material uncertain tax positions. The School

recognizes the effect of income tax positions only if the positions are more likely than not of being sustained. Recognized income tax positions are recorded at the largest amount that is greater than 50% likely of being realized upon settlement with a taxing authority that has full knowledge of all relevant information. The determination of whether or not a tax position has met the more-likely-than-not recognition threshold considers the facts, circumstances and other information available at the reporting date and is subject to management's judgment. Changes in the recognition or measurement are reflected in the period in which the change in judgment occurs. The School is subject to routine audits by taxing jurisdictions; however, there are currently no audits for any tax periods in progress. Management believes it is no longer subject to income tax examinations prior to June 30, 2012.

3. RISK MANAGEMENT

The School is exposed to various risks of loss related to general liability. Commercial insurance policies to cover certain risks of loss have been obtained. There have been no significant reductions in insurance coverage during fiscal year 2015, and claims did not exceed coverage less retained risk deductible amounts in the past fiscal year.

4. CONTINGENCIES

The School has received proceeds from several federal and state grants. Periodic audits of these grants are required and certain costs may be questioned as not being appropriate expenditures under the grant agreements. Such audits could result in the refund of grant monies to the grantor agencies. Management believes that any required refunds will be immaterial. No provision has been made in the accompanying financial statements for the refund of grant monies.

5. CAPITAL ASSETS

Capital asset activity of the school was as follows:

	<u>Beginning Balance</u>	<u>Additions</u>	<u>Disposals</u>	<u>Ending Balance</u>
Equipment	\$ 56,459	\$ -	\$ -	\$ 56,459
Total capital assets at historical cost	<u>56,459</u>	<u>-</u>	<u>-</u>	<u>56,459</u>
Less accumulated depreciation — equipment	<u>17,216</u>	<u>7,877</u>	<u>-</u>	<u>25,093</u>
Total accumulated depreciation	<u>17,216</u>	<u>7,877</u>	<u>-</u>	<u>25,093</u>
Total capital asset activity, net	<u>\$ 39,243</u>	<u>\$ 7,877</u>	<u>\$ -</u>	<u>\$ 31,366</u>

6. OPERATING LEASE

The School has entered into a sublease agreement with NHA for a facility to house the School.

The lease term is from July 1, 2010 through June 30, 2015. Annual rent under the agreement is 25% of the School's revenue, with an annual adjustment at year-end to 25% of actual revenue recognized for the fiscal year. Rental payments for the year ended June 30, 2015 totaled \$2,920,576. This lease is automatically renewed on a year-to-year basis unless a notice of non-renewal is provided by either the Academy or NHA.

7. FUNCTIONAL EXPENSES

The School provides a comprehensive education programs to enrolled students. Expenses incurred for these programs and other expenses as of June 30, 2015 are as follows:

Program services:	
Regular education	\$ 8,063,713
Special education	574,268
Supporting services — management and general	<u>3,069,352</u>
Total contracted service fee	\$ 11,707,333
Depreciation Expense	<u>\$ 7,877</u>
Total Expenses	<u>\$ 11,715,210</u>

8. SUBSEQUENT EVENTS

Events or transactions for the year ended June 30, 2015 have been evaluated through October 19, 2015, the date the financial statements were available to be issued. The financial statements and the notes thereto do not reflect events or transactions after this date.

