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

Created: 07/28/2015
Last updated: 07/31/2015

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

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1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

ROADS CS 1 (SUNY TRUSTEES) 332300861007

2. CHARTER AUTHORIZER

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

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 23

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	1495 Herkimer Street Brooklyn, NY 11233	718-280-9819	718-489-0604	[redacted]

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Jemina Bernard
Title	Network CEO
Emergency Phone Number (###-###-####)	[redacted]

5. SCHOOL WEB ADDRESS (URL)

www.roadsschools.org

6. DATE OF INITIAL CHARTER

2011-04-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2012-08-01 00:00:00

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

196

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	9, 10, 11, 12, Ungraded

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

	Yes/No	Name of CMO/EMO
	Yes	ROADS Charter Schools Inc

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

	Name	Work Phone	Alternate Phone	Email Address	Contact this individual also in emergencies
CEO (e.g., network superintendent)	Jemina Bernard	212-561-5383	[redacted]	[redacted]	Yes
CFO (e.g., network CFO)	Stephanie Mendez	212-561-5383	[redacted]	[redacted]	Yes
Compliance Contact	Adena Spadaro	212-561-5383	[redacted]	[redacted]	No
Complaint Contact	Jemina Bernard	212-561-5383	[redacted]	[redacted]	Yes

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11. FACILITIES

Will the School maintain or operate multiple sites?

	No, just one site.

12. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	1495 Herkimer Street Brooklyn, NY 11233	718-280-9819	CSD 23	UG, 9, 10, 11, 12	Yes	DOE space
Site 2						
Site 3						

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Jemina Bernard	212-561-5383	[redacted]	[redacted]
Operational Leader	Stephanie Mendez	212-561-5383	[redacted]	[redacted]
Compliance Contact	Adena Spadaro	212-561-5383	[redacted]	[redacted]
Complaint Contact	Jemina Bernard	212-561-5383	[redacted]	[redacted]

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

No

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

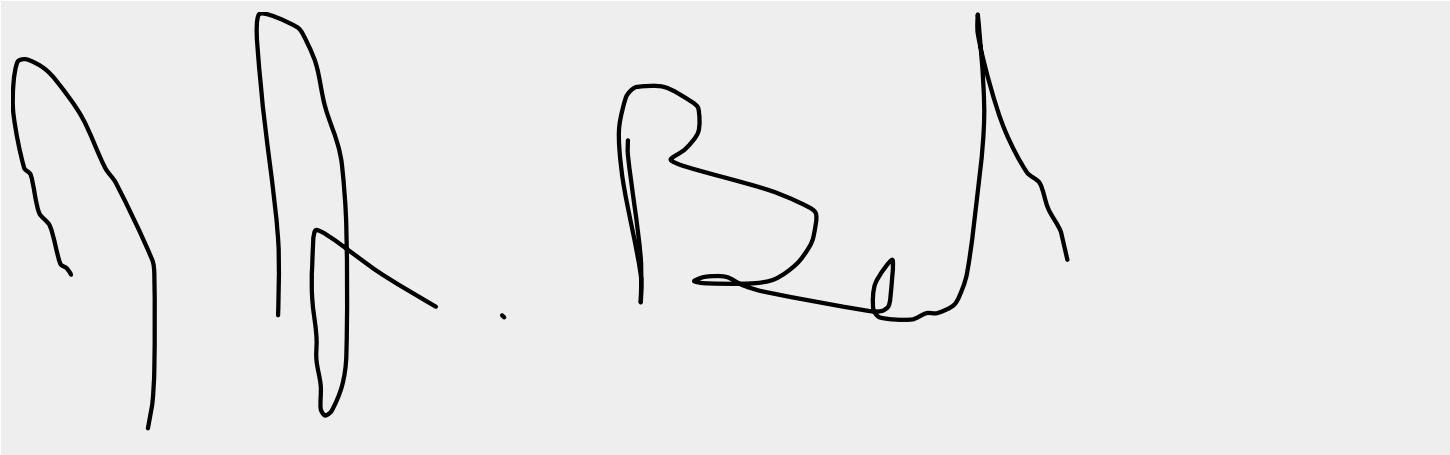
Stephanie Mendez, Managing Director of Finance and Operations; Adena Spadaro, Director of Data and Accountability

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).

Responses Selected:

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

Last updated: 07/28/2015

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Charter School Name:

1. NEW YORK STATE REPORT CARD

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

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

http://data.nysed.gov/profile.php?instid=800000070533

ROADS Charter School I (ROADS Brooklyn)

2014-15 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

October 15, 2015

By The Board of Trustees and Chief Executive Officer

ROADS Charter School I
1495 Herkimer Street
Brooklyn, NY 11233

Kristin Greer, Principal

Kristin Greer, Principal ROADS I High School
Stephanie Mendez, Managing Director, ROADS Schools Inc.
Adena Spadaro, Director of Data and Accountability, ROADS Schools Inc.
Elizabeth Davidson, Consultant

The individuals listed above prepared this Accountability Progress Report on behalf of the school's board of trustees and Chief Executive Officer, Seth Schoenfeld:

Trustee's Name	**Board Position** **Office, (Committees)**
Jeff Li	Chair, (Executive)
Martin Kurzweil	Vice Chair, (Executive, School Performance)
Jane Wilson	Secretary, (Executive, Finance & Audit)
Ashley Dills	Treasurer (Executive, Finance & Audit)
Mark Gallogly	(Executive)
Carrie Braddock	(School Performance)
Gwen Baker	(School Performance)
Stacy Gibbons	(Finance & Audit)

Kristin Greer has served as Principal since August 2015.

INTRODUCTION

ROADS Charter School I (ROADS Brooklyn) was established to ensure that students who are over-age and under-credited graduate from high school thoroughly prepared to excel academically, professionally, and personally. ROADS Brooklyn continues to operate in a network of two high schools, both of which admit students who are between 15 and 16 years old, are off-track for their age cohort, and have fewer than 11 credits. Furthermore, we give admissions preference to students who have been in foster care, homeless or involved in the criminal justice system. In short, we take those students that many other schools have not been able to serve and those that some schools, utilizing policies and loopholes established by the traditional school system, actively push out. At ROADS Brooklyn, we embrace our students holistically and seek to address all aspects of their wellbeing including healing any past or ongoing emotional traumas, redirecting non-productive behaviors, helping meet basic needs for food and shelter, and, most importantly, making up for years of unsuccessful learning experiences. A demographic comparison of ROADS Brooklyn students to the NYC DOE peer group norms (see Appendix A on pp 40) demonstrates that our school actively seeks to serve students who face the most challenges in achieving a high school diploma.

In our first two years of operation, we developed a deep understanding of the diverse and complex needs of our student population. In order to succeed, our students need targeted instructional learning, intensive social and emotional support, a school culture that promotes safety and cultivates learning, and in-school experiences that encourage students to develop college and career goals. During the 2014-15 school year, leadership transitions and staff turnover hindered our ability to fully implement our initiatives and structures designed specifically to address these student needs. In the upcoming school year, however, we plan to reset behavioral and academic expectations for students, re-engage and develop the capacity of our staff, integrate parents and the community into school activities, and address challenges of literacy, attendance and credit accumulation head-on in order to maximize student learning growth and improve student outcomes.

