I. SCHOOL INFORMATION AND COVER PAGE

Created Monday, July 28, 2014
Updated Friday, August 01, 2014

Page 1

1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

010100860960 ALBANY LEADERSHIP CHS-GIRLS

2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

Albany

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	19 Hackett Blvd. Albany, NY 12208	518-694-5300	518-694-5307	[redacted]

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Christina Roberts
Title	School Leader
Emergency Phone Number (###-###-####)	[redacted]

5. SCHOOL WEB ADDRESS (URL)

http://www.albanyleadershiphigh.org/

6. DATE OF INITIAL CHARTER

2009-06-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2010-08-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

- 9
- 10
- 11
- 12

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

Yes/No	Name of CMO/EMO
No	

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 2014-15.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	19 Hackett Blvd. Albany, NY 12208	518-694-5300	ALBANY CITY SD	9-12	Yes	Rent/Lease

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Christina Roberts	[redacted]		[redacted]
Operational Leader	Jean Coutts	[redacted]		[redacted]
Compliance Contact	Nadeen Herring	[redacted]		[redacted]
Complaint Contact	Nadeen Herring	[redacted]		[redacted]

14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

Yes

15. 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	Requested 6 month charter term extension to complete school year while awaiting renewal decision.	Feb 2014	July 2014

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 stylist on your mobile device to sign your name).

- Yes

Signature, Head of Charter School

Signature, President of the Board of Trustees

Thank you.

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

Created Monday, July 28, 2014

Page 1

Charter School Name: 010100860960 ALBANY LEADERSHIP CHS-GIRLS

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/profile.php?instid=800000068133

ALBANY LEADERSHIP
CHARTER HIGH SCHOOL FOR GIRLS

ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By Christina Roberts

19 Hackett Blvd
Albany, NY 12208
(518) 694-5300

Christina Roberts, School Leader, and William Rivers, Academic Dean, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
James Vallee	Chairperson; Ex-officio member of all committees Finance & Audit, Governance
Elizabeth Robertson	Vice-Chairperson; Governance
Margaret Moree	Secretary; Accountability, Finance & Audit
Peter Hughes, Ed.D.	Treasurer; Chair Finance & Audit Committee
Alex Ma, Ph.D.	Member; Accountability
Bryan Lester	Member; Accountability
Rebekah Brisbane	Member; Parent
Dr. Dan McGregor	Member
James Kellerhouse	Member; Finance

Christina Roberts has served as the school leader since 2013.

INTRODUCTION

Albany Leadership Charter High School for Girls (ALH) was the first all-girls, public, charter high school in the city of Albany. Led by a dynamic team of leaders, ALH strives to be the premier college preparatory high school for young women in the Capital District. The school opened its doors in September 2010 to approximately 150 ninth and tenth grade scholars who benefit from an approximate teacher to student ratio of 1 to 15.

Mission Statement

The mission of Albany Leadership Charter High School for Girls is to prepare young women to graduate from high school with the academic and leadership skills necessary to succeed in college and the career of their choosing.

ALH Key Design Elements

Albany Leadership Charter High School for Girls (ALH) possesses strategic design elements intended to result in greater student achievements. These elements include: single gender education, extended day and year, college preparatory programming, and character education through service learning and advisory.

ALH prides itself on being the first and only public, charter female only high school in New York State, and it considers this one of its primary distinctive qualities. According to the National Association for Single Sex Public Education (NASSPE), there are three major advantages for girls who are educated in a single gender school. These include expanded educational opportunity, custom-tailored learning and instruction and the exercising of greater autonomy. ALH seeks to maximize these benefits for our students in every aspect of our school in order to ensure we cultivate great scholars and true leaders.

ALH also recognizes the potential positive impact of greater instructional time and, therefore, has created an extended day and year. Our daily bell schedule provides our students with ___ more minutes per week in comparison to our local district school, and our 2014-2015 calendar requires students to attend 12 more days. ALH believes this additional time is extremely valuable because it allows our girls even more opportunities to learn new material, review previous material, practice skills and i8mprove performance.

ALH's extended day and year greatly contribute to our ability to prepare our future graduates for college. The new sequencing of our academic program affords EVERY scholar the chance to graduate with an Advanced Regents Diploma. The "doubling up" of English Language Arts and Mathematics in the freshmen year helps our students to establish a strong foundation in literacy, writing and numeracy. An SAT preparation course is also built into students' daily schedules in their sophomore year, which is followed up by opportunities for after school SAT preparation courses in students' junior year. Throughout our girls' entire high school career, they also engage in a college readiness program that entails visiting colleges, attending college fairs, completing college applications and applying for financial aid. ALH emphasizes the attainability of college acceptance and graduation.

In addition to a focus on academic excellence and the pursuit of postsecondary endeavors, ALH also underscores the importance of strong character through its core C.L.E.A.R. values, advisory days and service learning. ALH's C.L.E.A.R. values are: College and Career Readiness, Leadership, Empowerment, Accountability and Resolve and Resiliency, and these values are reinforced in every facet of school life from the classroom to the lunchroom to the hallway to the world. ALH scholars also participate in a monthly advisory, that is solely and explicitly devoted to developing our girls' character and further strengthen our core values. Lastly, all ALH students are required to complete a minimum of 90 hours of community service through our Service Learning Program. Through the fulfillment of this requirement, our graduates are able to fully ascertain that the mark of a true leader is service.

School Enrollment by Grade Level and School Year
***As of BEDS Day**

School Year	9	10	11	12	Total
2010-11	115	35	0	0	150
2011-12	108	96	19	0	223
2012-13	99	67	77	20	263
2013-14	125	108	82	57	372

The ALH C.L.E.A.R. Approach: Our high academic and behavioral standards are embedded in our *Core Values*. These values are the foundation upon which every administrator, faculty member, student, family and community member must acknowledge and practice in order to achieve our mission:

Faculty

- **College and Career Readiness**: We will provide our young women with the skills for academic mastery, mental focus, and emotional maturity.
- **Leadership**: : We will require our young women to be active learners in class, so they can take ACTION and serve their community.
- **Empowerment**: We will equip our young women with the intellectual, professional and personal capital to achieve theirgoals.
- **Accountability**: We will assume responsibility for our role and our student outcomes.
- **Resolve and Resiliency**: We will commit to our young women's success and promote their perseverance.

Student

- **College and Career Readiness**: I will graduate from ALH equipped for my next endeavor.
- **Leadership**: I will inspire others to make a difference.
- **Empowerment**: I am capable of and committed to excellence.
- **Accountability**: I am responsible for my actions and their consequences.
- **Resolve and Resiliency**: I will achieve all of my goals no matter what.

Families and Community

- **College and Career Readiness**: We will support our daughters to excel academically.
- **Leadership**: We will emphasize the importance of taking initiative and model dedicated service.
- **Empowerment**: We expect and foster greatness in our daughters.
- **Accountability**: We will require our daughters to take responsibility for their actions and the consequences.
- **Resolve and Resiliency**: We will demonstrate our confidence in our daughters' capabiltiies and encourage them to persevere always.

High School Cohorts

Accountability Cohort

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2010 state Accountability Cohort consists of students who entered the 9th grade in the 2010-11 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2013-14 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for its accountability rules and cohort definitions: http://www.emsc.nysed.gov/irts/accountability/home.shtml)

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2011-12	2008-09	2008	N/A		
2012-13	2009-10	2009	20	1	19
2013-14	2010-11	2010	57		58

Total Cohort for Graduation

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

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort [1] (b)	Graduation Cohort (a) + (b)
2011-12	2008-09	2008	N/A		
2012-13	2009-10	2009	22	0	22
2013-14	2010-11	2010	58	7	65

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort [2] (b)	Graduation Cohort (a) + (b)
2011-12	2007-08	2007	N/A		
2012-13	2008-09	2008	0		
2013-14	2009-10	2009	4	17	21

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

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts
Students will become college ready in English Language Arts by attaining at or above grade level proficiency on state and national tests and obtaining the regents or advanced regents credits in English necessary to graduate from high school by their 4th year at ALHCS.

Background

ALH has progressively transitioned into full implementation of the Common Core State Standards with an emphasis on critical reading and critical writing, which can enhance learning in all disciplines. ALH also provided mandatory 30 minute remedial support classes four times/week for students in need of additional math support.

Goal 1: Absolute Measure
Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / 75 to meet the college and career readiness standard.[3] This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

83 percent of the 2010 Accountability Cohort passed the NYS English Regents exam with a 65 or better.

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

English Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort[4]

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	N/A	
2009	19	84
2010	58	83

Evaluation

ALH achieved this measure.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	29	45	74	61	58	83
2011	97	0	66	N/A	62	69
2012			95	N/A	81	0
2013					100	0

Goal 1: Absolute Measure
Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

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

Method

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

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

Results

ALH achieved this measure based on the scores available. We are unable to effectively report on this measure because we do not have access to all students' 8th grade scores. Of the twelve 8th grade scores we do have that were at levels 1 and 2, nine passed the English Regents with a 65 or above equaling 75%.

Goal 1: Absolute Measure
Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

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

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2013-14 English language arts AMO of **166**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4.

Results
The 2010 Accountability Cohort achieved an APL of 129 versus the target AMO of 166.

English Language Arts Accountability Performance Level (APL)
For the 2010 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
58 (56 Tested)	14	39	45	0

	PI	=	39	+	45	+	0	=	84
					45	+	0	=	45
							APL	=	129

Evaluation

ALH did not achieve this measure. Although most of our 2010 Cohort passed the English Regents with a 65, fewer achieved the high scores necessary to achieve the outcome.

Goal 1: Comparative Measure
(§) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on the English language arts Regents exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

Method
The Charter Schools Institute conducts a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school's performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the School's actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available.

Results

Leave Blank

Goal 1: Comparative Measure
Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

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

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.[5]

[5] The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

Results

75 percent of the 2010 Total Cohort passed the NYS English Regents Exam with a 65 or better, which is 27 points higher than the most recent results available from the local district.

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

Cohort	Charter School		School District[6]	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009	84	19	56	654
2010	75	65		

Evaluation

ALH achieved this measure.

Goal 1: Growth Measure
(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

Method

This measure examines the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

The State Education Department has not yet developed the high school Growth Model.

Results

Leave Blank

[6] District results for the 2009 cohort are not yet available.

Summary of the High School English Language Arts Goal [7]

ALH achieved three of the four accountability measures in English. 83 percent of the 2010 Accountability Cohort passed the Regents with a 65 or better. Of the scores we do have of incoming ninth grade girls who did not score at proficient on the 8th grade ELA exam, greater than 75% did improve and were able to pass the English Regents. Although most of our students passed the English Regents exam, the scores were generally not above 75 so we the calculated APL did not meet the AMO. ALH continues to outperform the Albany City School District on the NYS English Regents.

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

Action Plan

English Language Arts represents an area where our incoming 9th graders struggle. Considering the local sending 8th grade schools have an average proficiency rate of less than 12%, this is a proficiency problem that will only become more problematic as we reach more complex content in high school. We can unfortunately do nothing about the readiness of our incoming 9th graders. We can however, make adjustments in our practices in order to increase our students' opportunity to succeed in Language Arts during their four years with us, namely the 11th grade ELA Regents Exam.

Beginning in fall 2014, all students who are deemed unprepared for immediate success in 9th grade English will receive a double period of ELA. This was referenced extensively in our renewal application as well. The double period is being received by 80% of our 9th grade students, in a stark statistic to just how unprepared most of our 9th graders really are. We are confident that receiving twice the time in ELA, there are two immediate benefits. First, it will allow greater exposure to grammar, reading, writing, and comprehension skills that will increase passing rates once they sit for 11th grade ELA. Second, it will carry over into other subjects such as Social Studies and Science,

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

where reading and the entire umbrella of other ELA skills will ultimately serve our students well in any class where these skills are necessary.

MATHEMATICS

Goal 2: Mathematics
Students will become college ready in mathematics by attaining at or above grade level proficiency on state and national tests and obtaining the regents or advanced regents credits in mathematics necessary to graduate from high school by their 4th year at ALHCS.

Background

ALH has transitioned from having various "pre" courses (pre-Algebra, pre-Geometry, etc.) to creating a set trajectory of "traditional" courses: Algebra to Geometry to Algebra 2 Trigonometry to Pre-Calc (and Calculus where applicable). ALH also provided mandatory 30 minute remedial support classes four times/week for students in need of additional math support.

Goal 2: Absolute Measure
Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma. This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

Results

95 percent of the 2010 Accountability Cohort passed a math Regents exam with a score of a 65 or better, up from 89 percent of last year's four year cohort.

Mathematics Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort[8]

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	19	89
2010	58	95

[8] Based on the highest score for each student on the Mathematics Regents exam

Evaluation

ALH achieved this measure.

Additional Evidence

The 2011, 2012 and 2013 Accountability Cohorts are making progress toward this measure based on the table below.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	97	69	74	81	58	95
2011	84	58	66	75.8	62	81
2012			95	53.6	81	68
2013					100	49

Goal 2: Absolute Measure
Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

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

Method

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

Results

ALH achieved this measure based on the scores available. We are unable to effectively report on this measure because we do not have access to all students' 8th grade scores. Of the fourteen 8th grade scores we do have that were at levels 1 and 2, twelve passed a Math Regents with a 65 or above equaling 86%.

Goal 2: Absolute Measure
Each year, the Accountability Performance Level (APL) on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:
http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf
The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2013-14 mathematics AMO of **148.**

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4.

Results

The ALH 2010 Accountability Cohort achieved an APL of 102 based on the NYS Math Regents scores, which was lower than the target AMO of 146.

Mathematics Accountability Performance Level (APL)
For the 2010 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	5	88	7	0

PI	=	88	+	7	+	0	=	95
				7	+	0	=	7
						APL	=	102

Evaluation

ALH did not achieve this measure.

Goal 2: Comparative Measure
(§) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school's performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school's actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available.

Results

Leave Blank

Goal 2: Comparative Measure
Each year, the percent to students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

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

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.[9]

[9] The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

Results

95 percent of the ALH 2010 Accountability Cohort achieved a passing score of 65 or above on a NYS Math Regents by the end of their fourth year in the cohort versus 63 percent of the 2009 Cohort from the local district.

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

Cohort	Charter School		School District[10]	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2008			61	712
2009	89	19	63	654
2010	86	65		

Evaluation

ALH achieved this measure.

Additional Evidence

Both years that ALH has had a fourth year cohort, the school has outperformed the Albany City School District in math.

Goal 2: Growth Measure
(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

Method

This measure examines the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

The State Education Department has not yet developed the high school Growth Model.

[10] District results for the 2009 cohort are not yet available.

Results

Leave Blank

Summary of the High School Mathematics Goal [11]

ALH achieved three of the four accountability measures in Math. 95 percent of the 2010 Accountability Cohort passed the Regents with a 65 or better. Of the scores we do have of incoming ninth grade girls who did not score at proficient on the 8th grade math exam, greater than 75% did improve and were able to pass a Math Regents by the conclusion of their fourth year. Although most of our students passed a Math Regents exam, the scores were generally not above 80 so we the calculated APL did not meet the AMO. ALH continues to outperform the Albany City School District in math.

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

Action Plan

Math represents the most profound subject area where our incoming 9th graders struggle. Albany City School District (ACSD) sends us 31% of our incoming 9th graders from their middle schools, based on fall 2014 enrollment. Last year, ACSD had ZERO percent proficiency in NYS Grade 8 Math, so by default 31% of our 9th graders are not proficient in Math coming into 9th grade. The news is not much better from other sending schools, save for KIPP Tech Valley Charter School. We can unfortunately do nothing about the readiness of our incoming 9th graders. We can however, make adjustments in our practices and scheduling in order to increase our students' opportunity to succeed in Math during their four years with us, namely the required passing of a required Math Regents in order to graduate and earn a Regents Diploma.

Beginning in fall 2014, all students who are deemed unprepared for immediate success in 9th grade Math will receive a double period of Math. This is exactly what we are doing with grade 9 ELA as

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

well. This was also referenced extensively in our renewal application. The double Math period is being received by 80% of our 9th grade students, in a stark statistic to just how unprepared most of our 9th graders really are.

We are confident that receiving twice the time in Math, there are immediate and long term benefits. First, it will allow greater exposure to 9th grade Math skills that will provide students a better chance of passing their first 9th grade Algebra Regents. This has historically been an impediment for our students, particularly on their first attempt. Second, it will move them through the various levels of Math, allowing many of our students to receive far more than the required 1 Math Regents passed, and endeavor for two or three Regents and an advanced Regents Diploma.

SCIENCE

Goal 3: Science
Students will become college ready in science by attaining at or above grade level proficiency on state and national tests and obtaining the regents or advanced regents credits in science necessary to graduate from high school by their 4th year at ALHCS.

Background

ALH is making some updates to the Science department going forward. We are now using updated curriculum and pacing guides for all science courses. There is a system in place for lesson plan review and feedback by science department supervisor who will be placing focus on lesson rigor. There will be 15 minute walkthrough observations and follow-up conferences where the focus will be on rigor, content-specific literacy (vocabulary, reasoning skills, -- i.e. focus on Common Core Literacy for Science and Technical subjects) and using formative assessment to enhance instruction. The use of interim assessment data to run efficient protocol meetings as a means to develop action plans has been implemented. In addition, there are expectations for additional time spent on labs (hands-on and project based learning) and follow-through during weekly 15 minute observations of each teacher – (i.e. 1 lab or hands-on project/ week).

Students that failed Regents exams are placed back in the course (even if they already earned the course credit) until they pass the exam (January, June, August). Also, student support services are provided opposite of lunch for Regents prep for all courses. For all programs, an enhanced RtI program where student deficits are identified and Tier 2, 3 interventions used to target specific deficits (reading, math). This will help build basic knowledge and skills students need to access science-specific content.

Goal 3: Absolute Measure
Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

Method

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

Results

83 percent of students in the 2010 Accountability Cohort passed a NYS Science exam with a 65 or better by the end of their fourth year in the cohort.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort[12]

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	N/A	
2009	19	78.9
2010	58	83

Evaluation

ALH achieved this measure.

Additional Evidence

The other accountability cohorts are making progress toward this measure as evidenced in the table below.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	97	42	74	65	58	83
2011	84	32	66	60.6	62	84
2012			95	31.5	81	58
2013					100	55

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

Goal 3: Comparative Measure
Each year, the percent to students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

Method

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

Results

75 percent of the ALH Total Cohort passed a science Regents exam by the end of their fourth year in the cohort versus 56 percent of the same group at the local district.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2008	N/A		56	712
2009	19	78.9	56	654
2010	75	65		

Evaluation

ALH achieved this measure.

Additional Evidence

ALH continues to outperform the Albany City School District in percent passing a Science Regents exam after the completion of four years in the cohort.

SOCIAL STUDIES

Goal 3: Social Studies
Students will become college ready in social studies by attaining at or above grade level proficiency on state and national tests and obtaining the regents or advanced regents credits in social studies necessary to graduate from high school by their 4th year at ALHCS.

Goal 4: Absolute Measure
Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

Method

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

79 percent of the 2010 Accountability Cohort passed the U.S. History Regents with a score of 65 or better.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort[13]

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	N/A	
2009	19	78.9
2010	58	79

Evaluation

ALH achieved this measure.

Additional Evidence

Students have always taken the U.S. History exam at the end of their junior year, so the 2012 and 2013 Cohorts do not have Regents scores yet. The 2011 Cohort has 38 percent of students who have passed this Regents.