* * * * *

ADDITIONAL INFORMATION

RIVERTON STREET CHARTER SCHOOL

SCHEDULE OF FUNCTIONAL EXPENSES YEAR ENDED JUNE 30, 2015

	No. of Positions	2015							
		Program Services				Supporting Services			Total
		Regular Education	Special Education	Other Education	Total	Fund- raising	Management and General	Total	
Personnel Services Costs									
Administrative Staff Personnel	-	\$ 525,961	\$ -	\$ -	\$ 525,961	\$ -	\$ -	\$ -	\$ 525,961
Instructional Personnel	-	2,168,194	352,705	-	2,520,899	-	-	-	2,520,899
Non-Instructional Personnel	-	78,386	-	-	78,386	-	-	-	78,386
Total Salaries and Staff	-	2,772,541	352,705	-	3,125,246	-	-	-	3,125,246
Fringe Benefits & Payroll Taxes		649,717	85,133	-	734,850	-	-	-	734,850
Retirement		45,365	5,611	-	50,976	-	-	-	50,976
Management Company Fees		-	-	-	-	-	-	-	-
Legal Service		7,821	-	-	7,821	-	-	-	7,821
Accounting / Audit Services		10,404	-	-	10,404	-	320,812	320,812	331,216
Other Purchased / Professional / Consulting Services		26,533	128,308	-	154,841	-	853,239	853,239	1,008,080
Building and Land Rent / Lease		2,930,584	-	-	2,930,584	-	-	-	2,930,584
Repairs & Maintenance		242,082	-	-	242,082	-	34,339	34,339	276,421
Insurance		41,559	-	-	41,559	-	-	-	41,559
Utilities		151,694	-	-	151,694	-	-	-	151,694
Supplies / Materials		311,555	1,963	-	313,518	-	-	-	313,518
Equipment / Furnishings		124,682	-	-	124,682	-	-	-	124,682
Staff Development		80,646	248	-	80,894	-	14,142	14,142	95,036
Marketing / Recruitment		5,848	-	-	5,848	-	287,425	287,425	293,273
Technology		38,692	-	-	38,692	-	382,145	382,145	420,837
Food Service		500,987	-	-	500,987	-	-	-	500,987
Student Services		23,482	-	-	23,482	-	125,165	125,165	148,647
Office Expense		42,447	300	-	42,747	-	51,371	51,371	94,118
Depreciation		7,877	-	-	7,877	-	-	-	7,877
OTHER		57,074	-	-	57,074	-	1,000,714	1,000,714	1,057,788
Total Expenses		\$8,071,590	\$574,268	\$ -	\$8,645,858	\$ -	\$ 3,069,352	\$3,069,352	\$11,715,210

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 Auditor's Report

To Management and the Board of Directors
Riverton Street Charter School

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 Riverton Street Charter School (the "School"), which comprise the statement of financial position as of June 30, 2015 and the related statements of activities and change in net assets and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 19, 2015.

Internal Control Over Financial Reporting

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

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

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

To Management and the Board of Directors
Riverton Street Charter School

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Riverton Street Charter 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.

Plante & Moran, PLLC

October 19, 2015

SUPPLEMENTAL INFORMATION

Report on Compliance for the Major Federal Program;
Report on Internal Control Over Compliance

Independent Auditor's Report

To the Board of Directors
Riverton Street Charter School

Report on Compliance for the Major Federal Program

We have audited Riverton Street Charter School's compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement that could have a direct and material effect on its major federal program for the year ended June 30, 2015. Riverton Street Charter School's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal program.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for Riverton Street Charter School's major federal program based on our audit of the types of compliance requirements referred to above.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Riverton Street Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Riverton Street Charter School's compliance.

Opinion on the Major Federal Program

In our opinion, Riverton Street Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2015.

To the Board of Directors
Riverton Street Charter School

Report on Internal Control Over Compliance

Management of Riverton Street Charter School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Riverton Street Charter School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

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

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

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Plante & Moran, PLLC

October 19, 2015

RIVERTON STREET CHARTER SCHOOL

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS YEAR ENDED JUNE 30, 2015

Federal Grantor/Pass-Through Grantor/ Program or Cluster Title	Federal CFDA Number	State/Pass- through Grantor's Number	Expenditures
Child Nutrition Cluster			
U.S. Department of Agriculture -			
Passed through New York State Education Department:			
National School Breakfast Program	10.553		\$ 146,428
National School Lunch Program	10.555		<u>275,872</u>
Total U.S. Department of Agriculture			422,300
U.S. Department of Education:			
Passed through New York State Education Department:			
Title I, Grants to Local Educational Agencies	84.010	0021144795	79,347
		0021154795	<u>196,424</u>
Total Title I, Grants to Local Educational Agencies			275,771
Title II, Improving Teacher Quality	84.367	0147154795	830
Passed through New York City Department of Education -			
IDEA Cluster - IDEA, Part B	84.027	2015	<u>42,749</u>
Total U.S. Department of Education			<u>319,350</u>
TOTAL FEDERAL ASSISTANCE			<u>\$ 741,650</u>

Riverton Street Charter School

Notes to Schedule of Expenditures of Federal Awards Year Ended June 30, 2015

Note 1 - Basis of Presentation and Significant Accounting Policies

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal grant activity of Riverton Street Charter School under programs of the federal government for the year ended June 30, 2015. Expenditures reported on the Schedule are reported on the same basis of accounting as the financial statements, although the basis for determining when federal awards are expended is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. In addition, expenditures reported on the Schedule are recognized following the cost principles contained in OMB Circular A-87, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Therefore, some amounts presented in this Schedule may differ from amounts presented in, or used in the preparation of, the financial statements.