While there is still significant progress to be made, some of our victories include:

- Reading Improvement Goal (Goal 1a): All four ROADS Brooklyn cohorts made substantive gains in reading achievement between 2013-14 and 2014-15. Average student percentile rank increased by 88% for the 2011 cohort, by 533% for the 2012 cohort and by 114% for the 2013 cohort.
- ELA Regents Pass Rate (Goal 1b): Of the students who took the ELA Regents and who had previously performed at or below basic on the 8th grade English test, 52% of tested students scored a 65 or higher and 40% of students scored a 75 or higher, indicating that they are prepared for college and career.
- ELA Regents Pass Rate (Goal 1c): Of all students who took the ELA Regents at ROADS, 50% of students scored a 65 or higher and 14% of students scored a 75 or higher.
- Math Improvement Goal (Goal 2a): The average student percentile rank increased by 189% for the 2013 cohort.
- Math Regents Pass Rate (Goal 2c): Of all students who took the Math Regents, 63% of students scored a 65 or higher and 6% of students scored a 80 or higher.
- Social Studies Regents Pass Rate (Goal 4c): For the Global History Regents, 22% of tested students scored a 65 or above and 11% of tested students scored a 75 or above.
- Social Studies Regents Pass Rate (Goal 4a): For the US History Regents, 55% of students tested achieved a 65 or higher and 35% of students tested achieved a 75 or higher.
- Attendance Rate (Goal 6a): 32% of students in Cohort 2014 had attendance rates above 75%.
- Credit Accumulation (Goal 6d): Students with 22.01 - 33.00 credits (n=11) earned an average of 13.39 credits, compared to a 10.06 average of their peers.

In addition to monitoring these and other SUNY accountability metrics, we continue to explore other metrics to assess the success of our students and schools.

Moving Beyond Our First Two Years

In our first two years of operation, we focused on creating the conditions for success amongst students with unsuccessful academic histories and who face significant life challenges. We began building necessary socio-emotional supports and created a culture of respect and acceptance to promote student attendance, student safety, and student voice and respect. In 2014-15, we faced significant challenges in fully establishing all of these conditions, but saw promising progress in our efforts to provide intensive social and emotional student support. Significant leadership and staff turnover meant we needed to rebuild many of our programs from ground zero at the beginning of school year 2015-16. With new leadership in place, however, our priorities are clear: focus on accelerating academic growth by meeting students where they are with a rigorous instructional program and on strengthening social-emotional supports to address non-academic factors inhibiting student success. The narrative below outlines key areas of progress and defines next steps for continued improvement.

Rigorous Instructional Program

A review of student data shows that many of our students have historically struggled with credit accumulation and performance on Regents exams. Further analysis points to subpar reading levels as a contributing factor to this phenomenon. In addition, challenges with staff retention have exacerbated our ability to consistently provide our students with the attentive and quality instruction they require to overcome academic obstacles. With this in mind our instructional program for the 2015-16 school year is shaped with the following components:

Literacy focus: Our belief is that reading and literacy development is a life skill that we must provide for our students not only to succeed academically but also in life. Therefore we have designed a school-wide reading intervention plan to address the range of literacy levels, which includes provisions for small group and individualized reading instruction. This work will begin with the continued expansion of Scantron and the implementation QRI assessments to properly determine and monitor student Lexile levels and grade level equivalents over time. Specialized courses will be introduced to target the needs of students. Identified reading comprehension strategies will be reinforced throughout the school via a literacy across the content area focus.

Teachers will continue to receive professional development on a common set of cognitive strategies used by proficient readers. One of the two reading teachers on site will also provide direct support to teachers to deliver appropriate reading and vocabulary strategies within the content weekly.

Outcomes-based Mastery: In 2015-16, we plan to fully implement our outcomes-based mastery program. By focusing on outcomes, teachers identify for each course core learning goals that students must master. This, coupled with a grading system focused on outcomes, elucidates what students know and still need to learn in order to be successful. This empowers both teachers and students to be more targeted in the quest of mastering learning goals. During the summer of 2015, our teachers participated in multiple workshop sessions on outcomes-based grading best practices led by teachers at ROADS Bronx. Already our teachers have developed course outcomes and aligned some of our courses with ROADS Bronx so that we share the same course outcome across the network.

School leadership has identified this as an instructional priority. In 2015-16 this work will deepen with a renewed commitment and, with the support of the ROADS Charter Schools Network and Eskolta, a third party vendor will be contracted to work with our teachers on identifying and assessing course outcomes.

ESL Support: We are implementing a more rigorous English as a Second Language (ESL) program that ensures students receive the support they need to make progress throughout the year. The ESL students will take a baseline assessment and participate in Wilson, a reading and skill-building program.

Focus on literacy: From our initial QRI testing we have found that 50%-70% of students have reading levels that range from non-readers through 5th grade and 5th grade through 9th grade. At ROADS, our belief is that reading and literacy development is a life skill that we must provide for our students with not only to be successful in school but to be good and active citizens. Therefore we have designed a reading intervention plan that would address the range of literacy levels and provide small group and individualized reading instruction. Finally, because strong literacy skills are at the core of the work that students will need to successfully pass the regents exams, we have implemented a literacy across the content area focus. All teachers have received professional development on a common set of cognitive strategies used by proficient readers. One of the two reading teachers on site will also provide direct support to teachers to deliver appropriate reading and vocabulary strategies with in the content weekly. We will also provide the QRI assessment cycle throughout the year.

Student Programming: We've learned that we must be flexible in our course offerings to meet students where they are. To this end, students are not grouped by cohorts but instead are individually programmed so that they get what they need to be properly tracked for graduation.

During the 2015-16 school year we will introduce blended learning courses to provide students with even more options for targeted, timely instruction. This is slated to commence with a small group in trimester 1 and expand in trimesters 2 and 3.

Expanded Students' Career-Focused Curricular Opportunities: In 2014-15, we partnered with Medger Evers College to provide ROADS Brooklyn students with the opportunity to earn up to 12 college credits for free. Students whose Regents scores are too low to take college courses have the opportunity to take non-credit bearing remedial courses at no cost (students would otherwise be required to take these courses in college at cost). In 2014-15, five (5) students participated and four (4) students received remedial college course credit.

In 2015-16, we plan to continue our relationship with Medgar Evers and using our experiences from 2014-15, provide better support for our students. Already twelve (12) students are enrolled in the program – five (5) are taking college classes and seven (7) are in the pre-college remediation program.

Teacher Support: School year 2014-15 marked the first full year of implementation of a more robust teacher evaluation and development rubric that included student growth on assessments as a key component.

In 2015-16, teachers will be observed informally twice per week and will participate in coaching sessions after those observations are completed. Each teacher will be formally observed once per trimester. Overall, there will be a deeper focus on sustained quality coaching from the instructional leadership. This more rigorous coaching focus will include specific goals for teachers as well as guidance for teachers on how to set academic goals for their students.