[13] Based on the highest score for each student on a science Regents exam

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	97	N/A	74	78.9	58	79
2011	84	N/A	66	44.5	62	74
2012			95	N/A	81	0
2013					100	0

Goal 4: Comparative Measure
Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

Method

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

Results

71 percent of the 2010 Total Cohort passed the U.S. History Regents exam versus 56 percent at the local district.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2008			53	712
2009	78.9	19	56	654
2010	71	65		

Evaluation

ALH achieved this measure.

Additional Evidence

ALH continues to outperform the Albany City School District in percent passing the U. S. History Regents exam after the completion of four years in the cohort.

Goal 4: Absolute Measure
Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

Method

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

Results

This year's four year cohort stayed steady at about 78 percent passing the Global Studies exam after four years.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort[14]

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	N/A	
2009	19	78.9
2010	58	78

Evaluation

ALH achieved this measure.

Additional Evidence

The 2011 Accountability Cohort is making progress toward this measure with 38 percent already having passed this Regents.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	97	N/A	74	53	58	79
2011	84	N/A	66	36	62	77
2012			95	N/A	81	30
2013					100	0

[14] Based on the highest score for each student on a Global Studies Regents exam

Goal 4: Comparative Measure
Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

Method

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

Results

71 percent of students in the 2010 Total Cohort passed the Global Studies Regents exam versus only 53 percent of the 2009 Cohort at the Albany City School District. This is the most recent district data available.

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

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2008			51	712
2009	78.9	19	53	654
2010	71	65		

Evaluation

ALH achieved this measure.

Additional Evidence

ALH continues to have more students passing the Global History Regents exam by the end of their fourth year in the cohort than the local district.

Action Plan

We have re-ordered our entire Social Studies order for this 9th grade class. Effective immediately, this cohort of 9th grade students will take Economics and Government in grade nine, US History in tenth, and double Global Studies in 11th. Since US History has historically been a more successful test for our students, passing it in tenth will further aid in the pursuit of this 'three Regents by tenth grade' measure. The metric we will use for medium term (two year) success with the reorganization of our class schedule will be the new three year Regents passing rate evident as this current class should finish their sophomore year in summer 2016.

Also, we have received significant support from the Albany Charter School Network (ACSN) in spring and summer 2014, and that support will continue into 2014-15 through a previously agreed upon compact with ACSN. Topics in Social Studies include, but are not limited to reviewing and revising Social Studies curricula to align with the Common Core, and working with teaching staff to collaboratively review teacher syllabi in all social studies offerings.

NCLB

Goal 5: NCLB
The school will make Adequate Yearly Progress.

Goal 5: Absolute Measure
Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

Method

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

Results

ALH is in good standing.

Evaluation

ALH achieved this measure.

Additional Evidence

ALH has been in good standing since it opened.

HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION
Students at ALHCS will become college ready and career ready by graduating from high school with an advanced Regents or Regents diploma.

Goal 6: Absolute Measure
Each year, 75 percent of students in each cohort will pass their core academic subjects by the end of August and the school will promote them to the next grade.

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

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

Albany Leadership Charter High School for Girls
Academic Policies and Procedures

GRADING SCALE

LETTER	GRADES EARNED	GPA VALUE (UNWEIGHTED)	ACHIEVEMENT LEVEL
A+	98-100	4.0	MASTERY
A	93-97	3.8	MASTERY
A-	90-92	3.6	MASTERY
B+	87-89	3.4	PROFICIENT
B	83-86	3.2	PROFICIENT
B-	80-82	3.0	PROFICIENT
C+	77-79	2.8	BASIC
C	73-76	2.6	BASIC
C-	70-72	2.4	BASIC
F	69 and Below	0.0	REMEDIAL

*****If your daughter receives a final grade of less than 70%, no credit unit will be granted for that course. If she fails any "core classes" (those required for graduation), she will be **REQUIRED** to attend summer school; otherwise, she will likely have to repeat the course in the next year.

RECEIVING CREDITS FOR A COURSE

Credit units are granted once a student successfully completes that course with a "C-" or higher. Partial credit units are not granted to a student who leaves ALH midyear or who transfers to another class midyear.

COURSES WITH WEIGHTED CREDIT

A student who chooses to take an Honors or Advanced Placement (AP) level course will be weighted in recognition of the extra effort needed to meet their requirements. Consequently, Honors courses are weighted at 1.02% and AP courses are weighted at 1.05%.

ALH ACADEMIC PROGRAM

	9th Grade	**10th Grade**	**11th Grade**	**12th Grade**
Language Arts	Critical Reading Critical Writing (Honors ELA I)	ELA II- American Literature (Honors)	ELA III- Global Literature (AP English Literature)	Transformative Literature (UHS)
Social Studies	Government/ Economics	US History (Honors)	Global Studies 1 Global Studies 2 (Honors)	(AP)/(HVCC)
Math	Algebra/ Foundations (Geometry)	Geometry (Algebra 2 Trig)	Algebra2Trig or Algebra2TrigE1 (Pre-Calc)	Pre-Calc or Algebra2TrigE2 (Calculus)
Science	Living Environment	Earth Science	Chemistry (Chemistry NR)	Physics (AP Bio) (Med Science)
Foreign Language	(Spanish 2- Honors Only)	Spanish 1 or 2 (Spanish 3)	Spanish 2 or 3 (Spanish 4?)	Spanish 3 (or 4?)
Physical Education/Health	PE	PE/Health	PE	PE
Enrichment	Art/Music	Art/Music/ Business	Life Skills	Art/Music/ Business/ Internships
School Theme	"My Role"	"My Role in the Community"	"My Role in the Global Society"	"My Role as a Transformative Leader"
Credits Earned	7	7	7	3-7

*****Please note that the aforementioned Academic Program is the trajectory for all Cohort 2014 students and subsequent cohorts. Any preceding cohorts are completing their graduation requirements as necessary. If you have individual questions or concerns with your daughter's academic program, please speak to her guidance counselor.

STUDENTS WHO TRANSFER *FROM* OTHER INSTITUTIONS

Students transferring to Albany Leadership Charter High School for Girls ***may*** be able to carry their former institution's credits over. Students who transfer to ALH mid-year will have their exit grades considered for ALH quarter grades and final credit units.

STUDENTS WHO TRANSFER *TO* OTHER INSTITUTIONS

Albany Leadership Charter High School for Girls does not give credits to students who transfer mid-year. We will forward an exit grade summary for that school year **once the formal withdrawal form has been submitted** to the Office and Relations Administrator.

GRADE POINT AVERAGE (GPA)

GPA is calculated using the 4-point scale and is calculated based on credit-bearing classes, factoring in any appropriate weighting. Pass/Fail classes will not be calculated into the GPA.

PASS/FAIL CLASSES

For "pass" or "fail" classes, students must receive three out of the four "passes" in order to pass for the year.

Honor Roll/High Honor Roll

Students who receive a 3.2 through 3.59 GPA in any quarter will receive Honor Roll recognition.
Students who receive 3.6 and above GPA in any quarter will receive High Honor Roll recognition.

HOMEWORK

Homework will include, but is not limited to, a review of skills and concepts our students have learned that day in school and an extension for further learning. This will help students move toward mastery of the skills and concepts they encounter.
Homework is checked for "**quality and completion**".

ALH Heading

NAME CLASS	DATE "One Leader Changes Everything"

What is meant by "**quality and completion**"?

- Homework has the ALH official heading
- Homework is written in black or blue ink only (pencil for science/math)
- Every task/question is answered/attempted
- Work is legible
- Presentation is neat and professional looking (no stains, wrinkles, or tears)

Formal Typed Assignments:

- 12-point font
- Times New Roman
- Double-spaced
- Standard 1" margins

LATE WORK

Completing homework is not optional at ALH. It is essential that all of our students complete homework regularly to both reinforce what they are learning at school and to equip them for the increased demands of college. Students are expected to submit **all homework** assignments **ON TIME**! Homework assignments include, but are not limited to, worksheets, readings, informal research, written responses, practice assessments and other assigned tasks that are expected to be completed ***by the next school day/class***. For **formal** assignments, including research papers, group projects, and independent study, students will be given a firm due date and expected to submit the assignment ***on that day in class***. Students jeopardize both their class grade and their promotion status if they do not complete AND submit their assignments on the due dates.

*Teachers reserve the right to assign students **Flex Time** if they do not hand in homework or a formal long term assignment on time.

FLEX TIME

Flex Time takes place every day after 8th period until 4 pm. This is the space where *opportunity* meets *responsibility*. Teachers are available for our scholars every day after school to receive additional academic assistance, to improve previously submitted work and/or to make up missed work (due to either excused or unexcused absences from class). Teachers are empowered to **ASSIGN** Flex Time for students whom they believe are in **NEED** of serious remediation or support. Students who fail to attend assigned Flex Time (without a legitimate excuse) will not receive a "punitive consequence" but will be informed that any academic consequences for their negligence will not be negotiated or changed in the future.

Should a student choose to be disruptive, disrespectful or disengaged in the mini-lesson within Flex Time, she will be asked to leave and will serve the appropriately designated consequence based on the egregiousness of the offense.

ASSESSMENTS

Frequent assessment is a central component of our program. Assessments in every subject at ALH are used to adjust instruction and inform tutoring and enrichment programs in order to meet the needs of every student; hold students, faculty and staff accountable for student learning outcomes; and to track growth and progress so that every student is prepared to succeed and graduate from college. ALH uses the data from assessments on a daily, weekly, quarterly and annual basis. Assessments take many forms, including but not limited to, daily quizzes and homework, weekly tasks and projects, portfolios and presentations, unit benchmark assessments, interim assessments and New York State and national norm referenced exams.

Student attendance and participation in the assessment program is essential in order to fully understand each student's academic standing. Your daughter's performance and strengths and needs on assessments will be a routine part of parent- teacher conferences, as well as student-teacher discussions. Students who are absent for assessments will be required to make-up the assessment during school, after school or on a designated Saturday. ALH will provide multiple opportunities and communication tools for parents/guardians to have their daughter's most current assessment outcomes.

REGENTS AND FINALS TESTING

Regents exams are state-mandated in varied subjects in order for students to obtain a high school diploma. Finals are cumulative exams that cover the year's coursework. Exams are given for all courses. Students will either take a Regents exam or final exam in mid-June.

All exams are held in the gymnasium unless otherwise specified. Students are expected to be at the exam site at least thirty minutes prior to the start of the exam. Students are given 3 hours to complete an exam, but may be excused after 2 hours if they have finished. After an hour and a half has passed, a late student will not be allowed entry. Students who are late for an exam will not be given additional time to compensate for their lateness. (This is based on **NYS** regulations.)

All students are expected to take their exams on the days designated on the exam schedule. Teachers will not re-administer or give credit for an exam missed due to an unexcused absence.

FINAL GRADE CALCULATION

Each of the four quarter grades, in addition to the final exam, will be counted as 20% of the final average.

PROMOTION POLICY

Students need a certain number of credit units before they can advance to the next grade level. The minimum credit units needed to advance per grade level are listed below:

Grade 9	4 units
Grade 10	10 units
Grade 11	16.5 units
Grade 12	22 units

SUMMER SCHOOL

In July of each year, ALH will offer limited Summer Credit Recovery Courses for those students who have fallen short in receiving full credit for classes taken during the school year. Should ALH not offer a course a student needs, credits from other accredited area schools will be accepted. Students will receive credit only if they receive a passing grade. This applies to students who attend either ALH's program or another school's summer program.

Results

ALH partially met this goal. The 2012 and 2013 cohorts exceeded the metric, and the 2010 and 2011 cohorts did not.

Percent of Students Promoted by Cohort in 2013-14

Cohort Designation	Number in Cohort	Percent promoted
2010	65	42%
2011	71	72%
2012	84	87%
2013	95	83%

Evaluation

Although the younger grades did exceed the 75% goal, the standard was slightly easier since ALH (up through the end of the 2013-2014 school year) only required 4 credits to promote freshmen to becoming sophomores and 10 credits to promote sophomores to becoming juniors. In addition, some students were already behind grade level respective to cohort, so being "promoted" one more grade level could still have them slightly behind in the final trajectory to graduation. ALH recognizes it needs to approve its success in helping students to be promoted. Therefore, they have made major programmatic changes in the 2014-2015 school year, which include going from a 7 period to an 8 period day, which permits students to earn an additional credit towards meeting graduation requirements.

Goal 6: Absolute Measure
Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

Method
This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2014, the 2012 cohort will have completed its second year.

Results

24 percent of the 2012 Graduation Cohort passed three Regents required for graduation by the conclusion of their second year.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2010	97	34
2011	67	33
2012	104	24

Evaluation

ALH did not achieve this measure.

Additional Evidence

Because of the sequence in which our students sit for the Regents exams, it is very difficult for them to pass three by the end of the second year in high school. We anticipate this changing as we move forward because we will be restructuring the order in which classes are taught and students take the various Regents.

Goal 6: Absolute Measure
Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

Method

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2010 cohort and graduated four years later and those who entered as members of the 2009 cohort and graduated five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.

The school's graduation requirements appear above under the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

Results

65 percent of the 2010 Graduation Cohort graduated after four years.

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

Cohort Designation	Number in Cohort	Percent Graduating
2008	N/A	
2009	22	72.7
2010	65	65

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

Cohort Designation	Number in Cohort	Percent Graduating
2007	N/A	
2008	N/A	
2009	21	76

Evaluation

ALH did not achieve this measure.

Additional Evidence

This year marks the first year ALH has had a five year cohort and it was very small. Going forward, we anticipate a higher percentage graduating after five years.

Goal 6: Comparative Measure
Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.

Method

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district[15]. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

Results

65 percent of the 2010 Total Graduation Cohort graduated after four years, whereas only 53.8 percent of the local district achieved graduation from the 2009 Cohort.

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

Cohort Designation	Charter School		School District[16]	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2008			712	49
2009	22	72.7	654	53.8
2010	65	65		N/A

Evaluation

ALH achieved this measure.

Additional Evidence

A greater percentage of ALH students graduated than the local Albany City School District.

[15] Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the IRS Data Release webpage.
[16] District results for the 2009 cohort are not yet available.

Summary of the High School Graduation Goal

Although some of the graduation accountability measures continue to prove challenging for the first two ALH cohorts, we have had a higher percentage graduates than the local district two years running.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade. Required for Accountability Plans developed prior to 2012-13	Did Not Achieve
	(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year. Required for Accountability Plans developed in 2012-13 or later	
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did Not Achieve
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Did Not Achieve
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Achieved

Action Plan

Please refer to the aforementioned program updates that will impact achievement toward these goals as far as passing courses and Regents required for graduation. The class sequence, additional class in the schedule and focus on basic skills will positively impact ALH student preparedness to graduate in four years.

COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION
Students at ALHCS will be prepared to succeed in college by demonstrating academic achievement on national norm referenced college readiness examinations and school based measures.

Goal 7: Comparative Measure
Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

Method

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

Results

68 of the 80 students in 10th grade sat for the PSAT test. The average score in reading was 34.2 versus the NYS average of 45.5. The average score in math was 35.4 versus the state average of 47.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2011-12	96	35	36.3	45.2	36.2	46.9
2012-13	77		36.3	49.3	36.2	49.4
2013-14	80	68	34.2	45.5	35.4	47.0

Evaluation

ALH did not achieve this measure.

Goal 7: Comparative Measure
Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

Method

This measure tracks student performance on one of the most commonly used high school college prep assessments.

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

Results

Of the 58 students who were seniors in 2013-14, 43 sat for the SAT exam. The average Reading score was 414 versus the 2013 NYS average of 485. The average Math sub-test score was 394 versus the NYS average of 501.

12th Grade SAT Performance by School Year

School Year	Number of Students in the 12th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State 2013	School	New York State 2013
2012-13	19	16	447.5	483	430	500
2013-14	58	43	414	485 Female 483	394	501 Female 489

Evaluation

ALH did not achieve this measure.

Additional Evidence

ALH scholars have struggled to outperform the NYS average on the SAT exam. Going forward, SAT preparation classes will be mandatory and built in to the student schedules.

Goal 7: School Created College Preparation Measure
75% of students enrolled for 2 or more years will graduate with an Advanced Regents Diploma.

Method

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

Results
7 of the 65 students in the 2010 Total Cohort achieved a diploma with Advanced Regents designation.

Evaluation
ALH did not achieve this measure.

Goal 7: School Created College Preparation Measure
By the 3rd quarter of their senior year, 100% of students will complete their College Readiness Portfolio with at least 90% mastery of the required College Readiness Portfolio components.

Method
The College Readiness Portfolio entailed that the students participated in various college readiness workshops (including Financial Aid, College Essay, Common Application, etc.) met with guidance and completed at least 1 college application.

Results
100 percent of the graduating 2010 Cohort completed their College Readiness Portfolio.

Evaluation
ALH did achieve this measure. However, it recognizes that once students realize they are not capable of graduating on time, they tend to have to prioritize graduating first before pursuing the college application process.

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

Not Applicable

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

Results
Of the 2014 graduates, fourteen sat for AP exams and three achieved a score of 3 or higher. 5% of the 2010 Total Cohort passed an AP exam.

Evaluation

ALH did not achieve this measure.

Goal 7: School Created College Attendance or Achievement Measure
Each year 80% of students who graduate will attend a post-secondary institution within a year of graduation.

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

Method

ALH graduates are communicated with after graduation.

Results

87.5 percent of the 2013 graduates attended a 2 or 4 year college within one year of graduation.

Evaluation

ALH achieved this measure.

Summary of the College Preparation Goal

ALH achieved two of the five accountability measures for College Preparation. It is encouraging that our students are attending college, but ALH continues to strive to best prepare them for their next endeavor. To that end, there will be a (P)SAT preparation class built into the school schedule. We are also working to partner with local institutions so ALH can offer college level classes.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Comparative	Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Did Not Achieve
Comparative	Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Did Not Achieve
College Preparation	By the 3rd quarter of their senior year, 100% of students will complete their College Readiness Portfolio with at least 90% mastery of the required College Readiness Portfolio components.	Achieved
College Attainment	Each year 80% of students who graduate will attend a post-secondary institution within a year of graduation.	Achieved
College Preparation	Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Did Not Achieve

Action Plan

ALH plans to improve their alumni network, including a more effective use of its Naviance system. In addition, as was aforementioned, ALH is working on various partnerships to expand opportunities for students to earn early college credits.

ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS

Goal I: OPTIONAL NON-ACADEMIC STUDENT GOAL
The administration will use data effectively to maintain a productive, satisfying and high achieving school culture by actively engaging students in the school's continuous improvement process.

Goal I: Absolute Measure
Each year 95% of students will complete a student survey and participate in the school's continuous improvement process.

Results

97.5% of students completed a student survey the two times they were given (in the fall and spring of the 2013-2014 school year). .

Evaluation

ALH did meet this measure. Highlights from the survey reveal that students are generally very satisfied with their teachers (particularly the sense of care they feel from the teachers), their classes and their college preparation. In addition, they are generally less satisfied with how discipline matters are handled and the food.

Goal II: OPTIONAL ORGANIZATIONAL GOAL
The administration will use data effectively to maintain a productive, satisfying and high achieving school culture by actively engaging students in the school's continuous improvement process.

Goal II: Absolute Measure
Each year, at least 85% of ALH families will participate in the school's continuous improvement process by completing a school satisfaction survey and 90% of the participants will be satisfied with the school.