Because the Schedule presents only a selected portion of the operations of Riverton Street Charter School, it is not intended to and does not present the financial position, changes in net assets, or cash flows, if applicable, of Riverton Street Charter School. Pass-through entity identifying numbers are presented where available.

Note 2 - Grant Auditor Report

Management has utilized the Federal/State Grant Payments - End of Year Report as published by the New York State Education Department in preparing the schedule of expenditures of federal awards. Unreconciled differences, if any, have been disclosed to the auditor.

Riverton Street Charter School

Schedule of Findings and Questioned Costs Year Ended June 30, 2015

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? _____ Yes X No
 - Significant deficiency(ies) identified that are not considered to be material weaknesses? _____ Yes X None reported
- Noncompliance material to financial statements noted? _____ Yes X No

Federal Awards

Internal control over major programs:

- Material weakness(es) identified? _____ Yes X No
- Significant deficiency(ies) identified that are not considered to be material weaknesses? _____ Yes X None reported

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

Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of Circular A-133?

_____ Yes X No

Identification of major programs:

CFDA Numbers	Name of Federal Program or Cluster
10.553, 10.555	Child Nutrition Cluster

Dollar threshold used to distinguish between type A and type B programs: \$300,000

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

Section II - Financial Statement Audit Findings

None

Section III - Federal Program Audit Findings

None

Riverton Street Charter School

Summary Schedule of Prior Audit Findings Year Ended June 30, 2015

<u>Prior year Finding Number</u>	<u>Federal Program</u>	<u>Original Finding Description</u>	<u>Status</u>	<u>Planned Corrective Action</u>
2014-001	Child Nutrition Cluster	The School is required to identify students eligible to receive free and reduced meals based on submitted student applications. The School incorrectly identified one student as eligible for free meals while the submitted student application indicated they were only eligible for reduced meals.	Corrected	N/A



Audited Financial Statement Checklist

Last updated: 10/27/2015

Page 1

Charter School Name:

1. Please check each item that is included in the 2014-15 Audited Financial Statement submitted for your charter school.

	Yes/No
Audited Financial Statements (including report on compliance and report on internal control over financial reporting)	Yes
Single Audit (if applicable)	Yes
CSP Agreed Upon Procedures (if applicable)	Not Applicable
Management Letter	Not Applicable
Report on Extracurricular Student Activity Accounts (if applicable)	Not Applicable
Corrective Action Plans for any Findings	No

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2014-15 Audited Financial Statement.

	Yes/No
Report on Compliance	No
Report on Internal Control over Financial Reporting	No
Single Audit	No
CSP Agreed Upon Procedures Report	Not Applicable
Management Letter	Not Applicable

Thank you.



Appendix E: Disclosure of Financial Interest Form

Last updated: 10/27/2015

Page 1

All trustees who served on an education corporation governing one or more charter schools during the 2014-2015 school year must complete the form in Appendix E (Disclosure of Financial Interest Form). [The Disclosure of Financial Interest Forms are due on November 1, 2015. A link to a safe and secure form that each Trustee must complete by the November 1, 2015 deadline will be provide here by September 1, 2015 or sooner.](#)

ALL charter schools or merged education corporations must complete the Board of Trustees Membership Table within the online portal in Appendix F (Board of Trustees Membership Table). The Board of Trustees Membership Table must be submitted by August 1, 2015.

Regents-authorized charter schools must upload a complete set of board of trustee Meeting Minutes from July 2014-June 2015 into Appendix G (Board Minutes). Board of Trustee Meeting Minutes must be submitted by August 1, 2015.

Yes, each member of the school's Board of Trustees will receive a link to the Disclosure of Financial Interest Form.

Yes

Thank you.