Teacher Retention: This year, the leadership team is making staff retention a priority. Frequent observations and feedback, differentiated professional development, and frequent staff surveys are some of the ways in which we plan to be more responsive to the needs of our teachers. Teacher retention is needed to maintain and sustain strong relationships and continuity in the culture with students but also to develop more rigorous curriculum and pedagogical skills. This creates integrity within departments and improves student outcomes. A structured approach to staff retention is to increase the rigor of the interview process so that applicants understand who the

ROADS students are and what the curricular and instructional expectations are for working at ROADS. Activities focused on "staff care" and teacher incentives are two ways the school is addressing retention.

Intensive Social and Emotional Support

Many ROADS students have faced tremendous obstacles prior to enrolling in ROADS. Students come from backgrounds that include foster care, homelessness, and incarceration. Many students have experienced extreme trauma in their families and communities. Without the appropriate support and intervention, these experiences can easily hinder students' academic trajectories. To address these challenges, ROADS Brooklyn implemented or augmented the following programs and initiatives:

Expanded Reach of Social Service Support: In 2014-15, we partnered with Adelphi University to host two (2) social work interns who specialize in the area of trauma. We also invested in a social work coach to oversee the counseling department, including the guidance counselors focused on students' academic progress, the licensed social workers, and the social work interns. In addition to providing additional capacity to address students' needs, the social work coach's focus is to increase the department's *proactive* student support services.

In 2015-16, we are instituting a mental health clinic in the school through a partnership with the Interboro Agency, an organization that operates school-based health clinics throughout the city. Interboro provides a psychotherapist who will see 15-18 ROADS students per week, at no cost to the student. This program ensures that our students receive critical services to address prior and on-going trauma and eliminates barriers to receiving these services that students may otherwise face. We are also implementing several other programs – Conspiracy of Caring Meetings, Weekly Trauma Groups, and tailored in-class behavioral interventions – to holistically address students' mental health needs in service of their academic goals. We continue to transition to a restorative discipline model where, instead of removal from school, students take steps to repair relationships damaged by their misbehavior.

Refined the Individual Life Plan (ILP) tool and processes: In addition to intensive and tailored support, our students need to feel responsible and be held accountable for their own success. To that end, we created a structure in which every student meets with an advisor to review their performance, set measurable goals, and monitor their progress to those goals.

In 2015-16, the schedule includes an advisory period during which staff will be responsible for implementing the ILP with their advisory cohort – a group of 3-8 students per staff member. During this time, staff will meet 1:1 with each mentee weekly to set goals and monitor progress to goals.

Renewed Focus on Attendance as Key Driver for Success: The Director of Student Support oversees weekly meetings of our attendance team where the team reviews our attendance rates and develops strategies to increase attendance.

In 2015-16, we plan to build on the foundation we laid in 14-15 by continuing our attendance interventions, continuing our student and parent follow-ups, increasing our student supports, and increasing our parental engagement. We are developing incentive-based programs to reinforce positive attendance behaviors, including monthly celebrations, positive phone calls to parents, and wake-up calls to students. We believe our sustained focus is beginning to show results: at the start of 2015-16, our attendance rate was 63%, significantly improving upon previous years.

Resetting Expectations and Rebuilding School Culture: Our key focus at the beginning of 2015-16 is to create a school culture that promotes student safety and student learning. We are implementing a Day of Peace initiative that encourages student collective responsibility for non-violence in school. In addition, the Dean of Culture is starting a process to decorate the building with new paintings and artwork demonstrating high-quality student work. Finally, we are re-engaging parents and families in our efforts at building a positive school culture. At the beginning of the year, we began meeting with every students' parent or guardian where we plan to engage them in the student goal-setting process.

CONCLUSION

As we enter our fourth year, we continue to learn how best to address the unique needs of our student population. While we've made measurable progress over the past three years, our students deserve our continued focus on improvement in the upcoming school year. We will continue to focus on developing our students' social-emotional skills, providing them with rigorous college and career opportunities, increasing their literacy rates and credit accumulation, and developing creative ways to address credit recovery. We recognize however, without improvements in student attendance and staff retention, the lasting impact of these efforts is limited and making progress in these two areas are a top priority. We remain deeply committed to our students' professional, academic, and personal success and our sustained efforts to improve reaffirm our belief in the power and potential of our students.

HIGH SCHOOL GOALS AND MEASURES

ROADS Brooklyn Enrollment by Grade Level and School Year[1]

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12														
2012-13										179				179
2013-14										208	29	1		238
2014-15										229	53	8	2	292

[1]Note: This table includes all students who were enrolled for one day or more during each School Year (SY)

Transfer High School Accountability Cohort

The ROADS Charter High School Accountability Plan will measure outcomes with respect to six-year cohorts. The Sixth Year Accountability Cohort consists of students who entered the 9th grade six years ago. For SY 2014-15, the Sixth Year Accountability Cohort is made up of students who entered the 9th grade in SY 2009-10, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in SY 2014-15, and remained in the school for the rest of the year. It does not include those who left during the school year.

Currently, ROADS Brooklyn has two students in their sixth year of high school. In accordance with the Family Educational Rights and Privacy Act (FERPA) and New York State's regulations on reporting student information, the minimum number of students in a group to report is five, in order to protect the individual identity of students. The fifth and sixth year cohorts of ROADS Brooklyn do not meet this threshold, and will not be reported.

The following table groups students by the year they first entered the 9th grade anywhere and indicates the school year in which each group will reach its sixth year of high school.

Sixth Year High School Accountability Cohorts at ROADS Brooklyn

Sixth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of SY 2014-15	Number Leaving During SY 2014-15	Number in Accountability Cohort as of June 30th
2014-15	2009-10	2009	2	0	2
2015-16	2010-11	2010	6	3	3
2016-17	2011-12	2011	17	3	14
2017-18	2012-13	2012	59	10	49
2018-19	2013-14	2013	50	4	46
2019-20	2014-15	2014	38	3	35

Total Transfer High School Cohort for Graduation

As with the Accountability Cohort, students are included in the Total Transfer High School Cohort for Graduation based on the year they first enter the 9th grade. Students who were enrolled in the school for one day or more after entering the 9th grade are part of the school's Total Cohort for Graduation. ROADS removes students from this cohort only for the following reasons: transferred to another public or private diploma-granting institution with documentation, transferred to home schooling by a parent or guardian, transferred to a postsecondary school prior to earning a diploma, transferred by court order, left the U.S. or deceased.

Currently, ROADS Brooklyn's Graduation Cohort has 3 students in their sixth year of high school. The following table groups students by the year they first entered 9th grade anywhere and indicates the school year in which each group will reach its sixth year in the cohort.

Sixth Year High School Total Cohort for Graduation at ROADS Brooklyn

Sixth Year Cohort	9th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30th (a)	Additional Students Still in Cohort (b)	Graduation Cohort (a) + (b)
2014-15	2009-10	2009	2	10	12
2015-16	2010-11	2010	4	13	17
2016-17	2011-12	2011	14	12	26
2017-18	2012-13	2012	55	43	98
2018-19	2013-14	2013	51	6	57
2019-20	2014-15	2014	74	0	74

ENGLISH LANGUAGE ARTS

Goal 1a: Growth Measure
Each year, the group of students in their second year at ROADS who have taken a norm-referenced English test for two years will reduce by one-half the difference between their previous year's average Norm Curve Equivalent (NCE) and an NCE of 50. Cohorts that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

Method
The school administered the Northwest Evaluation Association's Measures of Academic Progress (NWEA Map) assessment for reading comprehension in SY 2013-14. NWEA Map provides percentile scores that allow us to compare the achievement of ROADS students relative to a nationally representative sample. Students who receive a percentile score of 50 are performing at the national average for 9th grade students. Percentile scores below 25 indicate a performance level in the bottom quartile for 9th grade students. This measure examines the progress ROADS has made towards improving students' reading comprehension skills, particularly for the cohorts that perform below the national average for 9th grade students.