Results
85 percent of families completed surveys the two times they were given (in the fall and spring of the 2013-2014 school year). .

Evaluation
ALH did achieve this measure. ALH will continue to engage families in their continued efforts for school improvement.

Goal II: Absolute Measure
Each year, 100% of the ALH staff will complete a school and leadership satisfaction survey to be used by the board of trustees for continuous improvement.

Results
83 percent of staff completed surveys.

Evaluation
ALH did not achieve this measure. Unfortunately, because ALH Leadership administered an anonymous online survey, there was no way to know which teachers did not complete the survey and ensure that they completed it. All they could do was continue to send reminder emails to all faculty. For the next school year, ALH Leadership is considering switching to paper pencil surveys to ensure meeting the 100% completion goal and receiving comprehensive feedback.

Goal II: Absolute Measure
Each year, the ALH Board of Trustees will complete a self-evaluation and use the information to inform board training objectives.

Results
100 percent of the board completed self-evaluations.

Evaluation
ALH did achieve this measure.

Goal II: Absolute Measure
Each year, ALH will maintain sound fiscal practices and remain in financial good standing as measured by an annual audit conducted by an external accounting firm.

Results
Audit results pending this fall.

Evaluation
ALH expects to achieve this measure.

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Friday, August 01, 2014

Page 1

Charter School Name: 010100860960 ALBANY LEADERSHIP CHS-GIRLS

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 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

1. Total Expenditures Per Child | Line 1: Total Expenditures	5062066
1. Total Expenditures Per Child | Line 2: BEDS Day Pupil Count	347
1. Total Expenditures Per Child | Line 3: Divide Line 1 by Line 2	14588

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 2013-14 Schedule of Functional Expenses) and divide by the BEDS 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 21 of the 2012 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 2013-14 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 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

To calculate ‘Administrative Expenditures per Child' take the relevant portion from the ‘personnel services cost’ row and the ‘management and general’ column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). | Line 1: Relevant Personnel Services Cost (Row)	820487
To calculate ‘Administrative Expenditures per Child' take the relevant portion from the ‘personnel services cost’ row and the ‘management and general’ column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). | Line 2: Management and General Cost (Column)	00
To calculate ‘Administrative Expenditures per Child' take the relevant portion from the ‘personnel services cost’ row and the ‘management and general’ column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). | Line 3: Sum of Line 1 and Line 2	820487
To calculate ‘Administrative Expenditures per Child' take the relevant portion from the ‘personnel services cost’ row and the ‘management and general’ column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). | Line 4: BEDS Day Pupil Count	347
To calculate ‘Administrative Expenditures per Child' take the relevant portion from the ‘personnel services cost’ row and the ‘management and general’ column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). | Line 5: Divide Line 3 by the BEDS Day Pupil Count	2365

Thank you.

FINANCIAL STATEMENTS AND OTHER FINANCIAL INFORMATION

JUNE 30, 2014 AND 2013

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CUSACK & COMPANY
Certified Public Accountants LLC
7 AIRPORT PARK BOULEVARD
LATHAM, NEW YORK 12110
(518) 786-3550
FAX (518) 786-1538
E-MAIL ADDRESS: INFO@ CUSACKCPA.COM
WWW.CUSACKCPA.COM

MEMBERS OF:
AMERICAN INSTITUTE OF
CERTIFIED PUBLIC ACCOUNTANTS

MEMBERS OF:
NEW YORK STATE SOCIETY OF
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Albany Leadership Charter High School for Girls
Albany, New York

Report on Financial Statements

We have audited the accompanying financial statements of Albany Leadership Charter High School for Girls (a nonprofit organization), which comprise the statements of financial position as of June 30, 2014 and 2013, and the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Albany Leadership Charter High School for Girls as of June 30, 2014 and 2013, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The schedules of functional expenses on pages 12-13 are presented for purposes of additional analysis and are not a required part of the financial statements. Such information 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. The information has been subject to the auditing procedures applied in the audits 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 information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required *by Government Auditing Standards*

In accordance with *Government Auditing Standards,* we have also issued our report dated October 23, 2014, on our consideration of Albany Leadership Charter High School for Girls' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Albany Leadership Charter High School for Girls' internal control over financial reporting and compliance.

Cusack & Company, CPA's LLC

CUSACK & COMPANY, CPA'S LLC

Latham, New York
October 23, 2014

ASSETS

	2014	2013
Current Assets		
Cash and Cash Equivalents	$ 607,121	$ 458,750
Grants and Contracts Receivable - Net	235,577	205,638
Accounts Receivable	31,946	27,356
Prepaid Expense	13,171	5,254
Total Current Assets	962,815	696,998
Property, Building and Equipment - Net	372,564	410,139
Other Assets		
Cash - Designated	75,000	-
Total Assets	$ 1,335,379	$ 1,107,137

LIABILITIES AND NET ASSETS

Current Liabilities		
Accounts Payable and Accrued Expenses	$ 109,514	$ 26,352
Accrued Payroll and Benefits	415,889	478,300
Total Current Liabilities	525,403	504,652
Net Assets		
Unrestricted		
General Operating	734,976	602,485
Board Designated	75,000	-
Total Unrestricted Net Assets	809,976	602,485
Total Liabilities and Net Assets	$ 1,335,379	$ 1,107,137

ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS

STATEMENTS OF ACTIVITIES

FOR THE YEARS ENDED JUNE 30, 2014 AND 2013

	2014	2013
Revenue		
Public School District		
Resident Student Enrollment	$ 4,814,669	$ 4,606,634
Students with Disabilities	92,662	106,788
Grants and Contracts		
State and Local	27,795	37,588
Federal	175,372	187,637
Food Service/Children Nutrition Program	137,186	109,132
Total Revenue	5,247,684	5,047,779
Operating Expenses		
Program Services		
Regular Education	3,330,590	3,272,330
Special Education	267,954	121,914
Other Programs	300,608	286,217
Total Program Services	3,899,152	3,680,461
Management and General	1,194,138	1,028,226
Total Operating Expenses	5,093,290	4,708,687
Surplus from School Operations	154,394	339,092
Support and Other Revenue		
Contributions	8,987	-
Fundraising, Net Direct Expenses of $29,473 for 2014	4,882	-
Miscellaneous Income	39,228	31,564
Total Support and Other Revenue	53,097	31,564
Increase in Net Assets, as Restated	207,491	370,656
Net Assets, Beginning of Year, as Restated	602,485	231,829
Net Assets, End of Year	$ 809,976	$ 602,485

	2014	2013
Cash Flows Provided by Operating Activities:		
Increase in Net Assets	$ 207,491	$ 370,656
Adjustments to Reconcile Increase in Net Assets to Net Cash Provided by Operating Activities:		
Depreciation	90,890	109,903
Bad Debts	20,000	120,185
Changes in Operating Assets and Liabilities		
(Increase) Decrease in Assets		
Grants and Contracts Receivable	(49,939)	(247,679)
Accounts Receivable	(4,590)	(21,459)
Prepaid Expense	(7,917)	3,710
Increase (Decrease) in Liabilities		
Accounts Payable and Accrued Expenses	83,162	(106,429)
Accrued Payroll and Benefits	(62,411)	192,420
Net Cash Provided by Operating Activities	276,686	421,307
Cash Flows Used in Investing Activities		
Purchase of Property and Equipment	(53,315)	(65,495)
Net Increase in Cash	223,371	355,812
Cash, Beginning of Year	458,750	102,938
Cash, End of Year	$ 682,121	$ 458,750

1. ORGANIZATION AND PURPOSE

Organization

The mission of Albany Leadership Charter High School for Girls ("the School") is to prepare young women to graduate from high school with the academic and leadership skills necessary to succeed in college and the career of their choosing.

A provisional charter, valid for five years, was granted to the School by the University of the State of New York pursuant to Article 56 of the Education Law of the State of New York in 2009. The School began providing educational services in the fall of 2010 for 9th and 10th grades. The provisional charter allowed for an additional grade to be added in each subsequent year until the School reaches grades 9 through 12, which occurred in 2013. The first year of the original charter was a planning year, a one year charter extension was granted in 2014 extending the school's operations through the 2014-2015 year. As of June 30, 2014, the School had annualized full-time enrollment of 349 students in 4 grades. An additional three year renewal is pending the authorizer's recommendation.

The School is governed by a Board of Trustees in accordance with the School's by-laws. The School works closely with the Brighter Choice Foundation, which provides start-up grants, school facilities, revolving loan funds and technical assistance to area charter schools.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Financial Statement Presentation

The following summarizes the significant accounting policies consistently applied in the preparation of the School's financial statements, with reference to the Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) where applicable.

Basis of Accounting and Presentation

The financial statements have been prepared in accordance with FASB ASC "Financial Statements of Not-for-Profit Organizations" utilizing the accrual basis of accounting. This basis of accounting conforms to accounting principles generally accepted in the United States of America.

Support and Revenue

Grants and pledges received are measured at their fair values and reported as an increase in net assets. The School reports grants and pledges as restricted when a portion of their value is assigned to a long-term future use, long-term meaning in excess of one year for the purpose of these statements.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Support and Revenue (Continued)

The School reports gifts of goods and equipment as unrestricted support unless explicit donor stipulations specify how the donated assets must be used. Gifts of long-lived assets with explicit restrictions that specify how the assets are to be used and gifts of cash or other assets that must be used to acquire long-lived assets are reported as restricted support. Absent explicit donor stipulations about how long those long-lived assets must be maintained, the School reports expirations of donor restrictions when the donated or acquired long-lived assets are placed in service.

Revenue Recognition

A substantial portion of the School's revenue and related receivables is derived from its billing of Albany City School District in accordance with state law that requires the District to reimburse the School on a per capita basis. These revenues are recognized ratably over the related school year during which they are earned.

Revenue from other governmental resources generally represents entitlements grants and is recognized as earned as allowable expenditures are incurred. Costs are subject to audit and changes, if any, are recognized in the year known.

Donated Services and Goods

A number of unpaid volunteers have made contributions of their time. The value of this contributed time is not reflected in these financial statements since it is not susceptible to objective measurement or valuation and it does not meet the reporting requirements of the accounting standards.

Grants, Contracts and Accounts Receivable

The School utilizes the allowance method to determine the allowance for doubtful accounts. For the years ended June 30, 2014 and 2013 management recorded an allowance of $211,447 and $238,500, respectively.

Property, Equipment and Depreciation

Acquisitions of property and equipment in excess of $1,000 are capitalized and recorded at cost. Improvements and replacements of property and equipment are capitalized. Maintenance and repairs not improving or extending the lives of property and equipment are charged to expense as incurred. When assets are sold or retired, their cost and related accumulated depreciation is removed from the accounts and any gain or loss is reported in the statement of activities. Depreciation is provided over the estimated useful life of each class of depreciable assets (ranging from 3 to 39 years) and is computed using the straight-line method.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Conditional and Unconditional Promises to Give

At June 30, 2014 and 2013 the School had not received any conditional or unconditional promises to give.

Functional Expenses

The costs of providing the various programs and other activities have been summarized on a functional basis. Accordingly, certain costs have been allocated among the programs benefitted. Salaries are allocated based on estimates of total time spent, while other expenses are allocated based on estimates of the resources used.

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 certain reported amounts and disclosures. Actual results could differ from these estimates.

Fair Value

Fair value is defined as an exchange price that would be received for an asset or paid to transfer a liability (an "exit" price) in the principal or most advantageous market for the asset or liability between market participants on the measurement date.

Income Taxes

The School is exempt from federal and state income tax under §501(c)(3) of the Internal Revenue Code and comparable New York State Law. The School is designated as a publicly supported organization which is not a private foundation under §509(a) of the Internal Revenue Code.

Under ASC Section 740, the tax-exempt status of a tax-exempt entity is an uncertain tax position, since events could potentially occur that jeopardize tax exempt status. Management is not aware of any events that could jeopardize tax exempt status.

Forms 990 filed by the School are subject to examination by the Internal Revenue Service up to three years from the extended due date of each return. Forms 990 filed by the School for the fiscal years prior to June 30, 2011 are no longer subject to examination. There are currently no audits for these tax periods in progress.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Cash and Cash Equivalents

For purposes of balance sheet classification and the statement of cash flows, the School considers all highly liquid debt instruments purchased with a maturity date of three months or less and any certificates of deposit that do not contain material early withdrawal penalties to be cash equivalents.

Designated cash represents funds set aside by Board action based on an external requirement to segregate funds covering the costs of a potential school closure.

Advertising Costs

The School expenses advertising costs as they are incurred. Advertising costs for the years ended June 30, 2014 and 2013 were $28,187 and $10,158, respectively.

Reclassification

Certain reclassifications have been made to the 2013 financial statement presentation to correspond to the 2014 presentation. Total net assets and changes in net assets are unchanged due to these reclassifications.

Subsequent Events

The School has adopted ASC 855, *Subsequent Events,* which establishes general standards of accounting for, and disclosures of, events that occur after the due date of the financial statements but before the financial statements are issued or are available to be issued. In the preparation of these financial statements and notes thereto, management has evaluated subsequent events or transactions as to any potential material impact on operations or financial position occurring through October 23, 2014, the date the financial statements were available to be issued. No such events or transactions were identified.

3. GRANTS, CONTRACTS AND ACCOUNTS RECEIVABLE

Receivables are carried at original invoice amount less an estimate made for doubtful receivables based on a review of all outstanding amounts on a monthly basis. Management determines the allowance for doubtful accounts by identifying troubled accounts and by using historical experience applied to an aging on accounts. Receivables are written off when deemed uncollectible. Recoveries of accounts previously written off are recorded when received. A receivable is considered past due if any portion of the receivable balance is outstanding for more than 90 days.

3. GRANTS, CONTRACTS AND ACCOUNTS RECEIVABLE (CONTINUED)

	2014	2013
School District Tuition, Net of Allowance	$ 159,898	$ 189,490
U.S. Department of Agriculture	10,803	5,829
U.S. Department of Education	64,876	10,319
Other Receivables	31,946	27,356
	$ 267,523	$ 232,994

4. PROPERTY AND EQUIPMENT

Property and equipment are reflected at historical cost, net of related depreciation, and are comprised of the following at June 30, 2014 and 2013.

	2014	2013
Equipment	$ 216,993	$ 192,616
Furniture and Fixtures	208,742	197,519
Leasehold Improvements	298,216	280,501
Total at Cost	723,951	670,636
Less: Accumulated Depreciation	(351,387)	(260,497)
	$ 372,564	$ 410,139

Depreciation expense was $90,890 and $109,903 for the years ended June 30, 2014 and 2013, respectively.

5. FACILITIES RENTAL

The School currently leases facilities from the Brighter Choice Foundation through June 30, 2018. Net occupancy costs for the years ended June 30, 2014 and 2013 were approximately $666,600 and $660,000. The School and the Foundation renegotiated the lease as of July 1, 2013.

Future annual minimum lease payments required under the facilities lease in the year ending June 30 are approximated as follows:

2015	$ 673,200
2016	$ 680,000
2017	$ 687,000
2018	$ 694,200

6. RETIREMENT PLAN

The School has adopted a retirement plan under IRC §401(k) covering all eligible employees. The School contributes a matching contribution to each eligible employee's plan at the rate of 2%-6% of the employee's years of service. Employees are eligible to receive employer matching contributions after one full year of service. The School's retirement plan expense for the years ended June 30, 2014 and 2013 was $13,705 and $5,999, respectively.

7. CONCENTRATION OF RISK

The School receives a substantial portion of its funding from school districts where students reside. Three school districts comprised approximately 85% and 89% of total revenue and support for the years ended June 30, 2014 and 2013. No other funding sources accounted for more than 10% of total revenue and support.

The School does occasionally maintain deposits in excess of federal insured limits. FASB ASC 850-10 identifies this as a possible concentration of credit risk requiring disclosure, regardless of the degree of risk. The risk is further managed by maintaining all deposits in high quality financial institutions.

The School is subject to audits and reviews of reimbursable costs by various governmental agencies. The outcome of the audits and reviews may have the effect of retroactively increasing or decreasing revenue from various sources. These charges, if any, will be recognized in accordance with the rules and guidelines established by the various funding sources.

8. RESTATEMENT OF UNRESTRICTED NET ASSETS

The School's net assets as of June 30, 2012 and 2013 have been restated to reflect a correction of an error as follows:

Net Assets as of June 30, 2012, as Originally Reported	$ 350,144
Establish Allowance for Doubtful Accounts, Bad Debt Expense Underreported	(118,315)
Net Assets as of June 30, 2012, as Restated	$ 231,829
Increase in Net Assets for June 30, 2013, as Originally Reported	$ 490,841
Increase Allowance for Doubtful Accounts, Bad Debt Expense Underreported	(120,185)
Increase in Net Assets as of June 30, 2013, as Restated	$ 370,656

OTHER FINANCIAL INFORMATION

ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS

SCHEDULE OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED JUNE 30, 2014

	Program Services				Supporting Services	
	Regular Education	Special Education	Other Education	Total	Management and General	Total
Administrative Personnel	$ 168,259	$ -	$ -	$ 168,259	$ 673,035	$ 841,294
Instructional Personnel	1,635,388	143,785		1,779,173	-	1,779,173
Non-Instructional Personnel	-	-	54,552	54,552	38,841	93,393
Total Salaries	1,803,647	143,785	54,552	2,001,984	711,876	2,713,860
Fringe Benefits and Payroll Taxes	355,484	28,338	-	383,822	132,650	516,472
Retirement	9,433	752	-	10,185	3,520	13,705
Legal Service	8,333	664	-	8,997	3,110	12,107
Accounting and Audit Services	17,774	1,417	-	19,191	6,632	25,823
Other Purchased, Professional and Consulting Services	100,629	10,465	-	111,094	38,394	149,488
Building and Land Lease	458,816	36,576	26,775	522,167	144,433	666,600
Repairs and Maintenance	133,399	10,634	7,786	151,819	41,993	193,812
Insurance	41,055	3,273	2,396	46,724	12,924	59,648
Utilities	42,367	3,377	2,472	48,216	13,337	61,553
Supplies and Materials	78,207	6,235	-	84,442	19,328	103,770
Uniforms	24,141	1,925	-	26,066	-	26,066
Equipment and Furnishings	11,872	947	-	12,819	4,430	17,249
Staff Development	58,222	4,641	-	62,863	-	62,863
Marketing and Recruitment	19,401	1,547	-	20,948	7,239	28,187
Technology	32,619	2,600	-	35,219	12,172	47,391
Food Service	-	-	71,454	71,454	-	71,454
Student Services	16,885	1,346	133,128	151,359	-	151,359
Office Expense	35,045	2,794	2,045	39,884	11,032	50,916
Bad Debt Expense	-	-	-	-	20,000	20,000
Depreciation and Other	83,261	6,638	-	89,899	11,068	100,967
Total Expenses	$ 3,330,590	$ 267,954	$ 300,608	$ 3,899,152	$1,194,138	$ 5,093,290

ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS

SCHEDULE OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED JUNE 30, 2013

	Program Services				Supporting Services	
	Regular Education	Special Education	Other Education	Total	Management and General	Total
Administrative Personnel	$ 221,929	$ -	$ -	$ 221,929	$ 471,740	$ 693,669
Instructional Personnel	1,543,334	62,709	-	1,606,043	-	1,606,043
Non-Instructional Personnel	49,977	-	54,119	104,096	42,079	146,175
Total Salaries	1,815,240	62,709	54,119	1,932,068	513,819	2,445,887
Fringe Benefits and Payroll Taxes	288,312	11,715	-	300,027	95,987	396,014
Retirement	4,368	177	-	4,545	1,454	5,999
Legal Service	5,120	208	-	5,328	1,704	7,032
Accounting and Audit Services	36,608	1,487	-	38,095	12,188	50,283
Other Purchased, Professional and Consulting Services	89,534	3,638	-	93,172	29,809	122,981
Building and Land Lease	480,503	19,524	33,890	533,917	126,083	660,000
Repairs and Maintenance	119,540	4,857	8,431	132,828	31,367	164,195
Insurance	34,492	1,402	2,433	38,327	9,051	47,378
Utilities	43,937	1,785	3,099	48,821	11,529	60,350
Supplies and Materials	86,148	3,500	-	89,648	19,587	109,235
Uniforms	18,126	737	-	18,863	6,034	24,897
Equipment and Furnishings	23,713	964	-	24,677	7,895	32,572
Staff Development	37,915	1,541	-	39,456	-	39,456
Marketing and Recruitment	7,396	300	-	7,696	2,462	10,158
Technology	3,640	148	-	3,788	1,212	5,000
Food Service	-	-	75,104	75,104	-	75,104
Student Services	55,750	2,265	106,387	164,402	-	164,402
Office Expense	39,047	1,587	2,754	43,388	10,246	53,634
Bad Debt Expense	-	-	-	-	120,185	120,185
Depreciation and Other	82,941	3,370	-	86,311	27,614	113,925
Total Expenses	$ 3,272,330	$ 121,914	$ 286,217	$ 3,680,461	$1,028,226	$ 4,708,687

CUSACK & COMPANY
Certified Public Accountants LLC
7 AIRPORT PARK BOULEVARD
LATHAM, NEW YORK 12110
(518) 786-3550
FAX (518) 786-1538
E-MAIL ADDRESS: INFO@ CUSACKCPA.COM
WWW.CUSACKCPA.COM

MEMBERS OF:
AMERICAN INSTITUTE OF
CERTIFIED PUBLIC ACCOUNTANTS

MEMBERS OF:
NEW YORK STATE SOCIETY OF
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Trustees of
Albany Leadership Charter High School for Girls

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Albany Leadership Charter High School for Girls (a nonprofit organization), which comprise the statement of financial position as of June 30, 2014 and 2013, and the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements, and have issued our report thereon dated October 23, 2014.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free 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 entity'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 entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Cusack & Company, CPA's LLC

CUSACK & COMPANY, CPA'S LLC

Latham, New York
October 23, 2014

ALBANY LEADERSHIP
CHARTER HIGH SCHOOL FOR GIRLS

Mr. Paul Cuda
Cusack & Company
Certified Public Accountants LLC
7 Airport Park Boulevard
Latham, NY 12110

October 28, 2014

Dear Mr. Cuda:

Re: Response to Post Government letter for 2013-14 ALH Audit – Other Audit Findings or Issues

We received your recommendations as follows and have indicated below our management response.

Financial Statement Preparation

Comment:
Statement of Auditing Standards "Communicating Internal Control Related Matters identified in an Audit" issued by the American Institute of Certified Public Accountants requires the reporting of a significant deficiency if the Organization does not employ an individual with the necessary qualifications to prepare a complete set of financial statements and related footnotes in accordance with generally accepted accounting principles. The School does not employ such a person. Governance and management have been advised of this previously and have concluded that the cost to rectify this comment would exceed the benefit.

Response:
Management continues to conclude that the cost to rectify this situation would exceed the benefit.

Cash Collected Outside the Business Office

Comment:
During our testwork over the cash receipts process it was determined that cash had been collected for prom tickets throughout the school year and the cash was not provided to the business office for deposit until the last tickets were sold in June 2014.

We recommend that cash received outside the business office is provided to the business office for deposit no more than 7 days after the physical receipt date.

Response:

Management agrees that cash collected outside the business office must be brought to the business office on a timely basis for deposit. Management has informed all staff that cash collected overtime for

events must be brought to the business office once a week for deposit. In addition, cash handling procedures are being developed for cash collected by faculty and staff for student activities. These include general instructions as well as cash counting and verification forms, and security bags for cash collection.

Information Technology

Comment:
During our testwork over IT controls we determined that the School currently does not have a disaster recovery plan in place that includes off-site backups of their data files.

We recommend that the School consult with their IT service provider to create a disaster recovery plan which should include off-site backup as a control, in accordance with Charter School Institute compliance requirements.

Response:

Management agrees that a disaster recovery plan including off-site backup as a control must be developed. Preliminary work in this area includes purchase of software and hardware to be located at an identified secure offsite location. Testing has taken place for ALH server data to be sent over a secure VPN to this offsite equipment. Final implementation and documentation of this disaster recovery plan will be performed during the 2014-2015 academic year.

Please let us know if you have any questions or concerns with respect to our response.

Sincerely,

Christina Roberts
Principal

Jean Coutts
Director of Finance and Operations

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Certified Public Accountants LLC
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LATHAM, NEW YORK 12110
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October 23, 2014

To the Board of Trustees
Albany Leadership Charter High School for Girls
Albany, NY

We have audited the financial statements of Albany Leadership Charter School for Girls for the year ended June 30, 2014, and have issued our report thereon dated October 23, 2014. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards and, *Government Auditing Standards,* as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated June 16, 2014. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Albany Leadership Charter High School for Girls are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the year. We noted no transactions entered into by the Organization during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

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 sensitive estimates affecting the financial statements.

The financial statement disclosures 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.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. The attached Schedule (1) summarizes uncorrected misstatements of the financial statements. Management has determined that their effects are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. The attached Schedule (2) summarizes corrected misstatements of the financial statements. Management has determined that their effects are material, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, a disagreement with management is 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.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated October 23, 2014.

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 Organization'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.

Other Audit Findings or Issues

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

CURRENT YEAR RECOMMENDATIONS

Financial Statement Preparation

Statement of Auditing Standards "Communicating Internal Control Related Matters Identified in an Audit" issued by the American Institute of Certified Public Accountants requires the reporting of a significant deficiency if the Organization does not employ an individual with the necessary qualifications to prepare a complete set of financial statements and related footnotes in accordance with generally accepted accounting principles. The School does not employ such a person. Governance and management have been advised of this previously and have concluded that the cost to rectify this comment would exceed the benefit.

Cash Collected Outside the Business Office

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We recommend that cash received outside the business office is provided to the business office for deposit no more than 7 days after the physical receipt date.

Information Technology

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We recommend that the School consult with their IT service provider to create a disaster recovery plan which should include off-site backup as a control, in accordance with Charter School Institute compliance requirements.

Other Matters

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

This information is intended solely for the use of the Board of Trustees and management of Albany Leadership Charter High School for Girls and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

Cusack & Company, CPA's LLC

CUSACK & COMPANY, CPA'S LLC

<SCHEDULE 1>

Cusack & Company, CPA's LLC

Passed Journal Entries

Client	ALCHS #2801	Year-end	6/30/2014
Prepared by & Date LMB 9/25/14	Reviewed by & Date	W/P Ref.	1.6

PASSED JOURNAL ENTRIES (JE's passed on because they are below thresholds required for booking entry)

		Ref.	Debit	Credit
(1)	**< Passed JE related recording in-kind donation >**			
Dr.	Accounting/Audit	W-4	$ 4,855.00	
Cr.	In-Kind Donations	W-4		$ 4,855.00
(2)	**< Passed JE related incorrect useful life used >**			
Dr.	Due From Other Funds	H-1	$ 1,778.93	
Cr.	Accounts Receivable	H-1		$ 1,778.93
(3)	**< Passed JE related to Inventory balance not being recorded on G/L >**			
Dr.	Inventory	D-1	$ 3,522.75	
Cr.	Food CoGS	D-1		$ 3,522.75
(4)	**< Passed JE related to SPED District Revenue not recorded >**			
Dr.	Accounts Receivable	W-1.2	$ 5,360.00	
Cr.	SPED Tuition Revenue	W-1.2		$ 5,360.00
(5)	**< Passed JE related to expense account reclass >**			
Dr.	Special Event Supplies	AJE LEAD	$ 6,000.00	
Cr.	Scholarships Awarded	AJE LEAD		$ 6,000.00

SCHEDULE 27

Prepared by_____

Reviewed by_____

Albany Leadership Charter High School
Adjusting Journal Entries

Reference	Type	Date Account Number	Description	Debit	Credit	Workpaper
AJE.01	Adjusting					
		2020	ACCRUED EXPENSES	1,957.35		
		2010	ACCRUED PAYROLL		1,957.35	
			JE to reclass vaca accrual taxes from other accrueds to payroll accrual			O-1.1
AJE.02	Adjusting	06/30/14				
		1509	ACCUM. DEPR. - EQUIPMENT	1,985.99		
		1519	ACCUM. DEPR.-FURNITURE &	34.87		
		1529	ACCUM. DEPR. - LEASEHOLD		0.01	
		6110	Depreciation Expense		2,020.85	
			JE to correct depreciation and A/D for estimate entry			H-2
AJE.03	Adjusting	06/30/14				
		1503	EQUIPMENT PHONE SYSTEM	720.00		
		5905	Phone System Hardware		720.00	
			JE to capitalize the hardware costs of phone purchase			H-1
AJE.04	Adjusting	06/30/14				
		5401.1	Classroom Supplies	1,965.00		
		5401.1	Classroom Supplies	2,059.80		
		1501	EQUIPMENT COMPUTERS & S		1,965.00	
		1505	EQUIPMENT OTHER		2,059.80	
			JE to reclass calculators to expense			H-1
AJE.05	Adjusting	06/30/14				
		5230	SALARIES Bonuses-Admin	23,331.60		
		5310	Social Security - FICA/Medicare		4,143.61	
		5231	SALARIES Bonuses-Teachers		19,187.99	
			JE to correct bonus and tax expense accounts for PY accrual correction and to properly record CY bonus			O-2
AJE.06	Adjusting	06/30/14				
		5420	Scholarships Awarded Expense	6,000.00		
		5409	SPECIAL EVENTS Supplies for S	1,011.88		
		4503.2	OTHER REVENUE Donations		7,011.88	
			JE to record scholarships and donations from balane sheet to income statement			S-2

<SCHEDULE 2>

Prepared by_____

Reviewed by_____

Albany Leadership Charter High School
Adjusting Journal Entries

Reference	Type	Date Account Number	Description	Debit	Credit	Workpaper
AJE.07	Adjusting	06/30/14				
		2020	ACCRUED EXPENSES	21,075.00		
		2010	ACCRUED PAYROLL		21,075.00	
			JE to reclass payroll related accrual out of accrued expenses into accrued payroll			O-3.2
AJE.08	Adjusting	06/30/14				
		4503.4	Fundraising Expense	29,473.45		
		4503.3	Fundraising Revenue		34,355.38	
		2021	Accrued Special Activity Funds - '	23.40		
		2022	Accrued Special Activity Funds - I	2,520.14		
		2023	Accrued Special Activity Funds - !		210.00	
		2024	Accrued Special Activity Funds - I	2,548.39		
			JE to reclass student activity from the balance sheet to the income statement			O-4
		TOTAL		94,706.87	94,706.87	

Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

► Do not enter Social Security numbers on this form as it may be made public.
► Information about Form 990 and its instructions is at *www.irs.gov/form990.*

OMB No. 1545-0047

2013

Open to Public Inspection

A For the 2013 calendar year, or tax year beginning Jul 1 **, 2013, and ending** Jun 30 **, 2014**

B Check if applicable: [ ] Address change [ ] Name change [ ] Initial return [ ] Terminated [ ] Amended return [ ] Application pending

C Name of organization: Albany Leadership Charter High School for Girls
Doing Business As
Number and street (or P.O. box if mail is not delivered to street address): 19 Hackett Blvd. Room/suite
City or town, state or province, country, and ZIP or foreign postal code: Albany NY 12208

D Employer Identification Number: 27-0563603
E Telephone number: (518) 694-5300
G Gross receipts $ 5,300,781.

F Name and address of principal officer: James Vallee 19 Hackett Blvd Albany NY 12208

H(a) Is this a group return for subordinates? [ ] Yes [X] No
H(b) Are all subordinates included? [ ] Yes [ ] No
If 'No,' attach a list. (see instructions)

I Tax-exempt status: [X] 501(c)(3) [ ] 501(c) ( ) ◄ (insert no.) [ ] 4947(a)(1) or [ ] 527

J Website: ► www.albanyleadershiphigh.org

H(c) Group exemption number ►

K Form of organization: [X] Corporation [ ] Trust [ ] Association [ ] Other ►
L Year of formation: 2009 **M** State of legal domicile: NY

Part I Summary

Activities & Governance

1 Briefly describe the organization's mission or most significant activities: to prepare young women to graduate from high school with the academic and leadership skills necessary to succeed in college and the career of their choosing.

2 Check this box ► [ ] if the organization discontinued its operations or disposed of more than 25% of its net assets.

3	Number of voting members of the governing body (Part VI, line 1a)	3	10
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	10
5	Total number of individuals employed in calendar year 2013 (Part V, line 2a)	5	90
6	Total number of volunteers (estimate if necessary)	6	0
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, line 34	7b	

			Prior Year	Current Year
Revenue	8	Contributions and grants (Part VIII, line 1h)	332,920.	351,065.
	9	Program service revenue (Part VIII, line 2g)	4,714,859.	4,910,488.
	10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)		
	11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	31,564.	39,228.
	12	Total revenue – add lines 8 through 11 (must equal Part VIII, column (A), line 12)	5,079,343.	5,300,781.
Expenses	13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)		3,000.
	14	Benefits paid to or for members (Part IX, column (A), line 4)		
	15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	2,847,900.	3,244,037.
	16a	Professional fundraising fees (Part IX, column (A), line 11e)		
	b	Total fundraising expenses (Part IX, column (D), line 25) ► 0.		
	17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	1,740,602.	1,846,253.
	18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	4,588,502.	5,093,290.
	19	Revenue less expenses. Subtract line 18 from line 12	490,841.	207,491.

			Beginning of Current Year	End of Year
Net Assets or Fund Balances	20	Total assets (Part X, line 16)	1,345,637.	1,335,379.
	21	Total liabilities (Part X, line 26)	504,652.	525,403.
	22	Net assets or fund balances. Subtract line 21 from line 20	840,985.	809,976.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

► Signature of officer — Date: 10/25/14

► James Vallee — Chairman
Type or print name and title.

Paid Preparer Use Only

Print/Type preparer's name	Preparer's signature	Date	Check [X] if self-employed	PTIN
Paul A. Cuda, CPA	Paul A. Cuda, CPA	10/29/14		P00018864

Firm's name ► Cusack & Company, CPAs LLC
Firm's address ► 7 Airport Park Blvd, Latham NY 12110
Firm's EIN ► 14-1800427
Phone no. (518) 786-3550

May the IRS discuss this return with the preparer shown above? (see instructions) [X] Yes [ ] No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III . . . . . ☐

1 Briefly describe the organization's mission:

to prepare young women to graduate from high school with the academic and leadership skills necessary to succeed in college and the career of their choosing.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? . . . . . ☐ Yes ☒ No

If 'Yes,' describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? . . . . . ☐ Yes ☒ No

If 'Yes,' describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations and section 4947(a)(1) trusts are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4 a (Code: _____) (Expenses $ 3,899,152. including grants of $ 0.) (Revenue $ 5,300,781.)

To prepare young women to graduate from high school with the academic and leadership skills necessary to succeed in college and the career of their choosing.

4 b (Code: _____) (Expenses $ _____ including grants of $ _____) (Revenue $ _____)

4 c (Code: _____) (Expenses $ _____ including grants of $ _____) (Revenue $ _____)

4 d Other program services. (Describe in Schedule O.)

(Expenses $ including grants of $) (Revenue $)

4 e **Total program service expenses** ► 3,899,152.

Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If 'Yes,' complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors* (see instructions)?	2	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If 'Yes,' complete Schedule C, Part I*	3		X
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If 'Yes,' complete Schedule C, Part II*	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? *If 'Yes,' complete Schedule C, Part III*	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If 'Yes,' complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If 'Yes,' complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If 'Yes,' complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If 'Yes,' complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? *If 'Yes,' complete Schedule D, Part V*	10		X
11	If the organization's answer to any of the following questions is 'Yes', then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.			
a	Did the organization report an amount for land, buildings and equipment in Part X, line 10? *If 'Yes,' complete Schedule D, Part VI*	11a	X	
b	Did the organization report an amount for investments – other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part VII*	11b		X
c	Did the organization report an amount for investments – program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part VIII*	11c		X
d	Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part IX*	11d		X
e	Did the organization report an amount for other liabilities in Part X, line 25? *If 'Yes,' complete Schedule D, Part X*	11e		X
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If 'Yes,' complete Schedule D, Part X*	11f	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? *If 'Yes,' complete Schedule D, Parts XI, and XII*	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If 'Yes,' and if the organization answered 'No' to line 12a, then completing Schedule D, Parts XI and XII is optional*	12b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If 'Yes,' complete Schedule E*	13	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If 'Yes,' complete Schedule F, Parts I and IV*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If 'Yes,' complete Schedule F, Parts II and IV*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If 'Yes,' complete Schedule F, Parts III and IV*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If 'Yes,' complete Schedule G, Part I (see instructions)*	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If 'Yes,' complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If 'Yes,' complete Schedule G, Part III*	19		X
20 a	Did the organization operate one or more hospital facilities? *If 'Yes,' complete Schedule H*	20		X
b	If 'Yes' to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		

Part IV Checklist of Required Schedules *(continued)*

			Yes	No
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organizations or government on Part IX, column (A), line 1? *If 'Yes,' complete Schedule I, Parts I and II*	21		X
22	Did the organization report more than $5,000 of grants or other assistance to individuals in the United States on Part IX, column (A), line 2? *If 'Yes,' complete Schedule I, Parts I and III*	22		X
23	Did the organization answer 'Yes' to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If 'Yes,' complete Schedule J*	23		X
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If 'Yes,' answer lines 24b through 24d and complete Schedule K. If 'No,'go to line 25a*	24a		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an 'on behalf of' issuer for bonds outstanding at any time during the year?	24d		
25a	**Section 501(c)(3) and 501(c)(4) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If 'Yes,' complete Schedule L, Part I*	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If 'Yes,' complete Schedule L, Part I*	25b		X
26	Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? If so, complete Schedule L, Part II	26		X
27	Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? *If 'Yes,' complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, or key employee? *If 'Yes,' complete Schedule L, Part IV*	28a		X
b	A family member of a current or former officer, director, trustee, or key employee? *If 'Yes,' complete Schedule L, Part IV*	28b		X
c	An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? *If 'Yes,' complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in non-cash contributions? *If 'Yes,' complete Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If 'Yes,' complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If 'Yes,' complete Schedule N, Part I*	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If 'Yes,' complete Schedule N, Part II*	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If 'Yes,' complete Schedule R, Part I*	33		X
34	Was the organization related to any tax-exempt or taxable entity? *If 'Yes,' complete Schedule R, Parts II, III, IV, and V, line 1*	34		X
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		X
b	If 'Yes' to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If 'Yes,' complete Schedule R, Part V, line 2*	35b		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If 'Yes,' complete Schedule R, Part V, line 2*	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If 'Yes,' complete Schedule R, Part VI*	37		X
38	Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? **Note.** All Form 990 filers are required to complete Schedule O	38	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V . . . . . ☐