Appendix F: BOT Membership Table

Last updated: 07/21/2015

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Linda Green		Trustee/Member	Yes		Number of terms served: 2 Length of each term: 2 – Three year term Date of Election: March 2011 Expiration of Term: June 2017
2	Angela Kiffin		Secretary	Yes		Number of terms served: 2 Length of each term: 2 – Three year term Date of Election: June 2010 Expiration of Term: June 2016
3	Deborah King		Trustee/Member	Yes		Number of terms served: 2 Length of each term: 2 – Three year term Date of Election: June 2010 Expiration of Term: June 2016
4	Rochelle Noel		Chair/Board President	Yes		Number of terms served: 2 Length of each term: 2 – Three year term Date of Election: June 2010 Expiration of Term: June 2016
5	Keisha Phillips-Kong		Vice Chair/Vice President	Yes		Number of terms served: 2 Length of each term: 2 – Three year terms Date of Election: November 2012 Expiration of Term: June 2018

6	Marilyn Towns-Jones		Treasurer	Yes		Number of terms served: 2 Length of each term: 2 – Three year term Date of Election: June 2010 Expiration of Term: June 2016
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

2. Total Number of Members Joining Board during the 2014-15 school year

0

3. Total Number of Members Departing the Board during the 2014-15 school year

0

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

13

5. How many times did the Board meet during the 2014-15 school year?

10

6. How many times will the Board meet during the 2015-16 school year?

10

Thank you.

**Riverton Street Charter School
Enrollment and Retention Plan**

Riverton Street Charter School understands the need to enroll and retain specific student populations in numbers comparable to the NYC, CSD #29 school district. With full enrollment and a waiting list, meeting the targets for students with disabilities (SWD), English language learners (ELL) and students who qualify for free and reduced price lunch (FRL) is a challenge. Currently, we are **exceeding the enrollment target for the FRL and SWD categories and the retention targets for the FRL, SWD, and ELL categories**. We are not yet meeting our ELL enrollment target. Below is a summary of our current enrollment and retention numbers compared to the targets.

2014-15				
Subgroup	<i>Enrollment Effective Target¹</i>	Actual Enrollment	<i>Retention Effective Target²</i>	Actual Retention
FRL	84.6%	87.6% N = 637	82.3%	98.3% N = 626
ELL	10.2%	0.8% N = 6	52.7%	83.3% N = 5
SWD	12.5%	18.8% N = 137	74.6%	98.5% N = 135

ELL Recruitment Efforts

In order to make progress toward our ELL enrollment targets, we have implemented the following strategies (and will continue to do so in the coming school year):

- Advertisements and notifications were placed in the following publications: Haiti Observateur, Weekly Bangladesh and El Correo de Queens. In these publications, we specifically mentioned that the school provides services to students for whom English is their second language.
- Fliers were distributed in English, Arabic, Bengali, Haitian Creole, Urdu, French, and Spanish to families throughout the community including daycare centers, grocery stores, community centers, and churches inviting families to attend the Enrollment Information Meeting.
- Host an Enrollment Information Meeting for all parents interested in the school and provided student applications available in a number of languages: Arabic, Bengali, Chinese, English, Haitian Creole, French, Italian, Korean, Polish, Russian, Spanish, and Urdu. At the enrollment meetings, information regarding the ELL Program and its ability to meet the needs of ELL students was provided. We provided ELL families with strategies to help their children in school, specific English Language Development (ELD) strategies for such parents.
- To ensure the retention of accepted students, and in compliance with federal requirements to identify potential ELL students, these children completed a “Home Language Questionnaire”, with information from the survey ensuring that each child for who English is a second language was provided the services he/she needed to succeed in school.
- Hosted Enrollment Information Meeting specifically for English Language Learners
- Marketing materials that describe general school information and ELL and Special Education programs available in English and Spanish, and other languages as requested.

¹ Source: <http://www.p12.nysed.gov/psc/documents/EnrollmentTargetsCalculator.xls> Based on district data (CSD 29) for 727 students in grades K-7 using the Effective Target.

² Source: <http://www.p12.nysed.gov/psc/documents/PotentialRetentionTargetsCalculator.xls> Based on district data (CSD 29) for 727 students in grades K-7 using the Effective Target.

FRL and SWD Recruitment Efforts

Because we are exceeding our FRL and SWD enrollment targets, our recruitment efforts are focused mainly on attracting ELL students. However, we remain committed to recruiting students with special learning needs and with disabilities and students who qualify for free and reduced price lunch.