In SY 2014-15 ROADS Brooklyn instituted the Scantron Performance Series Reading test, which provides the school with Normal Curve Equivalent (NCE) scores. These scores compare the achievement of ROADS students to a nationally representative sample. The SY 2013-14 average score was calculated using each student's percentile score. The SY 2014-15 NCE scores were provided directly from Scantron.

Results
The table below shows first to second year growth on the NWEA Map Reading and Scantron Performance Series Reading assessment for ROADS Brooklyn students. The first column indicates the cohort year; the second column displays the number of students in each cohort; the third column indicates the number of students in their second year at ROADS by cohort; the fourth column shows the number of students in each cohort with test results in year 1 and year 2; the fifth column lists the average percentile score achieved by students with year 1 and year 2 test results in each cohort; the sixth column shows the target percentile score for year 2; the seventh column indicates whether or not the target was achieved by each cohort. Results are not displayed for the 2009 or 2010 cohort as there are no students in these cohorts with test scores from both year 1 and year 2. Additionally, the 2014 cohort is not included as students in this cohort just completed their first year of high school and therefore do not have test results for year 2.

Results displayed in the table below show that the average percentile score in year 1 for all cohorts are in the bottom quartile of all 9th grade students nationally. According to the table, every cohort made substantive gains in reading achievement on the NWEA Map from year 1 to Scantron year 2. Cohort averages increased by 88% for the 2011 cohort, by 533% for the 2012 cohort and by 114% for the 2013 cohort. The 2011 cohort achieved the target percentile score for year 2, while the 2012 and 2013 cohorts did not achieve their target percentile scores.

First to Second Year Cohort Growth on the NWEA Map and Scantron Reading Assessment

Cohort Designation	Number in Cohort	Number in Second Year at ROADS	Number Tested in Year 1 & 2	Average %tile Score Year 1	Target %tile for Year 2	Average %tile Score Year 2	Target Achieved
2009	2	Cohorts did not meet minimum number of students to report (5).					
2010	3						
2011	14	18	6	25	37.5	47	Yes
2012	49	17	2	3	26.5	19	No
2013	46	73	16	14	32	30	No
2014	35	0	n/a	n/a	n/a	n/a	n/a
Total	**149**	**108**	**24**	**16**	**33**	**33**	**Yes**

Evaluation

This goal was not achieved. While cohort 2011 achieved their target and significant gains were made in reading as measured by the NWEA Map and Scantron, the gains fell short of year 2 targets in cohorts 2012 and 2013. Specifically, average percentile scores are off by 7.5 for cohort 2012 and by 2 for cohort 2013.

Goal 1b: Absolute Measure

Each year, 50 percent of students in the high school Accountability Cohort who performed at or below the basic level on the 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 Comprehensive English exam) by the completion of their sixth year in the cohort.

Method

The school demonstrates the effectiveness of its English Language Arts program by enabling students who did not meet proficient standards in the 8th grade (e.g. those who received a performance level of 1 or 2 on the New York State English Language Arts test) to meet the English requirement for graduation with a Regents diploma (passing the Regents with a 65 or higher) and the college and career readiness standard (passing the Regents with a 75 or higher).

Results

The 2009 graduation cohort contains two students, and therefore does not meet FERPA's minimum reporting standards.

English Regents Passing Rate with a Score of 75 among Students Who Were Not Proficient in the 8th Grade by Sixth Year Accountability Cohort [1]

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2009	2	Cohorts did not meet minimum number of students to report (5).
2010	3	
2011	14	12%

Evaluation

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

The 2009 graduation cohort contains two students, and therefore does not meet FERPA's minimum reporting standards. The students in the 2011 accountability cohort are making progress towards the goal with 4 students who did not meet the ELA proficiency standard passing with a 65, and 2 of those meeting the goal with a score of 75 or greater.

Additional Evidence

At ROADS Brooklyn, the majority of students with 8th grade state test scores in English did not meet proficiency standards. Of the 109 students with test scores, 94% reached a performance level 1 or 2. In SY 2014-15 the school administered both the Comprehensive English Language Arts Regents exam as well as the Common Core English Regents exam. Results for both tests are combined and displayed in the table below.

The table below compares each cohort's pass rate on the English Language Arts Regents prior to ROADS to its pass rate at ROADS. The table shows that prior to ROADS no students who performed at or below basic on the 8th grade English test had taken the English Regents exam. In contrast, in the three years since ROADS Brooklyn opened, 11 students who performed at or below basic on the 8th grade English test have passed the ELA Regents with scores of 65 or higher, and 3 have passed with scores at or above the college and career readiness benchmark.

English Language Arts Regents Passing Rate Among Students Who Did Not Perform at the Proficient Level on the 8th Grade State English Test by Accountability Cohort

Cohort Designation	Number in Cohort	Number with 8th Grade Test Score	Number with 8th Grade ELA Performance Level 1 or 2 Score	English Results Prior to ROADS					English Results at ROADS				
				Number Took the Exam	Score 65-74		Score >=75		Number Took the Exam	Score 65-74		Score >=75	
					N	%	N	%		N	%	N	%
2009	2	2	Cohorts did not meet minimum number of students to report (5).										
2010	3	3											
2011	14	13	12	0	0	0%	0	0%	7	2	12%	2	12%
2012	49	29	28	0	0	0%	0	0%	12	4	14%	1	4%
2013	46	29	28	0	0	0%	0	0%	1	1	4%	0	0%
2014	35	33	32	0	0	0%	0	0%	0	0	0%	0	0%
Total	**149**	**109**	**103**	**0**	**0**	0%	**0**	0%	**21**	**8**	**8%**	**3**	**3%**

Goal 1c: Absolute Measure

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 OR fully meeting Common Core expectations) by the completion of their sixth 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, and 75 to meet the college and career readiness standard.[2] This measure examines the percent of the Accountability Cohort that

[2] 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.

passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

The 2009 graduation cohort contains two students, and therefore does not meet FERPA's minimum reporting standards.

English Regents Passing Rate with a Score of 75 by Sixth Year Accountability Cohort[3]

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2009	2	Cohorts did not meet minimum number of students to report (5).
2010	3	
2011	14	14%

Evaluation

The 2009 graduation cohort contains two students, and therefore does not meet FERPA's minimum reporting standards. The 2011 cohort showed progress towards the goal, with 14% achieving the college and career readiness standard.

Additional Evidence

In SY 2014-15 the school administered both the Comprehensive English Language Arts Regents exam as well as the Common Core English Regents exam. Results for both tests are combined and displayed in the tables below.

