

The State Education Department
The University of the State of New York

Office of Instructional Support and Development

Public School Choice Programs

462 EBA

Albany, New York 12234

518-474-1762

Charter School Annual Report

2008-09

Charter School Information and Cover Page

Name of Charter School Pinnacle Charter School

Address 115 Ash Street

Buffalo, NY 14204

Telephone (716) 842-1244 Fax (716) 842-1242

BEDS # _____

District/CSD of Location _____

Charter Entity NYSED

Head of School (Contact Person) Heidi S. Rotella, CAO
(print name)

E-mail address of contact person [REDACTED]

President, Board of Trustees Dennis Horrigan, Chair 2008-09
(print name)

E-mail address and Phone Number of Board President [REDACTED]

General Instructions

1. Read and follow all instructions. Please be sure to provide all requested information. Do not provide data that are not requested.
2. Questions regarding the completion of these forms should be directed to the appropriate program office.

For questions on the fiscal report, call the Office of Management Services, State Aid Unit, at 518-473-8364.

For questions relating to student assessment results, progress made towards stated goals, or student/teacher attrition rates, call the Public School Choice Programs office at 518-474-1762.

For assistance with the audit forms, call the Office of Audit Services at 518-473-4516.

All audits for the 2008-09 school year are due to the Department by **November 1, 2009**. Please ensure that they are sent in **electronic form** to both the Office of Public School Choice Programs charterschools@mail.nysed.gov and to James Conway on the Office of Audit Services at jconway@mail.nysed.gov

3. Each person who was a member of a charter school's Board of Trustees during the 2008-09 school year must complete and submit the Disclosure of Financial Interest questionnaire.
4. Submit the annual report as a PDF file (except where otherwise noted) to the Public School Choice Programs office by **5:00 p.m. August 3, 2009** at charterschools@mail.nysed.gov . ***Fax versions will not be accepted.*** The original signed and notarized Statement of Assurances must be sent to the Office of Public School Choice at the address provided on the cover page above.
5. For all charter schools in New York City, please also provide one electronic copy of the Annual Report to Dr. Lisa Long at Llong@mail.nysed.gov

Section I

Student Assessment Data

This section refers to the academic achievement of your students on all standardized tests, including all State exams. For the State Assessment results in grades 3 - 8, please provide the percent of students scoring at Levels 1 – 4 on each State Assessment in English Language Arts and Mathematics. For those years in which assessments were not administered in grades 3 and 5 – 7, please leave those cells blank. Longitudinal data are being requested back through the 2005-06 school year. If the school was not in operation during any of the previous years, or if it did not serve students in grades for which there was a State exam, please leave those rows blank or enter “NA.”.

You must also provide data for grades 9-12 as well (as applicable).

For all other standardized assessment results, provide the following information for each assessment, by grade, using the chart provided. Complete a separate chart for each subtest. This should also be used to report portfolio assessment data. Please provide:

1. the full name of each assessment (not an acronym). Include portfolios and any performance-based assessment as well;
2. the name of each sub-test that was given (if applicable);
3. the grade of the students being tested;
4. the date the assessment(s) was/were given;
5. the number of students enrolled in the grade on the date the assessment(s) was/were given;
6. the number of students who were absent on the date that the assessment(s) were administered;
7. the number of students who were exempted from such assessment(s) per their IEP;
8. the number of students who were exempted from such assessment(s) as a result of their ELL/LEP status;
9. the number of students who were actually assessed (this figure must equal the number of students in the grade on the date the test was given minus those who were absent or exempted);
10. the score obtained for each grade level (be sure to indicate the type of score being reported, e.g., percentile, normal curve equivalent, percent passing);
11. if applicable, include the qualitative levels of the scores (e.g. percent passing with distinction, percent achieving mastery); and,
12. any other evaluative data that describe the performance of your students on the assessments given.

*Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2008-09 Annual Report*

**Name of Charter School: PINNACLE CHARTER SCHOOL
ALL STUDENTS- Aggregate**

Grades 3 – 8 State ELA Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4																				
2008-09	17	44	36	2	0	38	60	2	0	37	58	5	0	42	58	0	0	33	68	0	3	59	38	0
2007-08	9	53	39	0	11	37	52	0	5	51	43	0	0	65	35	0	0	58	42	0	0	45	55	0
2006-07	12	45	41	2	21	49	30	0	13	60	28	0	3	69	29	0	0	71	29	0	6	65	29	0
2005-06	41	36	21	2	24	57	16	3	20	60	20	0	25	70	5	0	13	63	25	0	NA			

Grades 3 – 8 State Math Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2008-09	0	27	68	5	0	12	68	20	0	23	58	19	2	24	69	5	0	23	77	0	0	21	76	3
2007-08	2	29	66	3	2	22	58	18	3	25	63	8	9	50	41	0	6	41	50	3	5	47	47	0
2006-07	10	33	52	5	20	36	39	5	8	55	38	0	18	38	44	0	0	47	53	0	38	38	25	0
2005-06	31	34	32	3	11	39	47	3	44	36	17	3	35	40	25	0	59	18	24	0	NA			

*Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2008-09 Annual Report*

Name of Charter School: **PINNACLE CHARTER SCHOOL**
SPECIAL EDUCATION STUDENTS- Disaggregated

Grades 3 – 8 State ELA Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4												
2008-09	30	50	20	0	0	66	34	0	0	42	58	0	0	85	15	0	0	100	0	0	0	60	40	0
2007-08	30	50	20	0	4	33	63	0	2	48	50	0	0	86	14	0	0	60	40	0	0	50	50	0
2006-07	0	60	40	0	44	56	0	0	25	75	0	0	16	67	16	0	0	75	25	0	25	75	0	0
2005-06	62	38	0	0	40	60	0	0	62	38	0	0	33	67	0	0	60	40	0	0	NA			