Brochures, which describe our special education programming, have been distributed throughout the community. In order to reach the families of special needs students, we utilize many of the networks that already exist in the community. Riverton's Strategic Marketing Coordinator will continue to build relationships with support organizations to gain familiarity with the services they provide (so that we might recommend their support services to the families of accepted or interested students) and to familiarize these organizations with our school and special education program (so that they may recommend our school to the families they serve). We know that most families hear about our school by word-of-mouth and we believe that a relationship with these organizations lays the groundwork for informal communications and referrals. In addition, we will continue to work with these organizations to distribute information about our school, our special education program, and our enrollment procedures.

All special needs students (FRL, ELL, and SWD) are made aware of our school's programs through open meetings during the year. The school's parent meetings clearly identify that we offer a free and appropriate education (FAPE) to all our students in the Least Restrictive Environment. Furthermore, the school has an established relationship with the Committee for Special Education (CSE) for children under its guise and has made materials and applications to Riverton available for distribution to interested parents. We invite parents to meet with the school's Special Education Team and the CSE to develop an Individual Education Plan (IEP) for the child or to work within the parameters of the plan already in place from the child's previous school.

We will continue to monitor the efficacy of our recruitment and enrollment efforts by carefully tracking student enrollment numbers. Through our robust data warehouse, we collect detailed information on trends in at-risk student populations, report to the Board on enrollment trends, and adjust the marketing strategy, as needed, to ensure that parents of these children know that Riverton is dedicated to serving their children's needs.

Retention Efforts – All Special Student Populations

We believe a key recruitment and retention strategy for our special needs students is the high-quality educational program that we provide and the intentional caring culture that we have established, as well as our parent involvement initiatives.

- *Culture and Climate:* We have a school climate and culture that focus purposefully on caring for each student as a family cares for its children. We believe our school-wide behavior and classroom management practices –which we refer to as *Behave with Care* – help attract and retain special needs students. Our Behave with Care program is built on research-based programs for reinforcing positive behaviors, setting clear expectations, and building teacher-student relationships and peer relationships.
- *Parent Involvement:* To ensure our families feel connected to the school, we implemented several parent involvement strategies, including, but not limited to:
 - Newsletters - Regular newsletters from the principal and teachers are distributed to parents. Important information regarding school-wide performance, initiatives, and programs are included in the newsletter.
 - Social media - We have an excellent website, which gives parents quick and easy access to general information on the school as well as specific information about their children. In addition, we make cautious, appropriate use of Facebook and other social media sites to form connections between school leaders and parents. Parents without access to the internet can use the computer and internet available at the school.
 - Classroom Communication - Teachers frequently send home communications for parents so that they know about everything from weekly schedules to educational goals for students. Teachers also share regular progress reports – via letter, online communication via the school's AtSchool gradebook system, phone calls, and/or in-person meetings. These communications focus on each student's academic progress and performance.

[Type here]

- Conferences - Parent-teacher conferences are conducted twice each year. These conferences ensure that dedicated time is set aside for each parent to engage and interact with classroom teachers and discuss the progress of his or her child. As needed, staff may also conduct home visits. Each year, we conduct a family orientation at the end of the summer so new and enrolled families can meet the principal, their child's teacher and classmates, and other school staff. We believe these early contacts help establish and sustain a healthy rapport with parents.
- Parent Room - In order to help parents feel at home in the school and to encourage their presence in their child's education, the school building provides a dedicated parent room. This room gives parents a place to gather and build relationships with one another, discuss matters of mutual interest, grow more comfortable with the school, and take some ownership of the school.



Appendix I: Teacher and Administrator Attrition

Last updated: 07/23/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name:

Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2014, the FTE for added staff from July 1, 2014 through June 30, 2015, and the FTE for any departed staff from July 1, 2014 through June 30, 2015 using the two tables provided.

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	33	15	10

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	4	2	0

Thank you



Appendix J: Uncertified Teachers

Last updated: 07/21/2015

"thirty per centum or 5 teachers, whichever is less"

To comply with NYS Education Law Section 2854(3)(a-1), please report the (FTE) count of uncertified and certified teaching staff as of the last day of school for the 2014-15 school year.