				Yes	No
1 a Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable	1 a	27			
b Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable	1 b	0			
c Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?			1 c		
2 a Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return	2 a	90			
b If at least one is reported on line 2a, did the organization file all required federal employment tax returns?			2 b	X	
Note. If the sum of lines 1a and 2a is greater than 250, you may be required to *e-file* (see instructions)					
3 a Did the organization have unrelated business gross income of $1,000 or more during the year?			3 a		X
b If 'Yes' has it filed a Form 990-T for this year? *If 'No' to line 3b, provide an explanation in Schedule O*			3 b		
4 a At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?			4 a		X
b If 'Yes,' enter the name of the foreign country: ►					
See instructions for filing requirements for Form TD F 90-22.1, Report of Foreign Bank and Financial Accounts.					
5 a Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?			5 a		X
b Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?			5 b		X
c If 'Yes,' to line 5a or 5b, did the organization file Form 8886-T?			5 c		
6 a Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?			6 a		X
b If 'Yes,' did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?			6 b		
7 **Organizations that may receive deductible contributions under section 170(c).**					
a Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?			7 a		X
b If 'Yes,' did the organization notify the donor of the value of the goods or services provided?			7 b		
c Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?			7 c		X
d If 'Yes,' indicate the number of Forms 8282 filed during the year	7 d				
e Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?			7 e		X
f Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?			7 f		X
g If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?			7 g		
h If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?			7 h		
8 **Sponsoring organizations maintaining donor advised funds and section 509(a)(3) supporting organizations.** Did the supporting organization, or a donor advised fund maintained by a sponsoring organization, have excess business holdings at any time during the year?			8		
9 **Sponsoring organizations maintaining donor advised funds.**					
a Did the organization make any taxable distributions under section 4966?			9 a		
b Did the organization make a distribution to a donor, donor advisor, or related person?			9 b		
10 **Section 501(c)(7) organizations.** Enter:					
a Initiation fees and capital contributions included on Part VIII, line 12	10 a				
b Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10 b				
11 **Section 501(c)(12) organizations.** Enter:					
a Gross income from members or shareholders	11 a				
b Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)	11 b				
12 a **Section 4947(a)(1) non-exempt charitable trusts.** Is the organization filing Form 990 in lieu of Form 1041?			12 a		
b If 'Yes,' enter the amount of tax-exempt interest received or accrued during the year	12 b				
13 **Section 501(c)(29) qualified nonprofit health insurance issuers.**					
a Is the organization licensed to issue qualified health plans in more than one state?			13 a		
Note. See the instructions for additional information the organization must report on Schedule O.					
b Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	13 b				
c Enter the amount of reserves on hand	13 c				
14 a Did the organization receive any payments for indoor tanning services during the tax year?			14 a		X
b If 'Yes,' has it filed a Form 720 to report these payments? *If 'No,' provide an explanation in Schedule O*			14 b		

Part VI **Governance, Management and Disclosure** *For each 'Yes' response to lines 2 through 7b below, and for a 'No' response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI . . . . . [X]

Section A. Governing Body and Management

				Yes	No
1 a	Enter the number of voting members of the governing body at the end of the tax year . . . . . If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.	1 a	10		
b	Enter the number of voting members included in line 1a, above, who are independent	1 b	10		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee or key employee?	2			X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors or trustees, or key employees to a management company or other person?	3			X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4			X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?	5			X
6	Did the organization have members or stockholders?	6			X
7 a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?	7 a			X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or other persons other than the governing body?	7 b			X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a	The governing body?	8 a		X	
b	Each committee with authority to act on behalf of the governing body?	8 b		X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If 'Yes,' provide the names and addresses in Schedule O*	9			X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10 a	Did the organization have local chapters, branches, or affiliates?	10 a		X
b	If 'Yes,' did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	10 b		
11 a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11 a	X	
b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.			
12 a	Did the organization have a written conflict of interest policy? *If 'No,' go to line 13*	12 a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12 b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If 'Yes,' describe in Schedule O how this was done*	12 c	X	
13	Did the organization have a written whistleblower policy?	13	X	
14	Did the organization have a written document retention and destruction policy?	14	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official	15 a	X	
b	Other officers of key employees of the organization	15 b	X	
	If 'Yes' to line 15a or 15b, describe the process in Schedule O. (See instructions.)			
16 a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16 a		X
b	If 'Yes,' did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and taken steps to safeguard the organization's exempt status with respect to such arrangements?	16 b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed ► New York

18 Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (501(c)(3)s only) available for public inspection. Indicate how you make these available. Check all that apply.

[ ] Own website [ ] Another's website [X] Upon request [ ] Other *(explain in Schedule O)*

19 Describe in Schedule O whether (and if so, how) the organization makes its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

20 State the name, physical address, and telephone number of the person who possesses the books and records of the organization:

► The Organization 19 Hackett Blvd Albany NY 12208 (518) 694-5300

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII . . . . . ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1 a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of 'key employee.'
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee): Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former	(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
(1) Margaret Moree Secretary	1.00	X		X				0.	0.	0.
(2) Elizabeth Robertson Vice Chair	1.00	X		X				0.	0.	0.
(3) James Vallee Chair	1.00	X		X				0.	0.	0.
(4) Alexander Ma, Ph.D Accountability Committee	1.00	X						0.	0.	0.
(5) Peter Hughes Finance Committee Chair	1.00	X						0.	0.	0.
(6) Nadeen Herring Interim Principal	40.00			X				103,714.	0.	0.
(7) Jean Coutts Director of Finance and Operations	40.00			X				57,692.	0.	0.
(8) Rebekah Brisbane Trustee	1.00	X						0.	0.	0.
(9) James Kellerhouse Trustee	1.00	X						0.	0.	0.
(10) Bryan Lester Trustee	1.00	X						0.	0.	0.
(11) Daniel MacGregor, Ph.D Trustee	1.00	X						0.	0.	0.
(12) John A. Taylor, Jr. Trustee	1.00	X						0.	0.	0.
(13)										
(14)										

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee): Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former	(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
(15)										
(16)										
(17)										
(18)										
(19)										
(20)										
(21)										
(22)										
(23)										
(24)										
(25)										
1 b Sub-total ►								161,406.	0.	0.
c Total from continuation sheets to Part VII, Section A ►										
d Total (add lines 1b and 1c) ►								161,406.	0.	0.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization ► 1

		Yes	No
3 Did the organization list any **former** officer, director, or trustee, key employee, or highest compensated employee on line 1a? *If 'Yes,' complete Schedule J for such individual*	3		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If 'Yes' complete Schedule J for such individual*	4		X
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If 'Yes,' complete Schedule J for such person*	5		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization ►

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII . . . . . ☐

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514
CONTRIBUTIONS, GIFTS, GRANTS AND OTHER SIMILAR AMOUNTS	1a Federated campaigns	1a				
	b Membership dues	1b				
	c Fundraising events	1c				
	d Related organizations	1d				
	e Government grants (contributions)	1e	337,196.			
	f All other contributions, gifts, grants, and similar amounts not included above	1f	13,869.			
	g Noncash contributions included in lines 1a-1f: $					
	h Total. Add lines 1a-1f ►		351,065.			
PROGRAM SERVICE REVENUE		Business Code				
	2a Resident Tuition	900009	4,907,331.	4,907,331.	0.	0.
	b Lunch Program Sales	900009	3,157.	3,157.	0.	0.
	c					
	d					
	e					
	f All other program service revenue					
	g Total. Add lines 2a-2f ►		4,910,488.			
OTHER REVENUE	3 Investment income (including dividends, interest and other similar amounts) ►					
	4 Income from investment of tax-exempt bond proceeds ►					
	5 Royalties ►					
		(i) Real / (ii) Personal				
	6a Gross rents					
	b Less: rental expenses					
	c Rental income or (loss)					
	d Net rental income or (loss) ►					
		(i) Securities / (ii) Other				
	7a Gross amount from sales of assets other than inventory					
	b Less: cost or other basis and sales expenses					
	c Gain or (loss)					
	d Net gain or (loss) ►					
	8a Gross income from fundraising events (not including $ of contributions reported on line 1c). See Part IV, line 18 a					
	b Less: direct expenses b					
	c Net income or (loss) from fundraising events ►					
	9a Gross income from gaming activities. See Part IV, line 19 a					
	b Less: direct expenses b					
	c Net income or (loss) from gaming activities ►					
	10a Gross sales of inventory, less returns and allowances a					
	b Less: cost of goods sold b					
	c Net income or (loss) from sales of inventory ►					
	Miscellaneous Revenue	Business Code				
	11a Miscellaneous	900009	39,228.	39,228.	0.	0.
	b					
	c					
	d All other revenue					
	e Total. Add lines 11a-11d ►		39,228.			
	12 Total revenue. See instructions ►		5,300,781.	4,949,716.	0.	0.

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX . . . . . ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to governments and organizations in the United States. See Part IV, line 21				
2 Grants and other assistance to individuals in the United States. See Part IV, line 22	3,000.	3,000.		
3 Grants and other assistance to governments, organizations, and individuals outside the United States. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	161,407.	32,281.	129,126.	0.
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	2,552,453.	1,969,703.	582,750.	0.
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	13,705.	10,185.	3,520.	0.
9 Other employee benefits	309,226.	229,797.	79,429.	0.
10 Payroll taxes	207,246.	154,025.	53,221.	0.
11 Fees for services (non-employees):				
a Management				
b Legal	12,107.	8,997.	3,110.	0.
c Accounting	25,823.	19,191.	6,632.	0.
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amt exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O)	149,488.	111,094.	38,394.	0.
12 Advertising and promotion	28,187.	20,948.	7,239.	0.
13 Office expenses	50,916.	39,884.	11,032.	0.
14 Information technology	47,391.	35,219.	12,172.	0.
15 Royalties				
16 Occupancy	921,965.	722,202.	199,763.	0.
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	90,890.	67,549.	23,341.	0.
23 Insurance	59,648.	46,724.	12,924.	0.
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a Supplies/Materials	103,770.	84,442.	19,328.	0.
b Food Service	71,454.	71,454.	0.	0.
c Student Services	151,359.	151,359.	0.	0.
d Staff Development	62,863.	62,863.	0.	0.
e All other expenses	70,392.	58,235.	12,157.	0.
25 **Total functional expenses.** Add lines 1 through 24e	5,093,290.	3,899,152.	1,194,138.	0.
26 **Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ► ☐ if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X . . . . . ☐

			(A) Beginning of year		(B) End of year
ASSETS	1	Cash – non-interest-bearing	458,750.	1	607,120.
	2	Savings and temporary cash investments		2	75,001.
	3	Pledges and grants receivable, net	433,819.	3	235,577.
	4	Accounts receivable, net	37,675.	4	31,946.
	5	Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instructions). Complete Part II of Schedule L		6	
	7	Notes and loans receivable, net		7	
	8	Inventories for sale or use		8	
	9	Prepaid expenses and deferred charges	5,254.	9	13,171.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D — 10a 723,952.			
	b	Less: accumulated depreciation — 10b 351,388.	410,139.	10c	372,564.
	11	Investments – publicly traded securities		11	
	12	Investments – other securities. See Part IV, line 11		12	
	13	Investments – program-related. See Part IV, line 11		13	
	14	Intangible assets		14	
	15	Other assets. See Part IV, line 11		15	
	16	**Total assets.** Add lines 1 through 15 (must equal line 34)	1,345,637.	16	1,335,379.
LIABILITIES	17	Accounts payable and accrued expenses	504,652.	17	525,403.
	18	Grants payable		18	
	19	Deferred revenue		19	
	20	Tax-exempt bond liabilities		20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22	Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22	
	23	Secured mortgages and notes payable to unrelated third parties		23	
	24	Unsecured notes and loans payable to unrelated third parties		24	
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		25	
	26	**Total liabilities.** Add lines 17 through 25	504,652.	26	525,403.
NET ASSETS OR FUND BALANCES		**Organizations that follow SFAS 117 (ASC 958), check here ► [X] and complete lines 27 through 29, and lines 33 and 34.**			
	27	Unrestricted net assets	840,985.	27	809,976.
	28	Temporarily restricted net assets		28	
	29	Permanently restricted net assets		29	
		Organizations that do not follow SFAS 117 (ASC 958), check here ► ☐ and complete lines 30 through 34.			
	30	Capital stock or trust principal, or current funds		30	
	31	Paid-in or capital surplus, or land, building, or equipment fund		31	
	32	Retained earnings, endowment, accumulated income, or other funds		32	
	33	Total net assets or fund balances	840,985.	33	809,976.
	34	Total liabilities and net assets/fund balances	1,345,637.	34	1,335,379.

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI . . . . . ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	5,300,781.
2	Total expenses (must equal Part IX, column (A), line 25)	2	5,093,290.
3	Revenue less expenses. Subtract line 2 from line 1	3	207,491.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	840,985.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	-238,500.
9	Other changes in net assets or fund balances (explain in Schedule O)	9	
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	809,976.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII . . . . . ☐

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____			
	If the organization changed its method of accounting from a prior year or checked 'Other,' explain in Schedule O.			
2 a	Were the organization's financial statements compiled or reviewed by an independent accountant?	2 a		X
	If 'Yes,' check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both:			
	☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
b	Were the organization's financial statements audited by an independent accountant?	2 b	X	
	If 'Yes,' check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both:			
	☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
c	If 'Yes' to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	2 c	X	
	If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.			
3 a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?	3 a		X
b	If 'Yes,' did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits	3 b		

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

► **Attach to Form 990 or Form 990-EZ.**

► **Information about Schedule A (Form 990 or 990-EZ) and its instructions is at *www.irs.gov/form990.***

OMB No. 1545-0047

2013

Open to Public Inspection

Name of the organization: Albany Leadership Charter High School for Girls

Employer identification number: 27-0563603

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 11, check only one box.)

1 [ ] A church, convention of churches or association of churches described in **section 170(b)(1)(A)(i).**

2 [X] A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E.)

3 [ ] A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**

4 [ ] A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____

5 [ ] An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)

6 [ ] A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**

7 [ ] An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

8 [ ] A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

9 [ ] An organization that normally receives: (1) more than 33-1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions – subject to certain exceptions, and (2) no more than 33-1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)

10 [ ] An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**

11 [ ] An organization organized and operated exclusively for the benefit of, to perform the functions of, or carry out the purposes of one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2). See **section 509(a)(3).** Check the box that describes the type of supporting organization and complete lines 11e through 11h.

a [ ] Type I b [ ] Type II c [ ] Type III – Functionally integrated d [ ] Type III – Non-functionally integrated

e [ ] By checking this box, I certify that the organization is not controlled directly or indirectly by one or more disqualified persons other than foundation managers and other than one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2).

f If the organization received a written determination from the IRS that is a Type I, Type II or Type III supporting organization, check this box . . . [ ]

g Since August 17, 2006, has the organization accepted any gift or contribution from any of the following persons?

		Yes	No
(i) A person who directly or indirectly controls, either alone or together with persons described in (ii) and (iii) below, the governing body of the supported organization?	11g (i)		
(ii) A family member of a person described in (i) above?	11g (ii)		
(iii) A 35% controlled entity of a person described in (i) or (ii) above?	11g (iii)		

h Provide the following information about the supported organization(s).

	(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-9 above or IRC section (see instructions))	(iv) Is the organization in column (i) listed in your governing document? Yes	No	(v) Did you notify the organization in column (i) of your support? Yes	No	(vi) Is the organization in column (i) organized in the U.S.? Yes	No	(vii) Amount of monetary support
(A)										
(B)										
(C)										
(D)										
(E)										
Total										

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule **A** (Form 990 or 990-EZ) 2013

TEEA0401 06/28/13

Part II **Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)**

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2009	(b) 2010	(c) 2011	(d) 2012	(e) 2013	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants.')						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 **Total.** Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2009	(b) 2010	(c) 2011	(d) 2012	(e) 2013	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
11 **Total support.** Add lines 7 through 10						

12 Gross receipts from related activities, etc (see instructions) . . . 12

13 **First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** . . . ► ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2013 (line 6, column (f) divided by line 11, column (f)) . . . 14 %

15 Public support percentage from 2012 Schedule A, Part II, line 14 . . . 15 %

16a **33-1/3% support test – 2013.** If the organization did not check the box on line 13, and the line 14 is 33-1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization . . . ► ☐

b **33-1/3% support test – 2012.** If the organization did not check a box on line 13 or 16a, and line 15 is 33-1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization . . . ► ☐

17a **10%-facts-and-circumstances test – 2013.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the 'facts-and-circumstances' test, check this box and **stop here.** Explain in Part IV how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization . . . ► ☐

b **10%-facts-and-circumstances test – 2012.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the 'facts-and-circumstances' test, check this box and **stop here.** Explain in Part IV how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization . . . ► ☐

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions . . . ► ☐

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal yr beginning in) ►	(a) 2009	(b) 2010	(c) 2011	(d) 2012	(e) 2013	(f) Total
1 Gifts, grants, contributions and membership fees received. (Do not include any 'unusual grants.')						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5						
7 a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support** (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal yr beginning in) ►	(a) 2009	(b) 2010	(c) 2011	(d) 2012	(e) 2013	(f) Total
9 Amounts from line 6						
10 a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
13 **Total Support.** (Add lns 9,10c, 11 and 12.)						

14 **First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ► ☐

Section C. Computation of Public Support Percentage

15	Public support percentage for 2013 (line 8, column (f) divided by line 13, column (f))	15	%
16	Public support percentage from 2012 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17	Investment income percentage for **2013** (line 10c, column (f) divided by line 13, column (f))	17	%
18	Investment income percentage from **2012** Schedule A, Part III, line 17	18	%

19 a **33-1/3% support tests – 2013.** If the organization did not check the box on line 14, and line 15 is more than 33-1/3%, and line 17 is not more than 33-1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

b **33-1/3% support tests – 2012.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33-1/3%, and line 18 is not more than 33-1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ► ☐

Part IV **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; and Part III, line 12. Also complete this part for any additional information. (See instructions).

Schedule B
(Form 990, 990-EZ, or 990-PF)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

► **Attach to Form 990, Form 990-EZ, or Form 990-PF**
► **Information about Schedule B (Form 990, 990-EZ, 990-PF) and its instructions is at *www.irs.gov/form990*.**

OMB No. 1545-0047

2013

Name of the organization	Employer identification number
Albany Leadership Charter High School for Girls	27-0563603

Organization type (check one):

Filers of:	**Section:**
Form 990 or 990-EZ	[X] 501(c)(3) (enter number) organization
	[ ] 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation
	[ ] 527 political organization
Form 990-PF	[ ] 501(c)(3) exempt private foundation
	[ ] 4947(a)(1) nonexempt charitable trust treated as a private foundation
	[ ] 501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule** .

Note. Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

[X] For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, $5,000 or more (in money or property) from any one contributor. (Complete Parts I and II.)

Special Rules

[ ] For a section 501(c)(3) organization filing Form 990 or 990-EZ that met the 33-1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi) and received from any one contributor, during the year, a contribution of the greater of (**1**) $5,000 or (**2**) 2% of the amount on (i) Form 990, Part VIII, line 1h, or (ii) Form 990-EZ, line 1. Complete Parts I and II.