Grades 3 – 8 State Math Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2008-09	0	50	50	0	0	8	92	0	0	36	45	18	0	38	62	0	0	20	80	0	0	20	80	0
2007-08	0	36	64	0	0	29	64	7	15	23	54	8	20	60	20	0	0	40	60	0	0	0	100	0
2006-07	9	46	36	9	40	40	20	0	0	50	50	0	40	40	20	0	0	100	0	0	67	33	0	0
2005-06	44	33	22	0	0	100	0	0	89	11	0	0	67	33	0	0	100	0	0	0	NA			

New York State Assessment Results

<i>Regents Exam</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
Comprehensive English	2008-09															
	2007-08															
	2006-07															
	2005-06															
Math A	2008-09															
	2007-08															
	2006-07															
	2005-06															
Math B	2008-09															
	2007-08															
	2006-07															
	2005-06															
Global History & Geography	2008-09															
	2007-08															
	2006-07															
	2005-06															
US History & Gov't.	2008-09															
	2007-08															
	2006-07															
	2005-06															
Living Environ.	2008-09															
	2007-08															
	2006-07															
	2005-06															

N A

Regents Exam	Year	All Students				General Education Students				Students with Disabilities										
		Total Tested	% Scoring:				Total Tested	% Scoring:				Total Tested	% Scoring at or above:							
			≤54	55-64	65-84	≥85		≤54	55-64	65-84	≥85		≤54	55-64	65-84	≥85				
Phys. Setting/ Earth Sci.	2008-09																			
	2007-08																			
	2006-07																			
	2005-06																			
Phys. Setting/ Chemistry	2008-09																			
	2007-08																			
	2006-07																			
	2005-06																			
Phys. Setting/ Physics	2008-09																			
	2007-08																			
	2006-07																			
	2005-06																			

N/A

New York State Assessment Results

<i>Regents Exam</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>									
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>						
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>			
Comp. French	2008-09																		
	2007-08																		
	2006-07																		
	2005-06																		
Comp. German	2008-09																		
	2007-08																		
	2006-07																		
	2005-06																		
Comp. Hebrew	2008-09																		
	2007-08																		
	2006-07																		
	2005-06																		
Comp. Italian	2008-09																		
	2007-08																		
	2006-07																		
	2005-06																		
Comp. Latin	2008-09																		
	2007-08																		
	2006-07																		
	2005-06																		
Comp. Spanish	2008-09																		
	2007-08																		
	2006-07																		
	2005-06																		

N A

New York State Assessment Results

<i>Regents Competency Test</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>
Mathematics	2008-09															
	2007-08															
	2006-07															
	2005-06															
Science	2008-09															
	2007-08															
	2006-07															
	2005-06															
Reading	2008-09															
	2007-08															
	2006-07															
	2005-06															
Writing	2008-09															
	2007-08															
	2006-07															
	2005-06															
Global Studies	2008-09															
	2007-08															
	2006-07															
	2005-06															
US History & Gov't.	2008-09															
	2007-08															
	2006-07															
	2005-06															

N/A

New York State Assessment Results

<i>NYS English as a Second Language Achievement Test</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
Listening & Speaking (Gr. K-1)	2008-09															
	2007-08															
	2006-07															
	2005-06															
Reading & Writing (Gr. K-1)	2008-09															
	2007-08															
	2006-07															
	2005-06															
Listening & Speaking (Gr. 2-4)	2008-09															
	2007-08															
	2006-07															
	2005-06															
Reading & Writing (Gr. 2-4)	2008-09															
	2007-08															
	2006-07															
	2005-06															
Listening & Speaking (Gr. 5-6)	2008-09															
	2007-08															
	2006-07															
	2005-06															
Reading & Writing (Gr. 5-6)	2008-09															
	2007-08															
	2006-07															
	2005-06															

N A

<i>NYS English as a Second Language Achievement Test</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>									
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>						
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>			
Listening & Speaking (Gr. 7-8)	2008-09																		
	2007-08																		
	2006-07																		
	2005-06																		
Reading & Writing (Gr. 7-8)	2008-09																		
	2007-08																		
	2006-07																		
	2005-06																		
Listening & Speaking (Gr. 9-12)	2008-09																		
	2007-08																		
	2006-07																		
	2005-06																		
Reading & Writing (Gr. 9-12)	2008-09																		
	2007-08																		
	2006-07																		
	2005-06																		

N/A

New York State Alternate Assessment Results

<i>NYS Alternate Assessments</i>	<i>Year</i>	<i>All Students</i>				
		<i>Total Tested</i>	<i>% Scoring:</i>			
			<i>L1</i>	<i>L2</i>	<i>L3</i>	<i>L4</i>
Elementary Social Studies	2008-09					
	2007-08					
	2006-07					
	2005-06					
Middle Level Social Studies	2008-09					
	2007-08					
	2006-07					
	2005-06					
Secondary Level Social Studies	2008-09					
	2007-08					
	2006-07					
	2005-06					
Secondary Level Science	2008-09					
	2007-08					
	2006-07					
	2005-06					

N/A

High School Completion Rates

<i>High School Completion</i>	<i>Year</i>	<i>All Students</i>		<i>General Education Students</i>		<i>Students with Disabilities</i>	
		<i>Number Of Students</i>	<i>Percent Of Graduates</i>	<i>Number Of Students</i>	<i>Percent Of Graduates</i>	<i>Number Of Students</i>	<i>Percent of Graduates</i>
Total Graduates	2008-09						
	2007-08						
	2006-07						
	2005-06						
Rec'd. a Regents Diploma	2008-09						
	2007-08						
	2006-07						
	2005-06						
Rec'd. a Regents Diploma w/Adv. Designation	2008-09						
	2007-08						
	2006-07						
	2005-06						
Rec'd. IEP Diploma	2008-09						
	2007-08						
	2006-07						
	2005-06						
To 4-Year College	2008-09						
	2007-08						
	2006-07						
	2005-06						
To 2-Year College	2008-09						
	2007-08						
	2006-07						
	2005-06						