Table 1 shows ROADS Brooklyn's progress towards achieving the goal across its first three years of operations. Table 2 below shows ROADS Brooklyn students' progress against goal 1c in the years prior to enrolling in ROADS and at ROADS. Prior to admission to ROADS, no student had sat for the ELA Regents exam. Since ROADS Brooklyn opened, 36 students have taken the exam, 13 have passed with a score of 65 or higher and 5 have achieved or surpassed the college and career ready benchmark. The five students who achieved the college and career ready standard have demonstrated considerable progress made since enrolling at ROADS Brooklyn – three of the five students scored at or below basic in 8th grade.

Table 1: English Regents Passing Rate with a score of 75 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	13	0%	25	0%	14	14%
2012	80	0%	85	8%	49	4%
2013			59	0%	46	2%
2014					35	0%

Table 2: English Language Arts Regents Exam Results Prior to ROADS and at ROADS Brooklyn

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

Cohort Designation	Number in Cohort	ELA Regents Score Prior to ROADS									ELA Regents Score at ROADS								
		Number Took the Exam	Score of 0-54		Score of 55-64		Score of 65-74		Score of 75-100		Number Took the Exam	Score of 0-54		Score of 55-64		Score of 65-74		Score of 75-100	
			N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%
2009	2	Cohorts did not meet minimum number of students to report (5).																	
2010	3																		
2011	14	0	0	0%	0	0%	0	0%	0	0%	9	2	14%	1	7%	4	29%	2	14%
2012	49	0	0	0%	0	0%	0	0%	0	0%	19	10	20%	3	6%	4	8%	2	4%
2013	46	0	0	0%	0	0%	0	0%	0	0%	5	0	0%	1	2%	3	7%	1	2%
2014	35	0	0	0%	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%
Total	**149**	**0**	**0**	**0%**	**0**	**0%**	**0**	**0%**	**0**	**0%**	**36**	**13**	**9%**	**5**	**3%**	**13**	**9%**	**5**	**3%**

Goal 1d: Absolute Measure
Each year, the Performance Level Index (PLI) on Regents English exam of students completing their sixth year in the Accountability Cohort will meet the Annual Measurable (AMO) set forth in the state's NCLB 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 2014-15 English language arts AMO of **170**.

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

Results
The 2009 graduation cohort contains two students, and therefore does not meet FERPA's minimum reporting standards.

Evaluation
The 2009 graduation cohort contains two students, and therefore does not meet FERPA's minimum reporting standards.

Additional Evidence
ROADS is making progress towards meeting Goal 1d, as evidenced in the table below. The fourth year cohort has APL 57, moving toward the target AMO.

English Language Arts Accountability Performance Level (APL)
by High School Accountability Cohorts

Cohort	Number in Cohort	Percent of Students at Each Performance Level				Accountability Performance Level
		Level 1	Level 2	Level 3	Level 4	
2009	2	Cohorts did not meet minimum number of students to report (5).				
2010	3					
2011	14	21%	29%	14%	0%	57

Goal 1e: Comparative Measure
Each year, the percent of students in the high school Accountability Cohort meeting the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their sixth year in the cohort will exceed that of students in the high school Accountability Cohort from peer transfer high schools.

Method
The school compares the performance of students in the school's sixth year Accountability Cohort to that of the respective cohort of students in peer transfer high schools. Given that students may take Regents exams up through the summer of their sixth year, the school presents the most recently available peer transfer high school results.

Results
The 2009 graduation cohort contains two students, and therefore does not meet FERPA's minimum reporting standards.

Evaluation
The 2009 graduation cohort contains two students, and therefore does not meet FERPA's minimum reporting standards.

Summary of the High School English Language Arts Goal [4]

The sixth-year cohort, cohort 2009, only consists of 2 students and the fifth-year cohort, cohort 2010, only consists of three students. Looking only at the performance of these cohorts paints an extremely narrow picture of the performance of the school as a whole. More recent cohorts have substantially more students and so, therefore, provide critical context to an analysis of ROADS Brooklyn performance. Because many of the ELA goals are based on the performance of the sixth-year cohort, ROADS Brooklyn did not report on the targets.

If we expand the review to include all ROADS cohorts, the results indicate ROADS Brooklyn is making substantial gains toward the accountability targets. In addition, the results of formative assessments show significant annual growth across all cohorts – each cohort made substantive gains in reading achievement compared to national averages between 2013-14 and 2014-15 – even though only cohort 2011 met the percentile target.

On state assessments, more recent cohorts of ROADS Brooklyn students (2011-2015) are out-performing earlier cohorts (2009-2010). Of students who scored at or below basic in 8th grade, 52% of tested ROADS Brooklyn scored a 65 or higher on the ELA Regents exam. Overall, 36% and 14% of tested students scored 65 or above and 75 or above on the ELA Regents, respectively. Students in cohort 2011 are performing particularly well - 14% of tested students scored 75 or above. 60% of these college and career-ready students scored at or below basic in 8th grade.

Type	Measure	Outcome

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

1a Growth	Each year, the group of students in their second year at ROADS who have taken a norm-referenced English test for two years will reduce by one-half the difference between their previous year's average Norm Curve Equivalent (NCE) and an NCE of 50. Cohorts that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.	Did Not Achieve
1b Absolute	Each year, 50 percent of students in the high school Accountability Cohort who performed at or below the basic level on the 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 Comprehensive English exam) by the completion of their sixth year in the cohort.	Not Enough Students to Evaluate
1c Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations) by the completion of their sixth year in the cohort.	Not Enough Students to Evaluate
1d Absolute	Each year, the Performance Level Index (PLI) on Regents English exam of students completing their sixth year in the Accountability Cohort will meet the Annual Measurable (AMO) set forth in the state's NCLB system.	Not Enough Students to Evaluate
1e Comparative	Each year, the percent of students in the high school Accountability Cohort meeting the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their sixth year in the cohort will exceed that of students in the high school Accountability Cohort from peer transfer high schools.	Not Enough Students to Evaluate

Action Plan

In order to address gaps in Regents ELA performance and other student outcomes, ROADS Brooklyn must first reset and refocus the academic culture and performance expectations of students and staff. Our key focus at the beginning of 2015-16 is to create a school culture that promotes student safety and student learning. At the core of this work is re-engaging parents and families in our efforts at building a positive school culture. In addition, we plan to have a renewed focus on increasing student attendance**.** Historically, students attending transfer schools - or populations similar to students at ROADS- tend to suffer from high absenteeism. Therefore, the ability to increase attendance is critical to the success of our interventions focused on improving ELA Regents scores. In 2014-15, we reallocated staff to regularly monitor student attendance and follow-up with disengaged students.

From an instructional perspective, ROADS Brooklyn uses a standards-based grading system aligned to Common Core State Standards (CCSS). This practice allows for clarity of expectations for student learning, common planning amongst staff, and targeted curriculum and remediation. We continue to use the rigorous CCSS-aligned Interim Assessments (IA) in conjunction with data days and a system of data analysis to drive student achievement, particularly in the area of literacy. Through the implementation of a system of IA and data-driven instruction ROADS Brooklyn has the ability to closely monitor the progress of individual students, to identify trends and patterns in student achievement, and to make the necessary adjustments to curriculum and instruction to improve student outcomes. Specifically, we will focus on goals setting for students based on informal class level data as well as interim assessment data In addition to these initiatives, we plan to focus on the following activities in the upcoming year:

Key Instructional Activities:

- **Outcomes Based Curriculum:** We plan to fully implement an outcomes-based mastery instructional framework, aligned to state standards across grades. We have utilized the support of the Eskolta, a consulting team with a rich history of working with transfer schools in NYC, to support us in the work of designing and evaluating our current outcomes based curriculum and assessments. Outcomes-based mastery provides multiple opportunities to master outcomes to ensure that students who have fallen behind in their classes have extended opportunities to learn and master content.