Page 1

Charter School Name:

Note Definition of FTE:

Full-time equivalent employees equal the number of employees on full-time schedules plus the number of employees on part-time schedules converted to a full-time basis. The number of full-time equivalent employees in each industry is the product of the total number of employees and the ratio of average weekly hours per employee for all employees to average weekly hours per employee on full-time schedules. An industry's full-time equivalent employment will be less than the number of its employees on full- and part-time schedules, unless it has no part-time employees (U.S. Commerce--Bureau of Economic Analysis at: http://www.bea.gov/faq/index.cfm?faq_id=368#sthash.8Rbj89kq.dpuf)

How many **UNCERTIFIED** Full-Time Equivalent Teachers were employed in the charter school as of last day of school in 2014-15?

For each applicable category (i-iv), input the relevant full time equivalent (FTE) count of teachers.

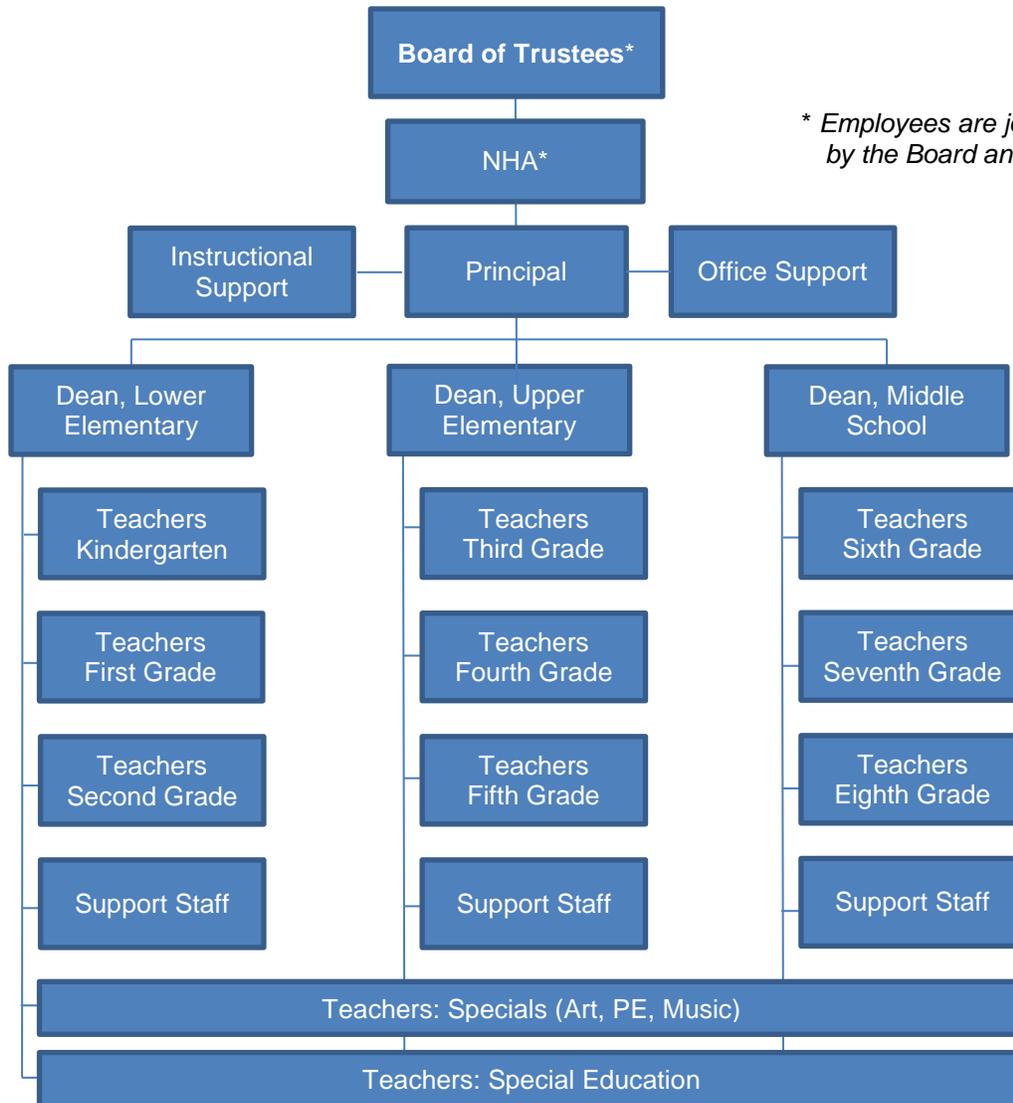
	FTE - (June 30, 2015)
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	2
(ii) individuals who are tenured or tenure track college faculty	0
(iii) individuals with two years satisfactory experience through Teach for America	0
(iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience	2
FTE count of uncertified teachers who do not fit into any of the four statutory categories	0
Total	4.0

How many **CERTIFIED** Full-Time Equivalent Teachers were employed in the charter school as of the last day of school in 2014-15?