N A

<i>High School Completion</i>	<i>Year</i>	<i>All Students</i>		<i>General Education Students</i>		<i>Students with Disabilities</i>	
		<i>Number Of Students</i>	<i>Percent Of Graduates</i>	<i>Number Of Students</i>	<i>Percent Of Graduates</i>	<i>Number Of Students</i>	<i>Percent of Graduates</i>
To Other Post-Secondary	2008-09						
	2007-08						
	2006-07						
	2005-06						
Dropped Out	2008-09						
	2007-08						
	2006-07						
	2005-06						
Entered Approved HS Equivalency Prep Program	2008-09						
	2007-08						
	2006-07						
	2005-06						
Total Non-Completers	2008-09						
	2007-08						
	2006-07						
	2005-06						

N A

**Other Student Assessment Data
2008-09**

Name of Charter School: PINNACLE CHARTER SCHOOL

Name of Test: NYS SOCIAL STUDIES

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining* *	Other ***
5	11-08	59	0	0	0	59		L1= 10% L2=12% L3=59% L4=19%	
8	5-09	34	0	0	0	34		L1=0% L2=76% L3=34% L4=0%	

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

**Other Student Assessment Data
2008-09**

Name of Charter School: PINNACLE CHARTER SCHOOL

Name of Test: NYS SCIENCE

Subtest: Scale and Performance

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining* *	Other ***
4	5-09	60	0	0	0	60		L1=5% L2=23% L3=55% L4=17%	
8	6-09	33	1	0	0	32		L1= 13% L2=59% L3=25% L4=3%	

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

Other Student Assessment Data
2008-09

Name of Charter School: **PINNACLE CHARTER SCHOOL**

Name of Test: BRIGANCE

Subject: K Readiness- 4-5 year olds

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining* *	Other ***
K	6/2008	57	0	0	0	57	% scoring above cut-off for K readiness	84%	

Name of Test: Harcourt EOY/ NYS PARALLEL ASSESS

Subject: EOY ASSESSMENT

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining* *	Other ***
1	7/2009	39	0	0	0	39	% L3 +L4	100%	
2	7/2009	61	0	0	0	61	% L3 +L4	55%	
3	7/2009	59	0	0	0	59	% L3 +L4	54%	
4	7/2009	60	0	0	0	60	% L3 +L4	50%	
5	7/2009	55	0	0	0	55	% L3 +L4	57%	
6	7/2009	58	0	0	0	58	% L3 +L4	22%	

Other Student Assessment Data
2008-09

Name of Charter School: **PINNACLE CHARTER SCHOOL**

Name of Test: Multiple Assessment Series for Primary Grades Subtest: Reading

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining	Other ***
1	1/2009	39	0	0	0	39	0% above GL 33% at GL 67% below GL		

Name of Test: Multiple Assessment Series for Primary Grades Subtest: Writing

1	1/2009	39	0	0	0	39	29% above GL 58% at GL 13% below GL		
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Name of Test: Multiple Assessment Series for Primary Grades Subtest: Math

1	1/2009	39	0	0	0	39	0% above GL 92% at GL 8% below GL		
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Other Student Assessment Data
2008-09

Name of Charter School: **PINNACLE CHARTER SCHOOL**

Name of Test: TONYSS- Test of NYS Standards Subtest: Reading

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining	Other ***
2	1/2009	62	0	0	0	62	L1- 9% L2- 65% L3- 26% L4- 0%		

Name of Test: TONYSS- Test of NYS Standards Subtest: Math

2	1/2009	62	0	0	0	62	L1- 14% L2- 43% L3- 33% L4- 5%		
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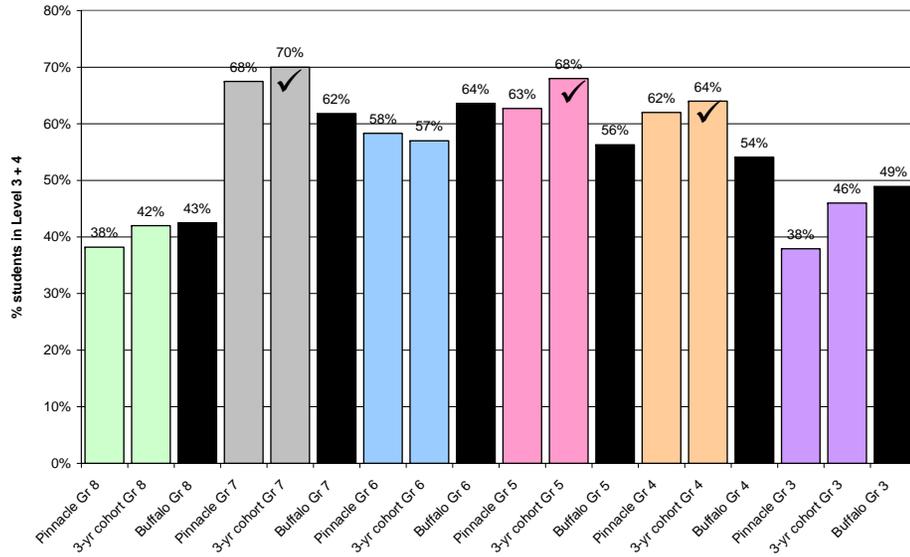
Progress Toward Goal Attainment

Using the table provided below, state each goal as listed in your approved charter, and provide a narrative that describes the type and amount of progress made toward attaining that goal. Provide specific examples, and indicate the measures that were used to determine such progress. These measures must also be the same as those listed in your approved charter. If the goal has not been met, describe why you think it was not met, and the efforts that you will undertake in the following year to attain it.