- **Supporting Students at Risk:** We intend to increase our intervention services and staffing to meet the needs of at risk students including those with disabilities English language learners and those students who are struggling academically. We will monitor the progress of these students throughout the year. The ESL students will take a baseline assessment and participate in Wilson, a reading and skill-building program for ESL students. These activities should lead to improved outcomes in ELA. General education teachers and special education teachers will also be provided training and professional development to identify struggling students and provide an agreed upon set of strategies to support these students in the classroom.
- **Support for Teaching Literacy across the Curriculum**: Our Director of Curriculum and Instruction will continue to focus on developing teachers' use of a variety of reading strategies to support students whose reading skills are below grade level. These strategies include guided reading, close reading, and direct vocabulary instruction. Teachers across the curriculum will be expected to embed these strategies into their curriculum maps and instructional practice. Use of these strategies will benefit all struggling students, and especially those who are at a reading level of fourth grade or below. Through year-round professional development and regular meetings with teachers, the Director of Curriculum and Instruction, and the principal will ensure that such strategies are reflected in unit plans, monthly plans and, most importantly, instructional practice. We plan to provide additional instructional support to reading teachers in the upcoming year. Our ESL, Reading, and Special Education specialists will provide more intensive support to teachers during their weekly department meetings. These specialists will rotate monthly to each department team to provide critical support and strategies in ESL, reading, and Special Education instruction and address specific challenges teachers are having in these areas. We plan to increase our coaching support in reading and other key areas. In addition to pushing-in to department team meetings, the ESL, reading, and Special Education specialists will also accompany the instructional coaches on formal and informal observations in order to observe how well teachers are implementing the strategies they learned during the department meeting.

MATHEMATICS

Goal 2a: Growth Measure
Each year, the group of students in their second year at ROADS who have taken a norm-referenced Mathematics test for two years will reduce by one-half the difference between their previous year's average Norm Curve Equivalent (NCE) and an NCE of 50. Cohorts that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

Method
The school administered the Northwest Evaluation Association's Measures of Academic Progress (NWEA Map) assessment for mathematics in SY 2013-14. NWEA Map provides percentile scores that allow us to compare the achievement of ROADS students relative to a nationally representative sample. Students who receive a percentile score of 50 are performing at the national average for 9th grade students. Percentile scores below 25 indicate a performance level in the bottom quartile for 9th grade students. This measure examines the progress ROADS has made towards improving students' mathematics skills, particularly for the cohorts that perform below the national average for 9th grade students.

In SY 2014-15 ROADS Brooklyn instituted the Scantron Performance Series Mathematics test, which provides the school with Normal Curve Equivalent (NCE) scores. These scores compare the achievement of ROADS students to a nationally representative sample. The SY 2013-14 average score was calculated using each student's percentile score. The SY 2014-15 NCE scores were provided directly from Scantron.

Results
The table below shows first to second year growth on the NWEA Map Mathematics to Scantron Performance Series Mathematics assessment for ROADS Brooklyn students. The first column indicates the cohort year; the second column displays the number of students in each cohort; the third column indicates the number of students in their second year at ROADS by cohort; the fourth column shows the number of students in each cohort with test results in year 1 and year 2; the fifth column lists the average percentile score achieved by students with year 1 and year 2 test results in each cohort; the sixth column shows the target percentile score for year 2; the seventh column indicates whether or not the target was achieved by each cohort. Results are not displayed for the 2009 or 2010 cohort as the cohort does not meet the minimum required number of students to report. Additionally, the 2014 cohort is not included as students in this cohort just completed their first year of high school and therefore do not have test results for year 2.

Results displayed in the table below suggest that each cohort made gains in mathematics achievement from year 1 to year 2. Both the 2011 and 2012 cohorts had only one student who was retested in year 1 and year 2. The 2013 cohort average increased by 189%, but fell short of it is target.

First to Second Year Cohort Growth on the NWEA Map and Scantron Mathematics Assessment

Cohort Designation	Number in Cohort	Number in Second Year at ROADS	Number Tested in Year 1 & 2	Average %tile Score Year 1	Target %tile for Year 2	Average %tile Score Year 2	Target Achieved
2009	2	Cohorts did not meet minimum number of students to report (5).					
2010	3						
2011	14	18	1	1.0	25.5	1.0	No
2012	49	17	1	1.0	25.5	24.0	No
2013	46	73	11	7.3	28.6	21.1	No
2014	35	0	n/a	n/a	n/a	n/a	n/a
Total	**149**	**108**	**13**	**6.3**	**28.2**	**19.8**	**No**

Evaluation
This goal was not achieved. While each cohort achieved gains in mathematics as measured by the NWEA Map and Scantron, the gains fell short of year 2 targets overall by 8.4 points. Cohort 2012 fell short by an average of 1.5 points, and cohort 2013 by an average of 7.5 points.

Goal 2b: Absolute Measure
Each year, 50 percent of students in the high school Accountability Cohort who performed at or below the basic level on the New York State 8th grade Mathematics exam will meet the college and career ready standard (currently scoring 80 on the New York State Regents Mathematics exam) by the completion of their sixth 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 (e.g. those who received a performance level 1 or 2) to meet the mathematics requirement for the college and career readiness standard (passing the exam with an 80 or higher).

Results
The 2009 graduation cohort contains two students, and therefore does not meet FERPA's minimum reporting standards.

Evaluation
The 2009 graduation cohort contains two students, and therefore does not meet FERPA's minimum reporting standards.

Additional Evidence
Of the ROADS Brooklyn students with 8th grade state test scores in Mathematics, 92% achieved a performance level of 1 or 2. Given that the majority of students performed at or below basic on the 8th grade Mathematics test, results displayed in the table for goal 2b, below, are similar to those displayed in the table for goal 2c. In SY 2013-14 the school administered both the Common Core Algebra Regents exam as well as the Integrated Algebra Regents exam. Results for both assessments are combined in the table below.

The table below compares the passing rate of each cohort on the Integrated Algebra exam prior to enrolling in ROADS Brooklyn to the passing rate at ROADS Brooklyn. As the last row of the table indicates, prior to enrolling at ROADS, the passing rate on the Integrated Algebra exam among our students who scored at or below basic on the 8th grade test was 3%, with 0 of those students meeting the college and career readiness benchmark. In ROADS' third year of operation, the Regents passing rate for students at or below 8th Mathematics proficiency has risen to 11%, although no students have met the college and career readiness benchmark.