[ ] For a section 501(c)(7), (8), or (10) organization filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than $1,000 for use *exclusively* for religious, charitable, scientific, literary, or educational purposes, or the prevention of cruelty to children or animals. Complete Parts I, II, and III.

[ ] For a section 501(c)(7), (8), or (10) organization filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions for use *exclusively* for religious, charitable, etc, purposes, but these contributions did not total to more than $1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc, purpose. Do not complete any of the parts unless the **General Rule** applies to this organization because it received nonexclusively religious, charitable, etc, contributions of $5,000 or more during the year . . . . . ► $ _____

Caution: An organization that is not covered by the General Rule and/or the Special Rules does not file Schedule B (Form 990, 990-EZ, or 990-PF) but it **must** answer 'No' on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it does not meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990, 990EZ, or 990-PF.

Schedule **B** (Form 990, 990-EZ, or 990-PF) (2013)

Name of organization: Albany Leadership Charter High School for Girls

Employer identification number: 27-0563603

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) Number	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	The state Education Department; The Univeristy of the State of New York - Title I A&D Grant Grants Finance, Room 510W, Education Building Albany NY 12234	$ 155,850.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
2	The state Education Department; The Univeristy of the State of New York - Title IIA Grant Grants Finance, Room 510W, Education Building Albany NY 12234	$ 7,954.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
3	City School District of Albany - IDEA Grant 1 Academy Park Albany NY 12207	$ 11,568.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
4	NYS Education Department - Child Nutrition Management System 99 Washington Avenue, Room 1623-OCP Albany NY 12234	$ 134,029.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
5	City School District of Albany - Library Grant 1 Academy Park Albany NY 12207	$ 27,795.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

SCHEDULE D (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

► Complete if the organization answered 'Yes,' to Form 990, Part IV, lines 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
► Attach to Form 990.
► Information about Schedule D (Form 990) and its instructions is at *www.irs.gov/form990.*

OMB No. 1545-0047

2013

Open to Public Inspection

Name of the organization: Albany Leadership Charter High School for Girls

Employer identification number: 27-0563603

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.
Complete if the organization answered 'Yes' to Form 990, Part IV, line 6.

		(a) Donor advised funds	(b) Funds and other accounts
1	Total number at end of year		
2	Aggregate contributions to (during year)		
3	Aggregate grants from (during year)		
4	Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements.
Complete if the organization answered 'Yes' to Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

☐ Preservation of land for public use (e.g., recreation or education)
☐ Protection of natural habitat
☐ Preservation of open space
☐ Preservation of an historically important land area
☐ Preservation of a certified historic structure

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

		Held at the End of the Tax Year
a Total number of conservation easements	2a	
b Total acreage restricted by conservation easements	2b	
c Number of conservation easements on a certified historic structure included in (a)	2c	
d Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register	2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ►

4 Number of states where property subject to conservation easement is located ►

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, and enforcing conservation easements during the year ►

7 Amount of expenses incurred in monitoring, inspecting, and enforcing conservation easements during the year ► $

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.
Complete if the organization answered 'Yes' to Form 990, Part IV, line 8.

1 a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIII, the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenues included in Form 990, Part VIII, line 1 ► $

(ii) Assets included in Form 990, Part X ► $

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:

a Revenues included in Form 990, Part VIII, line 1 ► $

b Assets included in Form 990, Part X ► $

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)*

3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):

a ☐ Public exhibition
b ☐ Scholarly research
c ☐ Preservation for future generations
d ☐ Loan or exchange programs
e ☐ Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered 'Yes' to Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1 a Is the organization an agent, trustee, custodian, or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If 'Yes,' explain the arrangement in Part XIII and complete the following table:

		Amount
c Beginning balance	1 c	
d Additions during the year	1 d	
e Distributions during the year	1 e	
f Ending balance	1 f	

2 a Did the organization include an amount on Form 990, Part X, line 21? ☐ Yes ☐ No

b If 'Yes,' explain the arrangement in Part XIII. Check here if the explantion has been provided in Part XIII ☐

Part V Endowment Funds. Complete if the organization answered 'Yes' to Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1 a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

a Board designated or quasi-endowment ► _____ %
b Permanent endowment ► _____ %
c Temporarily restricted endowment ► _____ %

The percentages in lines 2a, 2b, and 2c should equal 100%.

3 a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) unrelated organizations	3a(i)		
(ii) related organizations	3a(ii)		
b If 'Yes' to 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.
Complete if the organization answered 'Yes' to Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1 a Land				
b Buildings				
c Leasehold improvements		298,216.	71,607.	226,609.
d Equipment		216,993.	185,633.	31,360.
e Other		208,743.	94,148.	114,595.
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, column (B), line 10(c).)* ►				372,564.

Part VII Investments – Other Securities.
Complete if the organization answered 'Yes' to Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
(I)		
Total. *(Column (b) must equal Form 990, Part X, column (B) line 12.)* ►		

Part VIII Investments – Program Related.
Complete if the organization answered 'Yes' to Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment type	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		
Total. *(Column (b) must equal Form 990, Part X, column (B) line 13.)* ►		

Part IX Other Assets.
Complete if the organization answered 'Yes' to Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
Total. *(Column (b) must equal Form 990, Part X, column (B), line 15.)* ►	

Part X Other Liabilities.
Complete if the organization answered 'Yes' to Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25

(a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
Total. *(Column (b) must equal Form 990, Part X, column (B) line 25.)* ►	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII [X]

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.
Complete if the organization answered 'Yes' to Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	5,300,781.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
a	Net unrealized gains on investments	2a		
b	Donated services and use of facilities	2b		
c	Recoveries of prior year grants	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines 2a through 2d		2e	
3	Subtract line 2e from line 1		3	5,300,781.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	
5	Total revenue. Add lines 3 and 4c. *(This must equal Form 990, Part I, line 12.)*		5	5,300,781.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.
Complete if the organization answered 'Yes' to Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1	5,093,290.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
a	Donated services and use of facilities	2a		
b	Prior year adjustments	2b		
c	Other losses	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines 2a through 2d		2e	
3	Subtract line 2e from line 1		3	5,093,290.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	
5	Total expenses. Add lines 3 and 4c. *(This must equal Form 990, Part I, line 18.)*		5	5,093,290.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

Pt X Line 2 See Attached

Part XIII Supplemental Information *(continued)*

SCHEDULE E
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Schools

► Complete if the organization answered 'Yes' to Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.
► Attach to Form 990 or Form 990-EZ.
► Information about Schedule E (Form 990 or 990-EZ) and its instructions is at *www.irs.gov/form 990.*

OMB No. 1545-0047

2013

Open to Public Inspection

Name of the organization: Albany Leadership Charter High School for Girls

Employer Identification number: 27-0563603

Part I

		YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2	X	
3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If 'Yes,' please describe. If 'No', please explain. If you need more space, use Part II	3	X	
The School's racially nondiscriminatory policy is publicized on the radio and in the newspapers.			
4 Does the organization maintain the following?			
a Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b		X
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
If you answered 'No' to any of the above, please explain. If you need more space, use Part II.			
Albany Leadership Charter High School for Girls does not award scholarships or financial assistance to students.			
5 Does the organization discriminate by race in any way with respect to:			
a Students' rights or privileges?	5a		X
b Admissions policies?	5b		X
c Employment of faculty or administrative staff?	5c		X
d Scholarships or other financial assistance?	5d		X
e Educational policies?	5e		X
f Use of facilities?	5f		X
g Athletic programs?	5g		X
h Other extracurricular activities?	5h		X
If you answered 'Yes' to any of the above, please explain. If you need more space, use Part II.			
6 a Does the organization receive any financial aid or assistance from a governmental agency?	6a	X	
b Has the organization's right to such aid ever been revoked or suspended?	6b		X
If you answered 'Yes' to either line 6a or line 6b, explain on Part II.			
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If 'No,' explain on Part II	7	X	

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also complete this part to provide any other additional information (see instructions).

Line 6b Organization received government grants to assist with

Line 6b regular and special education programs, and school

Line 6b nutrition program.

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.
► Attach to Form 990 or 990-EZ.
► Information about Schedule O (Form 990 or 990-EZ) and its instructions is at *www.irs.gov/form990.*

OMB No. 1545-0047

2013

Open to Public Inspection

Name of the organization: Albany Leadership Charter High School for Girls

Employer identification number: 27-0563603

Pt VI, Line 15a Determined by the Board of Trustees

Pt VI, Line 11b Electronic copy provided to each member of the Board before filing

Pt VI, Line 12c Annual review and disclosure

Pt VI, Line 19 Available upon request

Pt VI, Line 15b Determined by the Board of Trustees

Form **4562**

Department of the Treasury
Internal Revenue Service (99)

Depreciation and Amortization
(Including Information on Listed Property)

► See separate instructions. ► Attach to your tax return.

OMB No. 1545-0172

2013

Attachment Sequence No. **179**

Name(s) shown on return: Albany Leadership Charter High School for Girls

Identifying number: 27-0563603

Business or activity to which this form relates: Form 990 / Form 990EZ

Part I Election To Expense Certain Property Under Section 179

Note: *If you have any listed property, complete Part V before you complete Part I.*

1	Maximum amount (see instructions)	1	
2	Total cost of section 179 property placed in service (see instructions)	2	
3	Threshold cost of section 179 property before reduction in limitation (see instructions)	3	
4	Reduction in limitation. Subtract line 3 from line 2. If zero or less, enter -0-	4	
5	Dollar limitation for tax year. Subtract line 4 from line 1. If zero or less, enter -0-. If married filing separately, see instructions	5	

6	(a) Description of property	(b) Cost (business use only)	(c) Elected cost

7	Listed property. Enter the amount from line 29	7	
8	Total elected cost of section 179 property. Add amounts in column (c), lines 6 and 7	8	
9	Tentative deduction. Enter the **smaller** of line 5 or line 8	9	
10	Carryover of disallowed deduction from line 13 of your 2012 Form 4562	10	
11	Business income limitation. Enter the smaller of business income (not less than zero) or line 5 (see instrs)	11	
12	Section 179 expense deduction. Add lines 9 and 10, but do not enter more than line 11	12	
13	Carryover of disallowed deduction to 2014. Add lines 9 and 10, less line 12 ►	13	

Note: *Do not use Part II or Part III below for listed property. Instead, use Part V.*

Part II Special Depreciation Allowance and Other Depreciation (Do not include listed property.) (See instructions.)

14	Special depreciation allowance for qualified property (other than listed property) placed in service during the tax year (see instructions)	14	
15	Property subject to section 168(f)(1) election	15	
16	Other depreciation (including ACRS)	16	

Part III MACRS Depreciation (Do not include listed property.) (See instructions.)

Section A

17	MACRS deductions for assets placed in service in tax years beginning before 2013	17	81,873.
18	If you are electing to group any assets placed in service during the tax year into one or more general asset accounts, check here ► ☐		

Section B — Assets Placed in Service During 2013 Tax Year Using the General Depreciation System

(a) Classification of property	(b) Month and year placed in service	(c) Basis for depreciation (business/investment use only — see instructions)	(d) Recovery period	(e) Convention	(f) Method	(g) Depreciation deduction
19 a 3-year property		22,944.				5,854.
b 5-year property						
c 7-year property		28,938.				3,163.
d 10-year property						
e 15-year property						
f 20-year property						
g 25-year property			25 yrs		S/L	
h Residential rental			27.5 yrs	MM	S/L	
property			27.5 yrs	MM	S/L	
i Nonresidential real			39 yrs	MM	S/L	
property				MM	S/L	

Section C — Assets Placed in Service During 2013 Tax Year Using the Alternative Depreciation System

20 a Class life					S/L	
b 12-year			12 yrs		S/L	
c 40-year			40 yrs	MM	S/L	

Part IV Summary (See instructions.)

21	Listed property. Enter amount from line 28	21	
22	**Total.** Add amounts from line 12, lines 14 through 17, lines 19 and 20 in column (g), and line 21. Enter here and on the appropriate lines of your return. Partnerships and S corporations — see instructions	22	90,890.
23	For assets shown above and placed in service during the current year, enter the portion of the basis attributable to section 263A costs	23	

Part V **Listed Property** (Include automobiles, certain other vehicles, certain computers, and property used for entertainment, recreation, or amusement.)

Note: *For any vehicle for which you are using the standard mileage rate or deducting lease expense, complete* **only** *24a, 24b, columns (a) through (c) of Section A, all of Section B, and Section C if applicable.*

Section A – Depreciation and Other Information (Caution: *See the instructions for limits for passenger automobiles.*)

24 a Do you have evidence to support the business/investment use claimed? . . . . . ☐ Yes ☐ No | 24b If 'Yes,' is the evidence written? . . . ☐ Yes ☐ No

(a) Type of property (list vehicles first)	(b) Date placed in service	(c) Business/ investment use percentage	(d) Cost or other basis	(e) Basis for depreciation (business/investment use only)	(f) Recovery period	(g) Method/ Convention	(h) Depreciation deduction	(i) Elected section 179 cost
25 Special depreciation allowance for qualified listed property placed in service during the tax year and used more than 50% in a qualified business use (see instructions)							25	
26 Property used more than 50% in a qualified business use:								
27 Property used 50% or less in a qualified business use:								
28 Add amounts in column (h), lines 25 through 27. Enter here and on line 21, page 1							28	
29 Add amounts in column (i), line 26. Enter here and on line 7, page 1								29

Section B – Information on Use of Vehicles

Complete this section for vehicles used by a sole proprietor, partner, or other 'more than 5% owner,' or related person. If you provided vehicles to your employees, first answer the questions in Section C to see if you meet an exception to completing this section for those vehicles.

	(a) Vehicle 1		(b) Vehicle 2		(c) Vehicle 3		(d) Vehicle 4		(e) Vehicle 5		(f) Vehicle 6	
30 Total business/investment miles driven during the year (**do not** include commuting miles)												
31 Total commuting miles driven during the year												
32 Total other personal (noncommuting) miles driven												
33 Total miles driven during the year. Add lines 30 through 32												
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
34 Was the vehicle available for personal use during off-duty hours?												
35 Was the vehicle used primarily by a more than 5% owner or related person?												
36 Is another vehicle available for personal use?												

Section C – Questions for Employers Who Provide Vehicles for Use by Their Employees

Answer these questions to determine if you meet an exception to completing Section B for vehicles used by employees who **are not** more than 5% owners or related persons (see instructions).

	Yes	No
37 Do you maintain a written policy statement that prohibits all personal use of vehicles, including commuting, by your employees?		
38 Do you maintain a written policy statement that prohibits personal use of vehicles, except commuting, by your employees? See the instructions for vehicles used by corporate officers, directors, or 1% or more owners		
39 Do you treat all use of vehicles by employees as personal use?		
40 Do you provide more than five vehicles to your employees, obtain information from your employees about the use of the vehicles, and retain the information received?		
41 Do you meet the requirements concerning qualified automobile demonstration use? (See instructions.) . . . . . **Note:** *If your answer to 37, 38, 39, 40, or 41 is 'Yes,' do not complete Section B for the covered vehicles.*		

Part VI **Amortization**

(a) Description of costs	(b) Date amortization begins	(c) Amortizable amount	(d) Code section	(e) Amortization period or percentage	(f) Amortization for this year
42 Amortization of costs that begins during your 2013 tax year (see instructions):					
43 Amortization of costs that began before your 2013 tax year				43	
44 **Total.** Add amounts in column (f). See the instructions for where to report				44	

Form **8879-EO**

Department of the Treasury
Internal Revenue Service

IRS *e-file* Signature Authorization for an Exempt Organization

For calendar year 2013, or fiscal year beginning Jul 1 , 2013, and ending Jun 30 , 2014 .

► **Do not send to the IRS. Keep for your records.**

► **Information about Form 8879-EO and its instructions is at *www.irs.gov/form8879eo.***

OMB No. 1545-1878

2013

Name of exempt organization: Albany Leadership Charter High School for Girls

Employer identification number: 27-0563603

Name and title of officer: James Vallee Chairman

Part I Type of Return and Return Information (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line **1a, 2a, 3a, 4a,** or **5a,** below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b,** or **5b,** whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than 1 line in Part I.

1a Form 990 check here ►	[X]	**b Total revenue,** if any (Form 990, Part VIII, column (A), line 12)	**1b** 5,300,781.
2a Form 990-EZ check here ►	[ ]	**b Total revenue,** if any (Form 990-EZ, line 9)	**2b**
3a Form 1120-POL check here ►	[ ]	**b Total tax** (Form 1120-POL, line 22)	**3b**
4a Form 990-PF check here ►	[ ]	**b Tax based on investment income** (Form 990-PF, Part VI, line 5)	**4b**
5a Form 8868 check here ►	[ ]	**b Balance Due** (Form 8868, Part I, line 3c or Part II, line 8c)	**5b**

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2013 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS **(a)** an acknowledgement of receipt or reason for rejection of the transmission, **(b)** the reason for any delay in processing the return or refund, and **(c)** the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only

[X] I authorize Cusack and Company CPAs LLC (ERO firm name) to enter my PIN 63603 (Enter five numbers, but do not enter all zeros) as my signature

on the organization's tax year 2013 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

[ ] As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2013 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature ► James H. Vallee Date ► 10/25/2014

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN . . . . . 14123218864 (do not enter all zeros)

I certify that the above numeric entry is my PIN, which is my signature on the 2013 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub 4163,** Modernized e-File (MeF) Information for Authorized IRS *e-file* Providers for Business Returns.

ERO's signature ► Date ►

ERO Must Retain This Form – See Instructions
Do Not Submit This Form To the IRS Unless Requested To Do So

BAA For Paperwork Reduction Act Notice, see instructions.

Additional Information For Tax Return

Albany Leadership Charter High School for Girls 27-0563603

Form 990 p 12: Part XI, Line 8

The School's net assets as of June 30, 2012 and 2013 have been restated to reflect a correction of an error. Overall decrease in net assets for 2012 is $118,315 and for 2013 is $120,185, representing a total decrease of $238,500.

Sch D, page 4: Description Smt Wks-1

Accounting for Uncertainty in Income Taxes

The Accounting Standards Codification requires entities to disclose in their financial statements the nature of any uncertainty in their tax position. The School has not recognized any benefits from uncertain tax positions in 2014 and 2013 and believes it has no uncertain tax positions for which it is reasonably possible that the total amounts of unrecognized tax benefits will significantly increase or decrease within 12 months of the balance sheet date. Generally, federal, state and local authorities may examine the School's tax-exempt returns for three years from the date of filings; consequently, all income tax returns are still subject to examination by tax authorities.