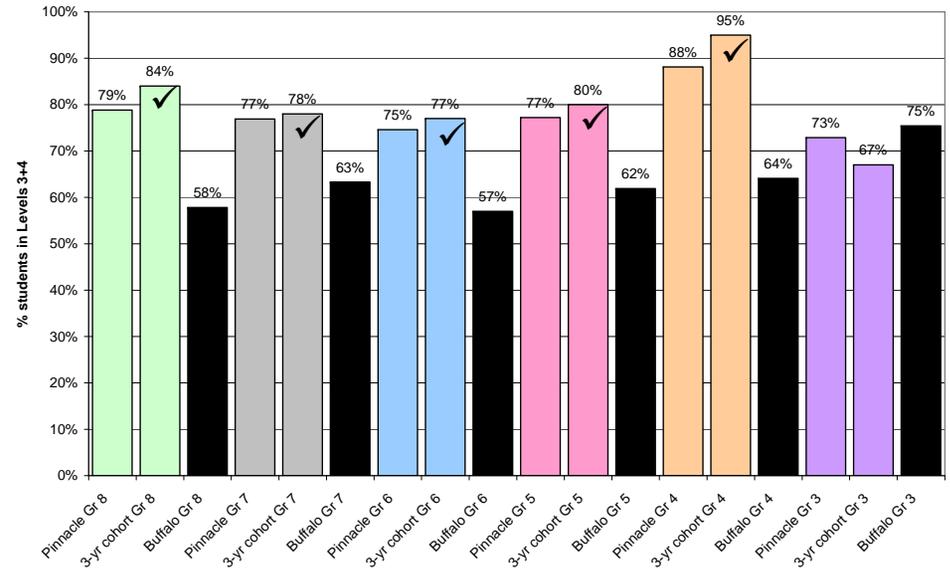
Charter schools authorized by the Trustees of the State University of New York may attach a copy of their Accountability Plan and a report of the progress made towards meeting the goals and objectives described in the Plan.

<p>Programmatic Improvement Each year, the percent of all tested students (with a minimum retention rate of 3 years at the school) and performing at level 3 or 4 will be greater than that of all students in the same tested grades in the local school district</p>	<p>ELA Gr 8 = 42%, Bflo= 42%</p> <p>ELA Gr 7 = 70%, Bflo= 61%</p> <p>ELA Gr 6 = 57%, Bflo= 63%</p> <p>ELA Gr 5 =68%, Bflo= 56%</p> <p>ELA Gr 4 =64%, Bflo= 54%</p> <p>ELA Gr 3 =46%, Bflo= 48%</p>	NYS ELA Assessment	Gr 8- Y Gr 7- Y Gr 6- N Gr 5- Y Gr 4- Y Gr 3- Y	<p>While Pinnacle and Buffalo both increased scores at several grade levels within the ELA assessment, our 6th grade students improved within Pinnacle, they did not outperform the school district.</p>
	<p>Math Gr 8 =84%, Bflo= 57%</p> <p>Math Gr 7 =78%, Bflo= 62%</p> <p>Math Gr 6 =77%, Bflo= 56%</p> <p>Math Gr 5 =80%, Bflo= 61%</p> <p>Math Gr 4 =95%, Bflo= 63%</p> <p>Math Gr 3 =67%, Bflo= 74%</p>	NYS Math Assessment	Gr 8- Y Gr 7- Y Gr 6- Y Gr 5- Y Gr 4- Y Gr 3- N	

NYS ELA 2009 PCS vs. Bflo Comparison



NYS Math 2009 PCS vs. Bflo Comparison



Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used to Indicate Attainment of the Goal/Objective	Was the Goal/Objective Met? (Y/N)	Explanation if Not Met
Quality Staff				
Each year, <i>at least</i> 80% of teachers and staff will meet or exceed (levels 3 and/or 4) the performance indicators of the <i>Framework for Teaching evaluation in Professional Standards in Classroom Planning and Preparation, Classroom Environment, Instruction and Assessment, and Professional Responsibilities</i> (taken from Danielson, C. (1996). <i>Enhancing Professional Practice: A Framework for Teaching</i> (p. 67). Alexandria, VA: ASCD. and Evertson, C. (2003). <i>Classroom Organization and Management Program (COMP)</i> . Nashville, TN: Peabody College, Vanderbilt University.)	90% of staff/ teachers achieved a level 3 or 4	<i>Framework for Teaching</i> evaluation (taken from Danielson, C. (1996). <i>Enhancing Professional Practice: A Framework for Teaching</i> (p. 67).	Y	
Each year, at least 90% of teachers (with a minimum retention rate of two years at the school) will meet their PDP goals (Core, Supplemental, and Individual)	91% of teachers (≥ 2 yrs at PCS) met their PDP Goals.	<i>Framework for Teaching</i> evaluation (taken from Danielson, C. (1996). <i>Enhancing Professional Practice: A Framework for Teaching</i> (p. 67).	Y	
Each year maintain an 80% retention rate for teachers	92.9% of total teachers/ staff retained	Annual Contracts based on evaluations	Y	
Each year, the school will maintain a level 4 or 5 in Approach, Implementation, and Outcome variables on the Continuous Improvement Continuums for	<u>Information and Analysis:</u> Approach- 4 Implementation- 4.5 Evaluation- 4 <u>Prof Development</u>	<i>The School Portfolio Toolkit: A Planning, Implementation, and Evaluation Guide for Continuous School</i>	Y	

Information and Analysis, Staff Development and Leadership (<i>The School Portfolio Toolkit: A Planning, Implementation, and Evaluation Guide for Continuous School Improvement</i> , by Victoria L. Bernhardt, 2002, Larchmont, NY: Eye on Education.).	Approach- 5 Implementation- 5 Evaluation- 5 <u>Leadership:</u> Approach- 5 Implementation- 5 Evaluation- 5	<i>Improvement</i> , by Victoria L. Bernhardt, 2002, Larchmont, NY: Eye on Education.).		
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Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used to Indicate Attainment of the Goal/Objective	Was the Goal/Objective Met? (Y/N)	Explanation if Not Met
<i>Partnership Involvement</i>				
Each year, at least 80% of parents and guardians will report a satisfactory level with the school based on the annual parent satisfaction questionnaire (<i>The School Portfolio Toolkit: A Planning, Implementation, and Evaluation Guide for Continuous School Improvement</i> , by Victoria L. Bernhardt, 2002, Larchmont, NY: Eye on Education.)	(Percent replying agree or strongly agree) I know what my child's teacher expects of my child- 90% Teachers show respect for students- 86.8% The school meets the needs of the students- 88.4% The school has an excellent learning environment- 88.8%	<i>Parent survey</i>	Y	
Each year, at least 75% of parents and guardians will report a satisfactory level on post-event surveys for school-wide or grade-level events designed for parents to foster learning at home and their role in assisting student learning.	76% average for all PCS events	<i>Parent survey</i>	Y	