Mathematics Regents Passing Rate Among Students
Who Were Not Proficient in the 8th Grade by Accountability Cohort

Cohort Designation	Number in Cohort	Number with 8th Grade Test Score	Number with 8th Grade Math Performance Level 1 or 2 Score	Math Regents Score Prior to ROADS					Math Regents Sore at ROADS				
				Number Took the Exam	Score >=65		Score >=80		Number Took the Exam	Score >=65		Score >=80	
					N	%	N	%		N	%	N	%
2009	2	2	Cohorts did not meet minimum number of students to report (5).										
2010	3	3											
2011	14	13	13	5	1	8%	0	0%	8	7	54%	0	0%
2012	49	28	22	4	1	5%	0	0%	6	2	9%	0	0%
2013	46	30	30	3	0	0%	0	0%	3	2	7%	0	0%
2014	35	33	32	2	1	3%	0	0%	0	0	0%	0	0%
Total	**149**	**109**	**100**	**16**	**3**	**3%**	**0**	**0%**	**19**	**11**	**11%**	**0**	**0%**

Goal 2c: Absolute Measure
Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on the New York State Regents Mathematics exam) by the completion of their sixth 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 80 to meet the college and career readiness standard.[5] 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
The 2009 graduation cohort contains two students, and therefore does not meet FERPA's minimum reporting standards.

Evaluation
The 2009 graduation cohort contains two students, and therefore does not meet FERPA's minimum reporting standards.

Additional Evidence
Table 2 below shows ROADS Brooklyn making progress towards Goal 2c. Prior to ROADS one student achieved the college and career readiness standard, with 5 additional students passing the Integrated Algebra Regents. As of SY 2014-15 20 students have passed the Regents, with an additional 2 earning a score of 80 or higher.

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

Table 1: Mathematics Regents Exam Results Prior to ROADS and at ROADS Brooklyn

Cohort Designation	Number in Cohort	Math Regents Score Prior to ROADS									Math Regents Score at ROADS								
		Number Took the Exam	Score of 0-54		Score of 55-64		Score of 65-79		Score of 80-100		Number Took the Exam	Score of 0-54		Score of 55-64		Score of 65-79		Score of 80-100	
			N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%
2009	2	Cohorts did not meet minimum number of students to report (5).																	
2010	3																		
2011	14	5	1	7%	3	21%	1	7%	0	0%	9	2	14%	0	0%	7	50%	0	0%
2012	49	6	1	2%	3	6%	1	2%	1	2%	16	3	6%	4	8%	8	16%	1	2%
2013	46	3	1	2%	2	4%	0	0%	0	0%	5	1	2%	1	2%	3	7%	0	0%
2014	35	3	1	3%	0	0%	2	6%	0	0%	1	0	0%	0	0%	1	3%	0	0%
Total	**149**	**21**	**7**	**5%**	**8**	**5%**	**5**	**3%**	**1**	**1%**	**35**	**7**	**5%**	**6**	**4%**	**20**	**13%**	**2**	**1%**

Goal 2d: Absolute Measure
Each year, the Performance Level Index (PLI) on Regents Mathematics exam of students completing their sixth year in the Accountability Cohort will meet the Annual Measurable (AMO) set forth in the state's NCLB system.

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the 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 2014-15 mathematics AMO of **154.**

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

Results

The 2009 graduation cohort contains two students, and therefore does not meet FERPA's minimum reporting standards.

Evaluation

The 2009 graduation cohort contains two students, and therefore does not meet FERPA's minimum reporting standards.

Additional Evidence

ROADS Brooklyn is making progress towards meeting the AMO. The 2011 graduation cohort has an APL of 57.

Mathematics Accountability Performance Level (APL)
by High School Accountability Cohorts

Cohort	Number in Cohort	Percent of Students at Each Performance Level				Accountability Performance Level
		Level 1	Level 2	Level 3	Level 4	
2009	2	Cohorts did not meet minimum number of students to report (5).				
2010	3					
2011	14	21%	57%	0%	0%	57

Goal 2e: Comparative Measure
Each year, the percent of students in the high school Accountability Cohort meeting the college and career ready standard (currently scoring 80 on the New York State Regents Mathematics exam) by the completion of their sixth year in the cohort will exceed that of students in the high school Accountability Cohort from peer transfer high schools.

Method
The school compares the performance of students in the sixth year Accountability Cohort to that of the respective cohort of students in peer transfer high schools. Given that students may take Regents exam up through the summer of their sixth year, the school presents most recently available peer transfer high school results.[6]

Results
The 2009 graduation cohort contains two students, and therefore does not meet FERPA's minimum reporting standards.

Evaluation
The 2009 graduation cohort contains two students, and therefore does not meet FERPA's minimum reporting standards.

Summary of the High School Mathematics Goal [7]
The sixth-year cohort, cohort 2009, only consists of 2 students and the fifth-year cohort, cohort 2010, only consists of three students. More recent cohorts have substantially more students and so, therefore, provide critical context to an analysis of ROADS Brooklyn performance. Because many of the math goals are based on the performance of the sixth-year cohort, ROADS Brooklyn did not have the minimum required number of students to report on the goals.

If we expand the review to include all ROADS cohorts, the results indicate ROADS Brooklyn is making substantial gains toward the accountability targets in math. In addition, the results of formative assessments show significant annual growth across all cohorts – nearly all cohorts made substantive gains in math achievement compared to national averages between 2013-14 and 2014-15, though the Cohorts narrowly missed their percentile targets. Cohorts 2011 and 2012 only had one student tested, but the average percentile rank for cohort 2013 grew 189%. In addition, while ROADS Brooklyn did not report progress towards Goal 1d due to the size of cohort 2009, cohort 2011 is making progress toward the AMO target.

On state assessments, student performance varies across cohorts. Of students who scored at or below basic in 8th grade, 58% of tested ROADS Brooklyn scored a 65 or higher on a Mathematics Regents exam (yet, only 11% of all

[6] 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.
[7] If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

students who scored at or below basic in 8th grade whether or not they tested). Overall, 63% and 6% of tested students scored 65 or above and 75 or above on a Math Regents, respectively (13% and 1% of all students in the cohort whether or not they tested). Students in cohort 2011 are performing particularly well – 78% of tested students scored 65 or above (50% of all students in the cohort whether or not they tested). For Cohort 2012, 56% of tested students scored 65 or above (18% of all students in the cohort whether or not they tested).

Type	Measure	Outcome
2a Growth	Each year, the group of students in their second year at ROADS who have taken a norm-referenced Mathematics test for two years will reduce by one-half the difference between their previous year's average Norm Curve Equivalent (NCE) and an NCE of 50. Cohorts that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.	Did Not Achieve
2b Absolute	Each year, 50 percent of students in the high school Accountability Cohort who performed at or below the basic level on the New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 80 on the New York State Regents Comprehensive English exam) by the completion of their sixth year in the cohort.	Not Enough Students to Evaluate
2c Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on the New York State Regents Mathematics exam) by the completion of their sixth year in the cohort.	Not Enough Students to Evaluate
2d Absolute	Each year, the Performance Level Index (PLI) on Regents Mathematics exam of students completing their sixth year in the Accountability Cohort will meet the Annual Measurable (AMO) set forth in the state's NCLB system.	Not Enough Students to Evaluate
2e Comparative	Each year, the percent of students in the high school Accountability Cohort meeting the college and career ready standard (currently scoring 80 on the New York State Regents English exam) by the completion of their sixth year in the cohort will exceed that of students in the high school Accountability Cohort from peer transfer high schools.	Not Enough Students to Evaluate

Action Plan

Students enter ROADS Brooklyn with a wide range of mathematics skills and proficiencies. At entry students take several mathematics diagnostic assessments, which ascertain our students' algebra-ready and foundational mathematics skills. Last year, the mathematics department focused on depth of knowledge rather than breadth of coverage, honing on the math concepts prioritized in the Common Core standards. Teachers developed learning progressions that moved students from their current base-line performance to mastery of Common Core-aligned outcomes, using interim assessments to guide their lesson planning.