34

Thank you.

Riverton Street Charter School Organizational Chart



* Employees are jointly employed by the Board and NHA.

Mission Statement

The mission of Riverton Street Charter School is to instill in each student a passion for learning and hard work that will result in significant contributions to our school, our families, and our community. Parents and educators join together in creating a strong academic base in which students will be expected to achieve high academic levels in an environment that values compassion and respect.

Key Design Elements

Our mission has never wavered and we remain faithful to our key design elements:

Family Involvement. Riverton parents are not visitors in the school; instead, they are part of the school's fabric. Families are interwoven into all aspects of the school. They volunteer in classrooms, raise funds, beautify our facilities, and organize high school and college tours.

Strong Cultural and Community Relationships. Riverton is an oasis in the St. Albans community. The school instills a sense of belonging as shown by the families and community members present every day, including evenings and weekends. The school invites the community into the school by offering various classes: teaching adults how to help children with reading and math, and challenging physical fitness classes (i.e., Zumba).

Solid Student Values and Social Responsibility. We believe in educating the whole child. While we have a strong focus on academic achievement, we also strive to enrich each child's social, emotional, ethical, cognitive, linguistic, and physical well-being.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Tuesday, October 06, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/3ffd39465186e9d604>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Rochelle	Noel

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

RIVERTON STREET CS (NYC CHANCELLOR) 342900860974

8. Select all positions you have held on the Board:

(check all that apply)

-
- Chair/President
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

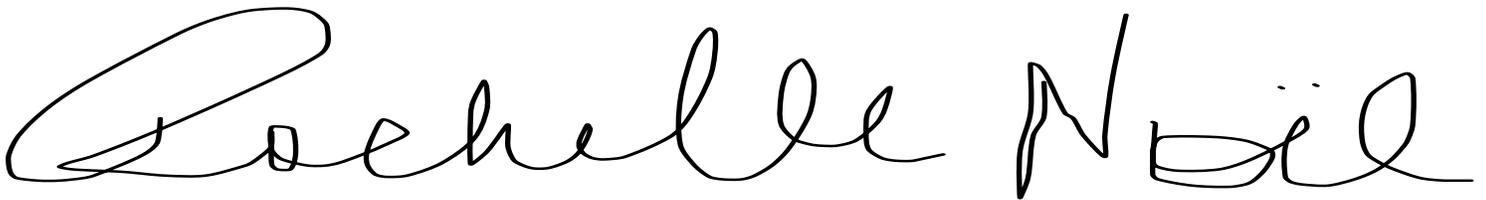
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink that reads "Rachelle Noil". The signature is written in a cursive style with a large, looping initial "R" and a distinct "Noil" at the end.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Wednesday, October 07, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/d22e0180a14e89950>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	KEISHA	PHILLIPS-KONG

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

RIVERTON STREET CS (NYC CHANCELLOR) 342900860974

8. Select all positions you have held on the Board:

(check all that apply)

-
- Vice Chair/Vice President
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

K. Phillips - Kang!

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Wednesday, October 07, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/27e8be58ac422d496>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Angela	Kiffin

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

<i>No, I am not.</i>

7. Select the name of the education corporation that operates a single charter school.

<i>RIVERTON STREET CS (NYC CHANCELLOR) 342900860974</i>

8. Select all positions you have held on the Board:

(check all that apply)

- Secretary
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Friday, October 09, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/7add8590a49c76b50>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Marilyn	Towns-Jones

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

<i>No, I am not.</i>

7. Select the name of the education corporation that operates a single charter school.

<i>RIVERTON STREET CS (NYC CHANCELLOR) 342900860974</i>

8. Select all positions you have held on the Board:

(check all that apply)

- Treasurer
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Marilyn A. Jones-Jones

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, October 22, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/76232d1fc655c92e09>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Deborah	King

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

RIVERTON STREET CS (NYC CHANCELLOR) 342900860974

8. Select all positions you have held on the Board:

(check all that apply)

-
- Vice Chair/Vice President
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee



Thank you.