<p>Each year, the school will maintain a level 4 or 5 in Approach, Implementation, and Outcome variables on the Continuous Improvement Continuum for Partnership Involvement <i>with a focus on the sustainability of community and parent partnerships. (The School Portfolio Toolkit: A Planning, Implementation, and Evaluation Guide for Continuous School Improvement, by Victoria L. Bernhardt, 2002, Larchmont, NY: Eye on Education.).</i></p>	<p><u>Partnership Involvement:</u> Approach- 4 Implementation- 4 Evaluation- 4</p>	<p><i>The School Portfolio Toolkit: A Planning, Implementation, and Evaluation Guide for Continuous School Improvement, by Victoria L. Bernhardt, 2002, Larchmont, NY: Eye on Education.).</i></p>	<p>Y</p>	
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Section II

Charter School Student and Teacher Attrition Rates

Instructions

Separate tables are included for students and teachers. For students, please provide the total **number** who left for the reasons identified in the table. Then provide the highest number of students enrolled during the course. Using that enrollment figure and the total number of students who left during the year (July 1 – June 30), calculate the percent of students who left the school each year (2005-06 through 2008-09). Do not provide averages or FTEs.

For teachers, provide the total number of classroom teachers (e.g., grades K-6, or secondary subject matter classroom teachers). Do not provide FTEs. A part-time teacher is counted as one teacher. If one person teaches more than one subject area, count them once. Also provide the number of special area teachers (e.g., music, technology). Again, count each such teacher only once. Then, provide the total number of teachers who were retained at the end of each school year. For example, if you had seven classroom teachers (e.g., one each K-6) and three special area teachers (for a total of ten teachers), and three were let go (or otherwise decided to not return in 2009-10) at the end of the 2008-09 school year, your teacher attrition rate would be 30 percent.

If you have any questions, please call the Office of Public School Choice Programs at 518-474-1762.

**Charter School Student Attrition Rates
2008-09**

	2008-09	2007-08	2006-07	2005-06
Number of students leaving for lack of transportation	2	1	0	14
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	7	8	3	1
Number of students leaving for more restrictive special education setting	2	3	1	1
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	7	5	3	4
Number leaving for other reasons (undetermined)	1	8	3	1
Total number of students leaving.	19	25	10	21
Highest Number Enrolled (July 1 – June 30)	501	504	447	367
Total Percent Attrition	3.8%	4.9%	2.2%	5.7%

**Charter School Teacher Attrition Rates
2008-09**

	2008-09	2007-08	2006-07	2005-06
Number of Classroom Teachers	25	24	22	19
Number of Special Area Teachers	31	24	24	17
Total Number of Teachers	56	48	46	36
Total Number of Teachers Leaving	4	4	3	6
Total Percent Attrition	7.1%	8.3%	2.2%	16.6%

Section III

**EXPLANATION OF REVENUES AND EXPENDITURES TO BE REPORTED ON THE
CHARTER SCHOOL ANNUAL REPORT OF FISCAL PERFORMANCE FOR THE
SCHOOL YEAR ENDED JUNE 30, 2009**

I. REVENUES

- A. STATE SOURCES:** Report here any state funded grants or other apportionments paid directly to the charter school by the State of New York.
- B. FEDERAL SOURCES:** Report here any federally funded grants or other apportionments paid directly to the charter school by the Federal government or by the State of New York.
- C. PUBLIC SCHOOL DISTRICTS (TOTAL):** Report in entries C1 through C4 all revenues received from public school districts.
- 1. BASIC OPERATING REVENUES:** Report here any basic operating revenues received from a public school district representing payments received by the charter school from the public school district based on the product of the public school district's adjusted expense per pupil and the current year enrollment in the charter school of the public school district's resident pupils attending the charter school, or based on any reduced amounts per pupil payable to the charter school by public school districts as specified in the charter pursuant to an agreement between the charter school and the chartering entity.
 - 2. STATE AID – PUPILS WITH DISABILITIES:** Report here any revenues that represent payments received from a public school district for state aid attributable to special education services or programs provided by the charter school to a student with a disability enrolled in the charter school.
 - 3. FEDERAL AID – PUPILS WITH DISABILITIES:** Report here any revenues that represent payments received from a public school district for federal aid attributable to a student with a disability enrolled in the charter school.
 - 4. OTHER REVENUE FROM PUBLIC SCHOOL DISTRICTS:** Report here any other revenues that represent payments received from public school districts other than those revenues reported in 1, 2 or 3 above.
- D. ALL OTHER REVENUES:** Report here any additional revenues received by the charter school from sources other than those identified above.
- E. TOTAL REVENUES FROM ALL SOURCES:** The sum of all revenues reported in entries A, B, C and D above.

II. EXPENDITURES

F. GENERAL ADMINISTRATION:

SALARIES FOR GENERAL ADMINISTRATION: Report here salaries and wages paid by the charter school for the services and employment of general administrative staff during the period from July 1, 2008 through June 30, 2009. General administrative staff include staff with the following titles: the chief school officer of the charter school, the treasurer, the finance or business officer, the purchasing agent, the employee personnel officer, the records management officer and the public information and services officer, if any, plus any assistants or clerical staff assigned to these staff members or to their related administrative functions. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR GENERAL ADMINISTRATION: Report here any other expenditures incurred by the charter school for general administrative services and functions including office supplies and materials, equipment, communications expenses or other contractual administrative services purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR GENERAL ADMINISTRATION: The sum of all general administration salaries and other general administration expenditures. Employee benefit costs or expenditures should not be reported here.