Albany Leadership Charter High School for Girls
Statement of Functional Expenses
as of June 30

		2014								2013
		Program Services				Supporting Services				
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total	Total	
Personnel Services Costs		$	$	$	$	$	$	$	$	$
Administrative Staff Personnel	11.00	168,259	-	-	168,259	-	673,035	673,035	841,294	693,669
Instructional Personnel	37.00	1,635,388	143,785	-	1,779,173	-	-	-	1,779,173	1,606,043
Non-Instructional Personnel	3.00	-	-	54,552	54,552	-	38,841	38,841	93,393	146,175
Total Salaries and Staff	51.00	1,803,647	143,785	54,552	2,001,984	-	711,876	711,876	2,713,860	2,445,887
Fringe Benefits & Payroll Taxes		355,484	28,338	-	383,822	-	132,650	132,650	516,472	396,014
Retirement		9,433	752	-	10,185	-	3,520	3,520	13,705	5,999
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		8,333	664	-	8,997	-	3,110	3,110	12,107	7,032
Accounting / Audit Services		17,774	1,417	-	19,191	-	6,632	6,632	25,823	50,283
Other Purchased / Professional / Consulting Services		100,629	10,465	-	111,094	-	38,394	38,394	149,488	122,981
Building and Land Rent / Lease		458,816	36,576	26,775	522,167	-	144,433	144,433	666,600	660,000
Repairs & Maintenance		133,399	10,634	7,786	151,819	-	41,993	41,993	193,812	164,195
Insurance		41,055	3,273	2,396	46,724	-	12,924	12,924	59,648	47,378
Utilities		42,367	3,377	2,472	48,216	-	13,337	13,337	61,553	60,350
Supplies / Materials		102,348	8,160	-	110,508	-	19,328	19,328	129,836	134,132
Equipment / Furnishings		11,872	947	-	12,819	-	4,430	4,430	17,249	32,572
Staff Development		58,222	4,641	-	62,863	-	-	-	62,863	39,456
Marketing / Recruitment		19,401	1,547	-	20,948	-	7,239	7,239	28,187	10,158
Technology		32,619	2,600	-	35,219	-	12,172	12,172	47,391	5,000
Food Service		-	-	71,454	71,454	-	-	-	71,454	75,104
Student Services		16,885	1,346	133,128	151,359	-	-	-	151,359	164,402
Office Expense		35,045	2,794	2,045	39,884	-	11,032	11,032	50,916	53,634
Depreciation		62,559	4,987	-	67,546	-	23,344	23,344	90,890	97,665
OTHER		20,702	1,651	-	22,353	-	7,724	7,724	30,077	136,445
Total Expenses		$ 3,330,590	$ 267,954	$ 300,608	$ 3,899,152	$ -	$ 1,194,138	$ 1,194,138	$ 5,093,290	$ 4,708,687

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6	**Total Revenue**		-	1,276,009	-	-	1,298,142	-	-	1,302,892	-	-	1,343,263	-	-
7	**Total Expenses**		-	1,307,209	-	-	1,310,556	-	-	1,309,188	-	-	1,290,579	-	-
8	**Net Income**		-	(31,201)	-	-	(12,415)	-	-	(6,297)	-	-	52,683	-	-
9	**Actual Student Enrollment**		-	345	-	-	345	-	-	345	-	-	345	-	-
10	**Total Paid Student Enrollment**		-	-	-	-	-	-	-	-	-	-	-	-	-
11															
12			Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
13			2013-14	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
14															
15	**REVENUE**		*** If there are NO budget revisions at the time of quarterly submittal leave 'CURRENT' Column(s) COMPLETELY BLANK. IF Current Column(s) are left blank the Original Budget numbers for that particular quarter will flow to the TY Current Budget AND to the Quarterly Tab. IF Current Budget column is utilized, the ORANGE CELLS MUST be filled in first for the entire column to register. If utilizing the CURRENT BUDGET column the entire column should be completed.**												
16	**REVENUES FROM STATE SOURCES**														
17	Per Pupil Revenue	**CY** Per Pupil Rate													
18	School District 1 (Albany)	14,072		782,900	-	-	782,900	-	-	782,900	-	-	782,900	-	-
19	School District 2 (Averill Park)	10,286	-	2,298	-	-	2,298	-	-	2,298	-	-	2,298	-	-
20	School District 3 (Bethlehem)	12,763	-	2,852	-	-	2,852	-	-	2,852	-	-	2,852	-	-
21	School District 4 (Cohoes)	12,041	-	5,381	-	-	5,381	-	-	5,381	-	-	5,381	-	-
22	School District 5 (Green Island)	12,912	-	5,770	-	-	5,770	-	-	5,770	-	-	5,770	-	-
23	School District 6 (Lansingburgh)	9,602	-	23,600	-	-	23,600	-	-	23,600	-	-	23,600	-	-
24	School District 7 (Menands)	16,120	-	3,602	-	-	3,602	-	-	3,602	-	-	3,602	-	-
25	School District 8 (Ravena-Coeymans-Selkirk)	13,539	-	3,025	-	-	3,025	-	-	3,025	-	-	3,025	-	-
26	School District 9 (Schenectady)	12,015	-	174,497	-	-	174,497	-	-	174,497	-	-	174,497	-	-
27	School District 10 (Shenendahowa)	10,919	-	2,440	-	-	2,440	-	-	2,440	-	-	2,440	-	-
28	School District 11 (So. Colonie)	12,387	-	5,535	-	-	5,535	-	-	5,535	-	-	5,535	-	-
29	School District 12 (Troy)	15,986	-	171,448	-	-	171,448	-	-	171,448	-	-	171,448	-	-
30	School District 13 (Watervliet)	9,654	-	4,314	-	-	4,314	-	-	4,314	-	-	4,314	-	-
31	School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
32	School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
33	School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-	-
34	TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	12,484	-	1,187,663	-	-	1,187,663	-	-	1,187,663	-	-	1,187,663	-	-
35	Special Education Revenue		-	23,750	-	-	23,750	-	-	23,750	-	-	23,750	-	-
36	Grants														
37	Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
38	DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-	-	-	-
39	Other		-	-	-	-	-	-	-	-	-	-	-	-	-
40	Other		-	-	-	-	-	-	-	-	-	-	-	-	-
41	TOTAL REVENUE FROM STATE SOURCES		-	1,211,413	-	-	1,211,413	-	-	1,211,413	-	-	1,211,413	-	-
42															
43	**REVENUE FROM FEDERAL FUNDING**														
44	IDEA Special Needs		-	-	-	-	-	-	-	-	-	-	11,570	-	-
45	Title I		-	38,000	-	-	38,000	-	-	38,000	-	-	38,000	-	-
46	Title Funding - Other		-	1,996	-	-	1,996	-	-	1,996	-	-	1,996	-	-
47	School Food Service (Free Lunch)		-	13,400	-	-	40,200	-	-	40,200	-	-	40,200	-	-
48	Grants														
49	Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	-	-	-	-	-	-
50	Other		-	8,000	-	-	-	-	-	-	-	-	-	-	-
51	Other		-	-	-	-	-	-	-	-	-	-	-	-	-
52	TOTAL REVENUE FROM FEDERAL SOURCES		-	61,396	-	-	80,196	-	-	80,196	-	-	91,766	-	-
53															
54	**LOCAL and OTHER REVENUE**														
55	Contributions and Donations		-	1,200	-	-	1,200	-	-	1,200	-	-	3,000	-	-
56	Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
57	Erate Reimbursement		-	2,000	-	-	2,000	-	-	6,750	-	-	6,750	-	-
58	Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
59	Interest Income		-	-	-	-	-	-	-	-	-	-	-	-	-
60	Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
61	Text Book		-	-	-	-	-	-	-	-	-	-	27,000	-	-
62	OTHER		-	-	-	-	3,333	-	-	3,333	-	-	3,334	-	-
63	TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	3,200	-	-	6,533	-	-	11,283	-	-	40,084	-	-
64															
65	**TOTAL REVENUE**		**-**	**1,276,009**	**-**	**-**	**1,298,142**	**-**	**-**	**1,302,892**	**-**	**-**	**1,343,263**	**-**	**-**
66															

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Total Revenue		-	**1,276,009**	-	-	**1,298,142**	-	-	**1,302,892**	-	-	**1,343,263**	-	-
Total Expenses		-	**1,307,209**	-	-	**1,310,556**	-	-	**1,309,188**	-	-	**1,290,579**	-	-
Net Income		-	**(31,201)**	-	-	**(12,415)**	-	-	**(6,297)**	-	-	**52,683**	-	-
Actual Student Enrollment		-	**345**	-	-	**345**	-	-	**345**	-	-	**345**	-	-
Total Paid Student Enrollment		-	-	-	-	-	-	-	-	-	-	-	-	-
		Prior Year Actual	**1st Quarter - 7/1 - 9/30**			**2nd Quarter - 10/1 - 12/31**			**3rd Quarter - 1/1 - 3/31**			**4th Quarter - 4/1 - 6/30**		
		2013-14	**Original**	**Current**	**Variance**	**Original**	**Current**	**Variance**	**Original**	**Current**	**Variance**	**Original**	**Current**	**Variance**
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions													
Executive Management	1.00	-	32,500	-	-	32,500	-	-	32,500	-	-	32,500	-	-
Instructional Management	2.00	-	40,350	-	-	40,350	-	-	40,350	-	-	40,350	-	-
Deans, Directors & Coordinators	3.50	-	51,800	-	-	51,800	-	-	51,800	-	-	51,800	-	-
CFO / Director of Finance	1.00	-	22,500	-	-	22,500	-	-	22,500	-	-	22,500	-	-
Operation / Business Manager	2.00	-	20,487	-	-	20,488	-	-	20,488	-	-	20,488	-	-
Administrative Staff	2.75	-	21,680	-	-	21,680	-	-	21,680	-	-	21,680	-	-
TOTAL ADMINISTRATIVE STAFF	12.25	-	189,317	-	-	189,318	-	-	189,318	-	-	189,318	-	-
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	20.80	-	259,304	-	-	259,304	-	-	259,304	-	-	259,304	-	-
Teachers - SPED	2.20	-	36,023	-	-	36,024	-	-	36,024	-	-	36,024	-	-
Substitute Teachers	1.00	-	-	-	-	8,222	-	-	8,222	-	-	8,223	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	10.00	-	120,857	-	-	120,857	-	-	120,857	-	-	120,857	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	3.00	-	33,947	-	-	33,948	-	-	33,948	-	-	33,948	-	-
Other	-	-	35,650	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	37.00	-	485,781	-	-	458,355	-	-	458,355	-	-	458,356	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	24,858	-	-	24,858	-	-	24,858	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	24,858	-	-	24,858	-	-	24,858	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	49.25	-	675,098	-	-	672,531	-	-	672,531	-	-	672,532	-	-
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		-	52,454	-	-	52,454	-	-	52,454	-	-	52,454	-	-
Fringe / Employee Benefits		-	72,111	-	-	72,112	-	-	72,112	-	-	72,112	-	-
Retirement / Pension		-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	127,065	-	-	127,066	-	-	127,066	-	-	127,066	-	-
TOTAL PERSONNEL SERVICE COSTS	49.25	-	802,163	-	-	799,597	-	-	799,597	-	-	799,598	-	-
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	13,500	-	-	-	-	-	-	-	-
Legal		-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	9,784	-	-	9,784	-	-	9,784	-	-	9,785	-	-
Food Service / School Lunch		-	4,641	-	-	4,641	-	-	4,641	-	-	4,641	-	-
Payroll Services		-	1,750	-	-	1,750	-	-	1,750	-	-	1,750	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	625	-	-	625	-	-	625	-	-	625	-	-
Other Purchased / Professional / Consulting		-	41,050	-	-	41,050	-	-	41,050	-	-	41,050	-	-
TOTAL CONTRACTED SERVICES		-	60,350	-	-	73,850	-	-	60,350	-	-	60,351	-	-
SCHOOL OPERATIONS														
Board Expenses		-	125	-	-	125	-	-	125	-	-	125	-	-
Classroom / Teaching Supplies & Materials		-	14,000	-	-	5,000	-	-	1,000	-	-	3,000	-	-
Special Ed Supplies & Materials		-	125	-	-	125	-	-	125	-	-	125	-	-
Textbooks / Workbooks		-	13,000	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	3,400	-	-	1,200	-	-	1,200	-	-	1,200	-	-
Telephone		-	6,250	-	-	6,250	-	-	6,250	-	-	6,250	-	-
Technology		-	16,500	-	-	16,500	-	-	16,500	-	-	16,500	-	-
Student Testing & Assessment		-	2,750	-	-	2,750	-	-	2,750	-	-	2,750	-	-
Field Trips		-	-	-	-	8,350	-	-	-	-	-	8,350	-	-
Transportation (student)		-	1,000	-	-	13,000	-	-	13,000	-	-	13,000	-	-
Student Services - other		-		-	-	15,917	-	-	15,917	-	-	15,916	-	-
Office Expense		-	13,206	-	-	13,206	-	-	13,207	-	-	16,207	-	-
Staff Development		-	6,000	-	-	667	-	-	667	-	-	666	-	-
Staff Recruitment		-	250	-	-	250	-	-	250	-	-	250	-	-
Student Recruitment / Marketing		-	5,000	-	-	5,000	-	-	5,000	-	-	5,000	-	-
School Meals / Lunch		-	8,000	-	-	24,000	-	-	24,000	-	-	24,000	-	-
Travel (Staff)		-	1,250	-	-	1,250	-	-	1,250	-	-	1,250	-	-
Fundraising		-	250	-	-	250	-	-	250	-	-	250	-	-
Other		-	25,000	-	-	25,000	-	-	25,000	-	-	25,000	-	-
TOTAL SCHOOL OPERATIONS		-	116,106	-	-	138,840	-	-	126,491	-	-	139,839	-	-
FACILITY OPERATION & MAINTENANCE														
Insurance		-	15,450	-	-	15,450	-	-	15,450	-	-	15,450	-	-
Janitorial		-	33,600	-	-	33,600	-	-	33,600	-	-	33,600	-	-
Building and Land Rent / Lease		-	168,300	-	-	168,300	-	-	168,300	-	-	168,300	-	-
Repairs & Maintenance		-	25,000	-	-	12,333	-	-	12,333	-	-	12,334	-	-
Equipment / Furniture		-	20,000	-	-	1,666	-	-	1,667	-	-	1,667	-	-
Security		-	250	-	-	250	-	-	250	-	-	250	-	-
Utilities		-	12,240	-	-	12,920	-	-	37,400	-	-	5,440	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		-	274,840	-	-	244,519	-	-	269,000	-	-	237,041	-	-
DEPRECIATION & AMORTIZATION		-	25,000	-	-	25,000	-	-	25,000	-	-	25,000	-	-
RESERVES / CONTINGENCY		-	28,750	-	-	28,750	-	-	28,750	-	-	28,750	-	-
TOTAL EXPENSES		-	**1,307,209**	-	-	**1,310,556**	-	-	**1,309,188**	-	-	**1,290,579**	-	-
NET INCOME		-	**(31,201)**	-	-	**(12,415)**	-	-	**(6,297)**	-	-	**52,683**	-	-

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6	**Total Revenue**	-	**1,276,009**	-	-	**1,298,142**	-	-	**1,302,892**	-	-	**1,343,263**	-	-
7	**Total Expenses**	-	**1,307,209**	-	-	**1,310,556**	-	-	**1,309,188**	-	-	**1,290,579**	-	-
8	**Net Income**	-	**(31,201)**	-	-	**(12,415)**	-	-	**(6,297)**	-	-	**52,683**	-	-
9	**Actual Student Enrollment**	-	**345**	-	-	**345**	-	-	**345**	-	-	**345**	-	-
10	**Total Paid Student Enrollment**	-	-	-	-	-	-	-	-	-	-	-	-	-
11														
12		**Prior Year Actual**	**1st Quarter - 7/1 - 9/30**			**2nd Quarter - 10/1 - 12/31**			**3rd Quarter - 1/1 - 3/31**			**4th Quarter - 4/1 - 6/30**		
13		**2013-14**	**Original**	**Current**	**Variance**	**Original**	**Current**	**Variance**	**Original**	**Current**	**Variance**	**Original**	**Current**	**Variance**
159														
160	**ENROLLMENT - *School Districts Are Linked To Above Entries***													
161	School District 1 (Albany)	-	223	-	-	223	-	-	223	-	-	223	-	-
162	School District 2 (Averill Park)	-	1	-	-	1	-	-	1	-	-	1	-	-
163	School District 3 (Bethlehem)	-	1	-	-	1	-	-	1	-	-	1	-	-
164	School District 4 (Cohoes)	-	2	-	-	2	-	-	2	-	-	2	-	-
165	School District 5 (Green Island)	-	2	-	-	2	-	-	2	-	-	2	-	-
166	School District 6 (Lansingburgh)	-	10	-	-	10	-	-	10	-	-	10	-	-
167	School District 7 (Menands)	-	1	-	-	1	-	-	1	-	-	1	-	-
168	School District 8 (Ravena-Coeymans-Selkirk)	-	1	-	-	1	-	-	1	-	-	1	-	-
169	School District 9 (Schenectady)	-	58	-	-	58	-	-	58	-	-	58	-	-
170	School District 10 (Shenendahowa)	-	1	-	-	1	-	-	1	-	-	1	-	-
171	School District 11 (So. Colonie)	-	2	-	-	2	-	-	2	-	-	2	-	-
172	School District 12 (Troy)	-	43	-	-	43	-	-	43	-	-	43	-	-
173	School District 13 (Watervliet)	-	2	-	-	2	-	-	2	-	-	2	-	-
174	School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
175	School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
176	School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
177	**TOTAL ENROLLMENT**	-	**345**	-	-	**345**	-	-	**345**	-	-	**345**	-	-
178														
179	**REVENUE PER PUPIL**	-	**3,699**	-	-	**3,763**	-	-	**3,776**	-	-	**3,894**	-	-
180														
181	**EXPENSES PER PUPIL**	-	**3,789**	-	-	**3,799**	-	-	**3,795**	-	-	**3,741**	-	-

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DESCRIPTION OF ASSUMPTIONS

Total Revenue		**5,220,304**	**5,220,304**	**-**	**5,220,304**	**5,220,304**
Total Expenses		**5,217,533**	**5,217,533**	**-**	**(5,217,533)**	**(5,217,533)**
Net Income		**2,771**	**2,771**	**-**	**2,771**	**2,771**
Actual Student Enrollment						
Total Paid Student Enrollment						
			Total Year		**VARIANCE**	
		Original	**Current**	**Variance**	**Original vs. PY**	**Current vs. PY**
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	**CY** Per Pupil Rate					
School District 1 (Albany)	14,072	3,131,602	3,131,602	-	3,131,602	3,131,602
School District 2 (Averill Park)	10,286	9,193	9,193	-	9,193	9,193
School District 3 (Bethlehem)	12,763	11,407	11,407	-	11,407	11,407
School District 4 (Cohoes)	12,041	21,523	21,523	-	21,523	21,523
School District 5 (Green Island)	12,912	23,080	23,080	-	23,080	23,080
School District 6 (Lansingburgh)	9,602	94,399	94,399	-	94,399	94,399
School District 7 (Menands)	16,120	14,407	14,407	-	14,407	14,407
School District 8 (Ravena-Coeymans-Selkirk)	13,539	12,100	12,100	-	12,100	12,100
School District 9 (Schenectady)	12,015	697,990	697,990	-	697,990	697,990
School District 10 (Shenendahowa)	10,919	9,759	9,759	-	9,759	9,759
School District 11 (So. Colonie)	12,387	22,142	22,142	-	22,142	22,142
School District 12 (Troy)	15,986	685,792	685,792	-	685,792	685,792
School District 13 (Watervliet)	9,654	17,256	17,256	-	17,256	17,256
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-		-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	12,484	4,750,650	4,750,650	-	4,750,650	4,750,650
Special Education Revenue		95,000	95,000	-	95,000	95,000
Grants						
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		4,845,650	4,845,650	-	4,845,650	4,845,650
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		11,570	11,570	-	11,570	11,570
Title I		152,000	152,000	-	152,000	152,000
Title Funding - Other		7,984	7,984	-	7,984	7,984
School Food Service (Free Lunch)		134,000	134,000	-	134,000	134,000
Grants						
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-
Other		8,000	8,000	-	8,000	8,000
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		313,554	313,554	-	313,554	313,554
LOCAL and OTHER REVENUE						
Contributions and Donations		6,600	6,600	-	6,600	6,600
Fundraising		-	-	-	-	-
Erate Reimbursement		17,500	17,500	-	17,500	17,500
Earnings on Investments		-	-	-	-	-
Interest Income		-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-
Text Book		27,000	27,000	-	27,000	27,000
OTHER		10,000	10,000	-	10,000	10,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		61,100	61,100	-	61,100	61,100
TOTAL REVENUE		**5,220,304**	**5,220,304**	**-**	**5,220,304**	**5,220,304**