G. INSTRUCTIONAL SUPERVISION:

SALARIES FOR INSTRUCTIONAL SUPERVISION: Report here salaries and wages paid by the charter school for the services and employment of supervisory staff for instructional programs from July 1, 2008 through June 30, 2009. Such staff are those assigned responsibility for the direct administration and management of the instructional programs and services of the charter school including the direct supervision on instructional staff. Such supervisory staff may include the building or school principal, the director for curriculum development and supervision, the director of instructional research, planning and evaluation, and the director for instructional staff development and in-service training, if any, plus any assistants or clerical staff assigned to these staff members or to their related supervisory functions for instruction. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR INSTRUCTIONAL SUPERVISION: Report here any other expenditures incurred by the charter school for direct supervision of instructional programs and services including office supplies and materials, equipment, communications expenses or other contractual instructional supervision services purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR INSTRUCTIONAL SUPERVISION: The sum of all instructional supervision salaries and other instructional supervision expenditures. Employee benefit costs or expenditures should not be reported here.

H. ALL OTHER INSTRUCTION:

SALARIES FOR ALL OTHER INSTRUCTION: Report here salaries and wages paid by the charter school for the services and employment of instructional staff in regular education programs from July 1, 2008 through June 30, 2009. Such staff are those assigned responsibility for instruction of pupils in the charter school. Such instructional staff may include teachers of regular education courses and programs, school library and audiovisual staff and instructional technology staff, if any, plus any assistants or clerical staff assigned to these staff members or to their related instructional functions. Do not include salaries or wages paid to special education staff. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR INSTRUCTION: Report here any other expenditures incurred by the charter school for instruction of pupils including office supplies and materials, equipment, communications expenses or other contractual instructional services purchased by the charter school. Do not include expenditures related to special education programs or services. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR ALL OTHER INSTRUCTION: The sum of salaries for all other instruction and other expenditures for instruction. Do not include expenditures related to special education programs or services. Employee benefit costs or expenditures should not be reported here.

I. PUPIL SERVICES:

SALARIES FOR PUPIL SERVICES: Report here salaries and wages paid by the charter school for the services and employment of pupil personnel services staff from July 1, 2008 through June 30, 2009. Such pupil personnel services staff may include an attendance officer, guidance counselors, pupil health service providers, pupil psychological service providers, pupil social work service providers, a director of co-curricular activities, or a director of interscholastic athletics, if any, plus any assistants or clerical staff assigned to these staff members or to their related pupil personnel service functions. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR PUPIL SERVICES: Report here any other expenditures incurred by the charter school for pupil personnel services including office supplies and materials, equipment, communications expenses or other contractual pupil personnel services purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR PUPIL SERVICES: The sum of salaries for pupil personnel services and other expenditures for pupil personnel services. Employee benefit costs or expenditures should not be reported here.

J. PUPILS WITH DISABILITIES:

SALARIES FOR SPECIAL EDUCATION PROGRAMS AND SERVICES PROVIDED TO PUPILS WITH DISABILITIES: Report here salaries and wages paid by the charter school for the services and employment of special education program staff from July 1, 2008 through June 30, 2009. Such special education program staff may include special education teachers, teacher assistants, teacher aides or other instructional staff providing special education programs or services for pupils with disabilities as specified in an individualized education plan prescribed by a committee on special education, plus any assistants or clerical staff assigned to these staff members or to their related special education functions. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR SPECIAL EDUCATION PROGRAMS AND SERVICES PROVIDED TO PUPILS WITH DISABILITIES: Report here any other expenditures incurred by the charter school for special education programs or services for pupils with disabilities as specified in an individualized education plan created by a committee on special education including office supplies and materials, equipment, communications expenses or other contractual services for special education purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR SPECIAL EDUCATION PROGRAMS AND SERVICES PROVIDED TO PUPILS WITH DISABILITIES: The sum of salaries for special education programs or services for pupils with disabilities and other expenditures for special education programs or services for pupils with disabilities. Employee benefit costs or expenditures should not be reported here.

K. TRANSPORTATION:

SALARIES FOR TRANSPORTATION: Report here salaries and wages paid by the charter school for pupil transportation services from July 1, 2008 through June 30, 2009. Such pupil transportation staff may include a director of pupil transportation services, school bus drivers and school bus monitors or aides, if any, plus any clerical staff assigned to these staff members or to their related pupil transportation functions. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR TRANSPORTATION: Report here any other expenditures incurred by the charter school for pupil transportation services including office supplies and materials, equipment, communications expenses or other contractual services for pupil transportation purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR TRANSPORTATION: The sum of salaries for transportation and other expenditures for transportation. Employee benefit costs or expenditures should not be reported here.

L. COMMUNITY SERVICE:

SALARIES FOR COMMUNITY SERVICE: Report here salaries and wages paid by the charter school for community services from July 1, 2008 through June 30, 2009. Such staff may include a director of a community recreation program, a director of youth programs and staff providing other civic services under the auspices of the charter school, if any, plus any clerical staff assigned to these staff members or to their related community service functions. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR COMMUNITY SERVICE: Report here any other expenditures incurred by the charter school for community services including office supplies and materials, equipment, communications expenses or other contractual services for community service functions purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR COMMUNITY SERVICE: The sum of salaries for community services and other expenditures for community services. Employee benefit costs or expenditures should not be reported here.

M. OPERATION AND MAINTENANCE:

SALARIES FOR OPERATION AND MAINTENANCE: Report here salaries and wages paid by the charter school for operation and maintenance services and programs required to maintain safe, secure and healthy facilities and learning environments for the charter school staff and students from July 1, 2008 through June 30, 2009. Such staff may include a director of operation and maintenance, janitors, and cleaning staff, if any, plus any assistants or clerical staff assigned to these staff members or to their related operation and maintenance functions. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR OPERATION AND MAINTENANCE: Report here any other expenditures incurred by the charter school for operation and maintenance services including supplies and materials, equipment, communications expenses or other contractual services for operation and maintenance purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR OPERATION AND MAINTENANCE: The sum of salaries for operation and maintenance and other expenditures for operation and maintenance. Employee benefit costs or expenditures should not be reported here.

N. EMPLOYEE BENEFITS: Report here expenditures representing the charter school's contributions as an employer to employee benefits including retirement systems or plans,

social security, workmen's compensation, life insurance, unemployment insurance, disability insurance, hospital, medical or dental insurance, union welfare benefits or any other such benefits provided to the employees of the charter school as a condition of employment.

- O. DEBT SERVICE:** Report here any expenditures incurred by the charter school during the reporting period for principal and interest payable on long term or short term obligations issued by the charter school.
- P. SCHOOL LUNCH:** Report here any expenditures incurred by the charter school in providing breakfast, milk or lunch to pupils attending the charter school.
- Q. CAPITAL EXPENSE:** Report here any expenditures incurred by the charter school during the reporting period for capital improvements and acquisitions that were financed from current revenues or reserves. Do not include such expenditures that were financed from proceeds received from the sale of obligations by the charter school.
- R. GRAND TOTAL EXPENDITURES:** The sum of all expenditures reported in entries F through Q.
- S. ENROLLMENT:** Report here the sum total of the full-time-equivalent enrollment of all students enrolled in grades kindergarten through twelve of the charter school for the 2008-09 school year.
- T. EXPENDITURES PER PUPIL:** Report here the quotient of the charter school's Grand Total Expenditures as reported in entry R divided by the charter school's Enrollment as reported in entry S. Round the quotient up to the next higher whole dollar.

Section IV

Guidelines for Audits of the Financial Statements of Charter Schools

The New York charter schools act of nineteen hundred ninety-eight requires that a charter school “shall be subject to the financial audits, the audit procedures, and the audit requirements set forth in the charter. Such procedures and standards shall be applied consistent with generally accepted accounting and audit standards. Independent fiscal audits shall be required at least once annually.”

These guidelines are provided to assist charter schools in New York State and their auditors through the annual audit process. The guidelines are also intended to provide some uniformity in the reporting by charter schools and to assist the Board of Regents in meeting its responsibilities for ensuring accountability over public funds and for reporting annually to the Governor and Legislature on the status of charter schools.

Each audit should meet the following minimum standards:

Audit Requirements:

- ❑ An independent and licensed Certified Public Accountant or Public Accountant should perform the audit.
- ❑ The audits should be conducted in accordance with generally accepted auditing standards and Government Auditing Standards, issued by the Comptroller General of the United States.
- ❑ If the charter school spends **\$500,000** or more in federal awards during the fiscal year, an independent audit as prescribed in the federal Office of Management and Budget Circular A-133 must also be completed and filed with the federal government and the State Education Department.

Reporting Requirements:

- ❑ The sample format for the financial statements is provided in accordance with Section 2851 of the Education Law.
- ❑ The financial statements should be prepared on the accrual basis of accounting in accordance with generally accepted accounting principles for not-for-profit organizations.
- ❑ All statements required by Financial Accounting Standards Board (FASB) Statement No. 117, *Financial Statements of Not-for-Profit Organizations*, should be presented including a Statement of Financial Position, Statement of Activities and Statement of Cash Flows. Required note disclosures and others that are deemed appropriate should be included.
- ❑ A supplemental schedule of functional expenses, in a format consistent with the attached, should be included and subject to the auditing procedures applied in the audit of the general purpose financial statements. Such supplemental schedule is not a required part of the general purpose financial statements and should be included for the purposes of additional analysis.
- ❑ When applicable, the auditor should prepare and submit a management letter. A copy of the management letter should be submitted with the financial statements along with the school’s corrective action plan to address any weaknesses identified in the report or the management letter.

- Reports (the independent auditor's report on the financial statements, report on compliance, report on internal control over financial reporting, management letter, and federal Single Audit, if applicable) must be submitted in electronic form within 120 days of the end of the charter school fiscal year to the following addresses:

State Education Department
Office of Audit Services
89 Washington Avenue Room 524 EB
Albany, New York 12234
jconway@mail.nysed.gov

State Education Department
Public School Choice Programs
89 Washington Avenue Room 462 EBA
Albany, New York 12234
charterschools@mail.nysed.gov

SAMPLE FINANCIAL STATEMENTS

Sample financial statements are provided for illustrative purposes. Charter schools and their auditors should consult applicable standards when determining the specific requirements that apply to their schools. The auditor should not consider these examples to be all-inclusive or a substitute for professional judgment.

The following sample financial statements are attached:

- Statement of Financial Position
- Statement of Activities
- Statement of Cash Flows
- Schedule of Functional Expenses

Explanations are provided below for certain key terms included in the sample financial statements:

Revenue:

Public School District:

Revenue - Resident Student Enrollment - Revenue from public school districts based on resident students attending the charter school and each district's adjusted expense per student or the agreed upon amount per student.

Revenue - Students with Disabilities - Revenue from public school districts for aid attributable to special education services or programs provided by the charter school to a student with a disability enrolled in the charter school.

Other Revenue from Public School Districts - Revenues from public school districts other than those defined above.

State Grants: Report state funded grants or other apportionments received directly from the State of New York.

Federal Grants: Report federal funded grants or other apportionments received directly from the federal government or through the State of New York.

Private Grants: Report privately funded grants or other apportionments received.

Program Service Expenses:

Regular Education: Report instructional activities involving the teaching of students, instructional supervision, developing and utilizing learning materials and related services in the classroom or learning environment.

Special Education: Report instructional activities involving the teaching of students with Individualized Education Programs, or those receiving special education services, instructional supervision, developing and utilizing learning materials and related services in the classroom or learning environment.

Other Program: Services other than instructional provided to students, i.e., community services, health services, food services, athletic services, music and theatre arts, and other student activities.