Enter Charter School Name Here
Budget / Operating Plan
2014-15

DESCRIPTION OF ASSUMPTIONS

Total Revenue		**5,220,304**	**5,220,304**	**-**	**5,220,304**	**5,220,304**
Total Expenses		**5,217,533**	**5,217,533**	**-**	**(5,217,533)**	**(5,217,533)**
Net Income		**2,771**	**2,771**	**-**	**2,771**	**2,771**
Actual Student Enrollment						
Total Paid Student Enrollment						
			Total Year		**VARIANCE**	
		Original	**Current**	**Variance**	**Original vs. PY**	**Current vs. PY**
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions					
Executive Management	1.00	130,000	130,000	-	(130,000)	(130,000)
Instructional Management	2.00	161,400	161,400	-	(161,400)	(161,400)
Deans, Directors & Coordinators	3.50	207,200	207,200	-	(207,200)	(207,200)
CFO / Director of Finance	1.00	90,000	90,000	-	(90,000)	(90,000)
Operation / Business Manager	2.00	81,951	81,951	-	(81,951)	(81,951)
Administrative Staff	2.75	86,720	86,720	-	(86,720)	(86,720)
TOTAL ADMINISTRATIVE STAFF	12.25	757,271	757,271	-	(757,271)	(757,271)
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	20.80	1,037,216	1,037,216	-	(1,037,216)	(1,037,216)
Teachers - SPED	2.20	144,095	144,095	-	(144,095)	(144,095)
Substitute Teachers	1.00	24,667	24,667	-	(24,667)	(24,667)
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	10.00	483,428	483,428	-	(483,428)	(483,428)
Aides	-	-	-	-	-	-
Therapists & Counselors	3.00	135,791	135,791	-	(135,791)	(135,791)
Other	-	35,650	35,650	-	(35,650)	(35,650)
TOTAL INSTRUCTIONAL	37.00	1,860,847	1,860,847	-	(1,860,847)	(1,860,847)
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	74,575	74,575	-	(74,575)	(74,575)
TOTAL NON-INSTRUCTIONAL	-	74,575	74,575	-	(74,575)	(74,575)
SUBTOTAL PERSONNEL SERVICE COSTS	49.25	2,692,693	2,692,693	-	(2,692,693)	(2,692,693)
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		209,816	209,816	-	(209,816)	(209,816)
Fringe / Employee Benefits		288,447	288,447	-	(288,447)	(288,447)
Retirement / Pension		10,000	10,000	-	(10,000)	(10,000)
TOTAL PAYROLL TAXES AND BENEFITS		508,263	508,263	-	(508,263)	(508,263)
TOTAL PERSONNEL SERVICE COSTS	49.25	3,200,956	3,200,956	-	(3,200,956)	(3,200,956)
CONTRACTED SERVICES						
Accounting / Audit		13,500	13,500	-	(13,500)	(13,500)
Legal		10,000	10,000	-	(10,000)	(10,000)
Management Company Fee		-	-	-	-	-
Nurse Services		39,137	39,137	-	(39,137)	(39,137)
Food Service / School Lunch		18,564	18,564	-	(18,564)	(18,564)
Payroll Services		7,000	7,000	-	(7,000)	(7,000)
Special Ed Services		-	-	-	-	-
Titlement Services (i.e. Title I)		2,500	2,500	-	(2,500)	(2,500)
Other Purchased / Professional / Consulting		164,200	164,200	-	(164,200)	(164,200)
TOTAL CONTRACTED SERVICES		254,901	254,901	-	(254,901)	(254,901)
SCHOOL OPERATIONS						
Board Expenses		500	500	-	(500)	(500)
Classroom / Teaching Supplies & Materials		23,000	23,000	-	(23,000)	(23,000)
Special Ed Supplies & Materials		500	500	-	(500)	(500)
Textbooks / Workbooks		13,000	13,000	-	(13,000)	(13,000)
Supplies & Materials other		-	-	-	-	-
Equipment / Furniture		7,000	7,000	-	(7,000)	(7,000)
Telephone		25,000	25,000	-	(25,000)	(25,000)
Technology		66,000	66,000	-	(66,000)	(66,000)
Student Testing & Assessment		11,000	11,000	-	(11,000)	(11,000)
Field Trips		16,700	16,700	-	(16,700)	(16,700)
Transportation (student)		40,000	40,000	-	(40,000)	(40,000)
Student Services - other		47,750	47,750	-	(47,750)	(47,750)
Office Expense		55,826	55,826	-	(55,826)	(55,826)
Staff Development		8,000	8,000	-	(8,000)	(8,000)
Staff Recruitment		1,000	1,000	-	(1,000)	(1,000)
Student Recruitment / Marketing		20,000	20,000	-	(20,000)	(20,000)
School Meals / Lunch		80,000	80,000	-	(80,000)	(80,000)
Travel (Staff)		5,000	5,000	-	(5,000)	(5,000)
Fundraising		1,000	1,000	-	(1,000)	(1,000)
Other		100,000	100,000	-	(100,000)	(100,000)
TOTAL SCHOOL OPERATIONS		521,276	521,276	-	(521,276)	(521,276)
FACILITY OPERATION & MAINTENANCE						
Insurance		61,800	61,800	-	(61,800)	(61,800)
Janitorial		134,400	134,400	-	(134,400)	(134,400)
Building and Land Rent / Lease		673,200	673,200	-	(673,200)	(673,200)
Repairs & Maintenance		62,000	62,000	-	(62,000)	(62,000)
Equipment / Furniture		25,000	25,000	-	(25,000)	(25,000)
Security		1,000	1,000	-	(1,000)	(1,000)
Utilities		68,000	68,000	-	(68,000)	(68,000)
TOTAL FACILITY OPERATION & MAINTENANCE		1,025,400	1,025,400	-	(1,025,400)	(1,025,400)
DEPRECIATION & AMORTIZATION		100,000	100,000	-	(100,000)	(100,000)
RESERVES / CONTINGENCY		115,000	115,000	-	(115,000)	(115,000)
TOTAL EXPENSES		**5,217,533**	**5,217,533**	**-**	**(5,217,533)**	**(5,217,533)**
NET INCOME		**2,771**	**2,771**	**-**	**2,771**	**2,771**

Enter Charter School Name Here
Budget / Operating Plan
2014-15

DESCRIPTION OF ASSUMPTIONS

Total Revenue	5,220,304	5,220,304	-	5,220,304	5,220,304
Total Expenses	5,217,533	5,217,533	-	(5,217,533)	(5,217,533)
Net Income	2,771	2,771	-	2,771	2,771
Actual Student Enrollment					
Total Paid Student Enrollment					

	Total Year			VARIANCE	
	Original	Current	Variance	Original vs. PY	Current vs. PY
ENROLLMENT - *School Districts Are Linked To Above Entries*					
School District 1 (Albany)					
School District 2 (Averill Park)					
School District 3 (Bethlehem)					
School District 4 (Cohoes)					
School District 5 (Green Island)					
School District 6 (Lansingburgh)					
School District 7 (Menands)					
School District 8 (Ravena-Coeymans-Selkirk)					
School District 9 (Schenectady)					
School District 10 (Shenendahowa)					
School District 11 (So. Colonie)					
School District 12 (Troy)					
School District 13 (Watervliet)					
School District 14 (Enter Name)					
School District 15 (Enter Name)					
School District - ALL OTHER					
TOTAL ENROLLMENT					
REVENUE PER PUPIL					
EXPENSES PER PUPIL					

Appendix E: Disclosure of Financial Interest Form

Created Wednesday, July 30, 2014

Page 1

010100860960 ALBANY LEADERSHIP CHS-GIRLS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2013-14 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at:

http://fluidsurveys.com/surveys/vickie-smith/appendix-e-trustee-disclosure-form/. Trustees may download and/or email their forms to you upon completion.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the surveyhttps://fluidsurveys.com/account/surveys/540612/publish/qrcode/. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.
Thank you.

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

Yes

Thank you.

Appendix F: BOT Membership Table

Created Friday, August 01, 2014

Page 1

010100860960 ALBANY LEADERSHIP CHS-GIRLS

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	James Vallee	Chair/President	Yes	College Financial Aid	2009 – 1 year 2010 – 3 year 2013 – 3 year expires 6/2016	Ex-officio member of all committees Finance & Audit, Governance
2	Elizabeth Robertson	Vice Chair/Vice President	Yes	College Readiness/Admissions	2010 – 2 year 2012 -- 3 year expires 6/2015	Governance
3	Margaret Moree	Secretary	Yes	Public Policy/Educational Finance	2009 – 2 year 2011 – 3 year 2014 – 3 year expires 6/2017	Accountability, Finance & Audit
4	Peter Hughes, Ed.D.	Treasurer	Yes	Finance	12/2012 – 0.5 year re-elected 6/2013 – 3 year expires 6/2016	Chair Finance & Audit Committee
5	Alex Ma, Ph.D.	Member	Yes	Higher Education & Science	2009 – 2 year 2011 – 3 year 2014 – 3 year expires 6/2017	Accountability
6	Bryan Lester	Member	Yes	Technology within Educational Institutions	2013 -- 2 year expires 6/2015	Accountability
7	Rebekah Brisbane	Parent Rep	Yes	Parent	2013 – 1 year expires 6/2015	
8	Dr. Dan McGregor	Member	Yes	District Education: Sec. Teaching, Admin & Ops	2014 – 3 year expires 6/2017	
9	James Kellerhouse	Member	Yes	Fundraising & Higher Education	2013 – 2 year expires 6/2015	Finance

2. Total Number of Members Joining Board during the 2013-14 school year

3

3. Total Number of Members Departing the Board during the 2013-14 school year

0

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

15

5. How many times did the Board meet during the 2013-14 school year?

12

6. How many times will the Board meet during the 2014-15 school year?

12

Thank you.

ALBANY LEADERSHIP
CHARTER HIGH SCHOOL FOR GIRLS

Appendix H: Meeting Enrollment & Retention Targets

During the first charter term, Albany Leadership Charter High School for Girls has exceeded local school district percentages for students eligible to participate in the free and reduced price lunch program (FRPL). Our FRPL percentage has averaged approximately ten percentage points higher that the local school district, according to the data available in our first three years. Although data is somewhat limited on English Language Learners (ELL) and Special Education students (SPED) due to lack of current district numbers, all signs point to ALH lagging behind the district with respect to representation of both of these student populations, particularly Special Education. This is consistent with many other charter schools in New York State that typically have higher than district FRPL but many times lower ELL and SPED.

English Language Learners

Evidenced on page 15 of the 2013-14 CSI Draft School Evaluation Report, our school has comparable ELL % to the local district, both around 5%. Albany is not necessarily an area with a high concentration of English Language Learners. We do have some enrollment pockets of Spanish, Arabic and Urdu language students. Our history has suggested that when students reach this age, they tend to be less transient than younger ELL peers. Specifically, same language families tend to not separate from each other and rather have some community comfort in whichever high school other families have settled into.

Nevertheless, the 2010 re-Authorized Charter School Act calls for all schools to make good faith efforts to recruit and retain ELL students. Our current initiatives can be found below.

- Direct mail advertising in languages other than English
- Radio Ad in Spanish and English
- A Google language translator dropdown will be added to the school website
- Outreach by multi-lingual staff
- Outreach to specialized feeder schools and programs (middle schools)
- Advertising and school materials are translated as needed
- Translators have been made available during school events
- ALH website that mentions ESL/ELL programming

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www.albanyleadershiphigh.org

ALBANY LEADERSHIP
CHARTER HIGH SCHOOL FOR GIRLS

Students with Disabilities

Evidenced on page 15 of the 2013-14 CSI Draft School Evaluation Report, our school has lower than targeted SPED enrollment as compared to the local school district. Like with ELL students, the re-authorized 2010 Charter School Act calls for good faith recruitment and retention of students with special needs.

ALH faces a similar problem to other charter schools. With its small size versus the much larger enrollment of the local school district, ALH is not able to meet every single type of Individual Education Plan coming through our enrollment. Due to least restriction environment (LRE) regulations as well as the fact that we are a single building ELA, we are somewhat limited by our IEP programming options. That said, many times students entering our enrollment have actually waived their IEP entirely in an effort to enter ALH enrollment. Despite the best intentions of their families, many of these students have ultimately not been able to meet the demands of academics without IEP support and returned to their homes settings. Nevertheless, we will continue to recruit and retain special education students through a variety of channels, shown below.

- Guaranteed grade level Special Education personnel traveling with every IEP student to every core class (four major subjects)
- Announcing during Open House events that ALH welcomes students with special needs
- Special Education personnel available to all interested special education enrollees to clearly explain how ALH delivers SPED services
- Outreach to other 8th grade charter schools' special education coordinators to explain robust SPED programs and services to rising potential 9th grade SPED students
- Continued advertising at local Department of Motor Vehicles offices with significant reference to SPED (and ELL)
- Continued good faith effort to work collaboratively with each sending district's Committee on Special Education in order to affirm the reality that ALH can serve the needs of most IEP students.

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www.albanyleadershiphigh.org

Appendix I: Teacher and Administrator Attrition

Created Friday, August 01, 2014
Updated Thursday, October 30, 2014

Page 1

Charter School Name: 010100860960 ALBANY LEADERSHIP CHS-GIRLS

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, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
	32	22	19

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
	19	10	9

Thank you

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 02, 2014

https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/d6258

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:

Rebekah Brisbane

2. Charter School Name:

Albany Leadership Charter High School for Girls

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	[redacted]
4. *Your Home Address: | City/State	[redacted]
4. *Your Home Address: | Zip	[redacted]

5. *Your Business Address

5. *Your Business Address | Street Address	[redacted]
5. *Your Business Address | City/State	[redacted]
5. *Your Business Address | Zip	[redacted]

6. *Daytime Phone Number:

[redacted]

7. *E-mail Address:

[redacted]

8. Select all positions you held on Board:

(check all that apply)

- Parent Representative

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

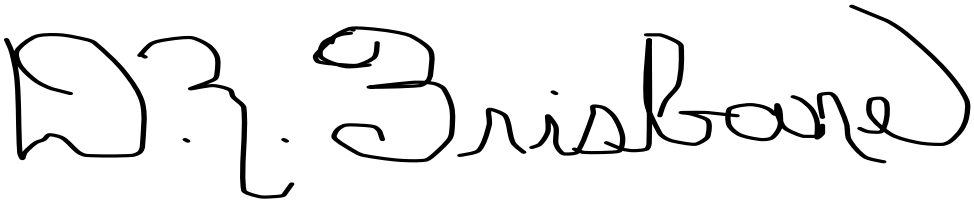
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with 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



Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 03, 2014

https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/b44a7

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:

Alexander Ma

2. Charter School Name:

Albany Leadership Charter High School for Girls

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	[redacted]
4. *Your Home Address: | City/State	[redacted]
4. *Your Home Address: | Zip	[redacted]

5. *Your Business Address

5. *Your Business Address | Street Address	[redacted]
5. *Your Business Address | City/State	[redacted]
5. *Your Business Address | Zip	[redacted]

6. *Daytime Phone Number:

[redacted]

7. *E-mail Address:

[redacted]

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: Accountability Committee Chair

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

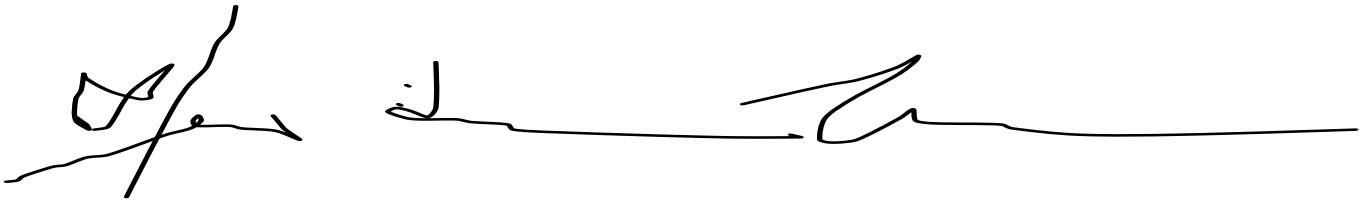
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with 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



Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 03, 2014

https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/cb37f

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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:

Peter D. Hughes

2. Charter School Name:

Albany Leadership Charter High School for Girls

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	[redacted]
4. *Your Home Address: | City/State	[redacted]
4. *Your Home Address: | Zip	[redacted]

5. *Your Business Address

5. *Your Business Address | Street Address	[redacted]
5. *Your Business Address | City/State	[redacted]
5. *Your Business Address | Zip	[redacted]

6. *Daytime Phone Number:

[redacted]

7. *E-mail Address:

[redacted]

8. Select all positions you held on Board:

(check all that apply)

- Treasurer
- Other, please specify...: Finance/Audit Comm. Chair

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

13. 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

14. Are you a member, director, officer or employee of an organization formally partnered with 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

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Monday, July 07, 2014

https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/a5ff78

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:

Elizabeth Robertson

2. Charter School Name:

Albany Leadership Charter High School for Girls

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	[redacted]
4. *Your Home Address: | City/State	[redacted]
4. *Your Home Address: | Zip	[redacted]

5. *Your Business Address

5. *Your Business Address | Street Address	[redacted]
5. *Your Business Address | City/State	[redacted]
5. *Your Business Address | Zip	[redacted]

6. *Daytime Phone Number:

[redacted]

7. *E-mail Address:

[redacted]

8. Select all positions you held on Board:

(check all that apply)

- Vice Chair/Vice President

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

No

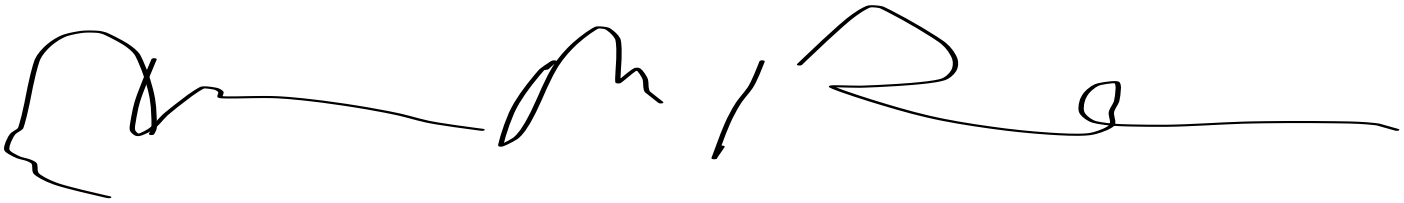
10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. 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

14. Are you a member, director, officer or employee of an organization formally partnered with 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