Supporting Service Expenses:

Management and General: Activities related to the overall management and direction of the school that are not identifiable with a particular program or fundraising activity. Management and general expenses typically include the organization oversight, board expenses, business management, record keeping, budgeting, financing and other administrative activities.

Fundraising: Activities related to publicizing and conducting fund-raising campaigns, maintaining donor mailing lists, conducting special fund-raising events, activities involved in the solicitation of contributions from individuals, foundations, government agencies, etc.

Schedule of Functional Expenses:

The schedule of functional expenses must present, in reasonable detail, the nature of the expenses incurred in each category of program and supporting services reported in the activity statement. The sample schedule shows the typical level of detail expected. Charter schools are encouraged to add additional categories if it will enhance the reader's understanding of the schedule. Likewise, classifications not used, or not material to the school's presentation, may be eliminated.

If not otherwise presented, charter schools employing management companies should obtain and provide in note disclosure a breakdown of contracted services fees in a similar format to the schedule of functional expenses to facilitate comparisons among districts.

Note on Allocation of Expenses: Charter schools must use allocation methods that are fair and reasonable. Such allocation methods, as well as the statistical basis used to calculate allocation percentages, should be documented and retained for review upon audit. Salaries of employees who perform tasks for more than one program must be allocated among all programs for which they work. The cost of supplies that are purchased for distribution among multiple programs must be allocated among these programs if direct charges are not possible. Allocation percentages should be reviewed, at a minimum, on an annual basis and adjusted as necessary.

Sample Statement of Financial Position
Charter School Name
Statement of Financial Position
As of June 30, 20XX

	As of June 30, 20XX
Assets	
Current Assets	
Cash and cash equivalents	\$
State and Federal Aid Receivable	
Contributions receivable	
Other Receivables, Net	
Short-term Investments	
Inventories	
Prepaid Expenses	
Total Current Assets	_____
Assets restricted to investment in land, buildings and equipment	
Land, Buildings and Equipment	
Long-term Investments	
Total Assets	\$ _____
Liabilities	
Current Liabilities	
Accounts Payable	\$
Accrued Liabilities	
Other Liabilities	
Deferred Revenues	
Current Portion of Long-term Debt	
Total Current Liabilities	_____
Long-term Debt	
Total Liabilities	_____
Net Assets	
Unrestricted	
Temporarily restricted	
Permanently restricted	
Total Net Assets	_____
Total Liabilities and Net Assets	\$ _____

**Sample Statement of Activities
Charter School
Statement of Activities
For the Year Ended June 30, 20XX**

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Revenues, gains and other support:				
Public School District:				
Revenue - Resident Student Enrollment				
Revenue - Students with Disabilities				
Other Revenue from Public School Districts				
State Grants				
Federal Grants				
Private grants				
Contributions				
Investment Income				
Other Income				
Net Assets Released from Restrictions				
Total Revenues, Gains and Other Support				
Expenses:				
<u>Program Expenses:</u>				
Regular Education				
Special Education				
Other Program				
<u>Supporting Services:</u>				
Management and General				
Fundraising				
Total Expenses				
Change in Net Assets				
Net Assets Beginning of Year				
Net Assets End of Year				

Sample Statement of Cash Flows
Charter School Name
Statement of Cash Flows
For the Year Ended June 30, 20XX

	20XX
Cash flows from operating activities:	
Revenues from School Districts	\$
Grant revenues	
Contributions and fund-raising activities	
Miscellaneous sources	
Payments to vendors for goods and services rendered	()
Payments to charter school personnel for services rendered	()
Interest payments	()
Net cash provided by operating activities	
Cash flows from investing activities:	
Purchase of equipment	()
Net cash used by investing activities	()
Cash flows from financing activities:	
Principal payments on long-term debt	()
Net cash provided by investing activities	()
Net increase in cash	
Cash at beginning of year	
Cash at ending of year	\$
Reconciliation of change in net assets to net cash provided by operating activities:	
Change in net assets	\$
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation	
(Increase) Decrease in assets:	
Accounts receivable	
Increase (Decrease) in liabilities:	
Accounts payable	
Accrued liabilities	()
Net cash provided by operating activities	\$

Sample Schedule of Functional Expenses
Charter School Name
Schedule of Functional Expenses
For the Year Ended June 30, 20XX

	Program Services			Supporting Services		Total
	Regular Education	Special Education	Other Program	Fundraising & Special Events	Management and General	
Salaries	\$	\$	\$	\$	\$	\$
Employee Benefits and Payroll Taxes						
Accounting/Auditing Fees						
Board Expenses						
Consultants - Computer						
Consultants – Education						
Contracted Services – Management Co.						
Contracted Services - Other						
Equipment Rental/Lease						
Food						
Insurance						
Interest Expense						
Legal						
Library						
Maintenance & Repairs						
Occupancy						
Printing						
Supplies & Materials						
Other Expenses						
Staff Development						
Telephone						
Textbooks						
Transportation (Student)						
Travel						
Utilities						
Vehicle Rental/Lease						
Depreciation and Amortization						
Total Expenses	\$	\$	\$	\$	\$	\$

Section V

NEW YORK STATE EDUCATION DEPARTMENT

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09**

Name (print) _____

Name of Charter School _____

Charter Entity _____

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): _____

2. Is the trustee an employee of the School? ___**Yes** ___**No**

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

4. Is the trustee an employee or agent of the management company? ___**Yes** ___**No**

5. Is the trustee an employee or agent of any institutional partner of the School? ___**Yes** ___**No**

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

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

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest

Signature

Date

Subscribed and sworn to before me this _____ day of _____, 20__.

 Notary Public

Statement of Assurances

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.

Print Name, Head of Charter School

Signature and Date

Subscribed and sworn to before me this _____ day of _____, 20__.

Notary Public

Print Name, President, Board of Trustees

Signature and Date

Subscribed and sworn to before me this _____ day of _____, 20__.

Notary Public