Our math department will use the same academic structures as the English language arts department, including weekly department meetings, data-driven instruction, Interim Assessments (IAs) and outcomes-based grading. The focus on attendance is school-wide, so improvements in attendance will extend to mathematics learning. In addition, our continued and refined focus on college- and career-readiness and performance management should lead to continued improvement on these indicators and future success at meeting these goals. In 2015-16 we plan to focus on:

- **Expanding Students' Career-Focused Curricular Opportunities:** We plan to continue our relationship with Medgar Evers so that students can earn college credit and take non-credit bearing remedial courses at no cost. We believe this program provides an incentive for students to focus their academics and seriously prepare for the math and ELA Regents exams.

- **Continued Improvements to Performance Management**: As we deepen our programmatic offerings and invest in building a strong school culture, we must ensure that the foundation we lay takes root for years to come. To

improve math achievement in our more recent cohorts, we need to refocus our efforts on developing teachers, resetting staff expectations, and retaining staff from year-to-year. We plan to fully implement a robust teacher evaluation and development system where teachers are observed frequently and provided actionable feedback on a regular basis. In addition, sustained student outcomes improvement depends on having an engaged and effective staff, so staff retention will be a key priority in the upcoming school year.

SCIENCE

Goal 3a: 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 sixth 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, and Earth Science. 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
The 2009 graduation cohort contains two students, and therefore does not meet FERPA's minimum reporting standards.

Science Regents Passing Rate with a Score of 65 by Sixth Year Accountability Cohort[8]

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	2	Cohorts did not meet minimum number of students to report (5).
2010	3	
2011	14	36%

Evaluation
The 2009 graduation cohort contains two students, and therefore does not meet FERPA's minimum reporting standards. However, progress has been made towards the goal, with 36% of the 2011 passing their science Regents.

Additional Evidence

ROADS Brooklyn administered the Living Environment and Earth Science Regents for the first time SY 2014-15. Table 1 shows the significant progress made towards student success in the science Regents, as compared to prior years, with our first students passing the Regents. As Table 2 indicates, 3 students had passed a science Regents when they entered ROADS. In SY 2014-15, 19 students passed a science Regent, 9 of those students achieved a score of 75 or higher.

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

Table 1: Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	13	0%	25	0%	14	36%
2012	80	0%	85	0%	49	10%
2013			59	0%	46	15%
2014					35	6%

Table 2: Science Regents Exam Results Prior to ROADS and at ROADS Brooklyn

Cohort Designation	Number in Cohort	Science Regents Score Prior to ROADS									Science Regents Score at ROADS								
		Number Took the Exam	Score of 0-54		Score of 55-64		Score of 65-74		Score of 75-100		Number Took the Exam	Score of 0-54		Score of 55-64		Score of 65-74		Score of 75-100	
			N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%
2009	2	Cohorts did not meet minimum number of students to report (5).																	
2010	3																		
2011	14	7	4	29%	3	21%	0	0%	0	0%	6	1	7%	0	0%	3	21%	2	14%
2012	49	4	3	8%	0	0%	1	2%	0	0%	13	5	10%	3	8%	1	2%	4	8%
2013	46	1	0	0%	0	0%	1	2%	0	0%	14	4	9%	4	9%	5	11%	1	2%
2014	35	1	0	0%	0	0%	1	3%	0	0%	5	2	6%	2	6%	1	3%	0	0%
Total	**149**	**13**	**7**	**5%**	**3**	**2%**	**3**	**2%**	**0**	**0%**	**40**	**12**	**8%**	**9**	**6%**	**10**	**7%**	**9**	**6%**

Goal 3b: Comparative Measure
Each year, the percent of students in the high school Accountability Cohort passing a Regents science exam with a core of 65 or above after their sixth year will exceed that of students in the high school Accountability Cohort from peer transfer high schools.

Method
The school compares the performance of students in the sixth year Accountability Cohort to that of students in the high school Accountability Cohort from peer transfer high schools. Given that students may take Regents exams up through the summer of their sixth year, the school presents the most recently available peer transfer high school results.

Results
The 2009 graduation cohort contains two students, and therefore does not meet FERPA's minimum reporting standards.

Evaluation
The 2009 graduation cohort contains two students, and therefore does not meet FERPA's minimum reporting standards.

Summary of the Science Goal
ROADS Brooklyn administered the Living Environment Regents for the second time and the Earth Science Regents for the first time SY 2014-15. Thirty-six percent of the 2011 cohort scored a 65 or better on one or more Science exam, showing progress towards Goal 3a, despite their not being enough students in the six-year cohort to evaluate. Overall, 48% of tested students scored 65 or above on the science regents, and 23% of tested students achieved a 75 or higher.

Type	Measure	Outcome
3a Absolute	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 sixth year in the cohort.	Not Enough Students to Evaluate
3b Comparative	Each year, the percent of students in the high school Accountability Cohort passing a Regents science exam with a core of 65 or above after their sixth year will exceed that of students in the high school Accountability Cohort from peer transfer high schools.	Not Enough Students to Evaluate

Action Plan

In an effort to see continued gains on the Science Regents exams, ROADS Brooklyn will continue to offer a 3-term Living Environment and Earth Science course, culminating in the June 2016 Regents. In addition, we will continue to offer science electives, such as Forensic Science and Anatomy. To ensure students have sufficient lab experience, students will continue to have access to comprehensive lab time after school.

Our science department will use the same academic structures as the ELA and math departments, including weekly department meetings, data-driven instruction, Interim Assessments (IAs) and outcomes-based grading. The focus on attendance is school-wide, so improvements in attendance will extend to science learning. In addition, our continued and refined focus on college- and career-readiness and performance management should lead to continued improvement on these indicators and future success at meeting these goals.

SOCIAL STUDIES

Goal 4a: 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 US History exam by the completion of their sixth 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
The 2009 graduation cohort only contains 2 students, and therefore does not meet the requirements set forth by the Family Educational Rights and Privacy Act (FERPA).

Evaluation
The 2009 graduation cohort only contains 2 students, and therefore does not meet the requirements set forth by the Family Educational Rights and Privacy Act (FERPA).

Additional Evidence
The tables below both show progress towards meeting this metrics. Table 1 indicates significant progress towards the goal since ROADS Brooklyn first opened in SY 2012-13. Last year no students in the 2011 cohort had passed the US History Regent, as compared to 50% in SY 2014-15. Table 2 shows that 17 students have passed the US History Regents at ROADS, with 11 of those students scoring higher than 75.

Table 1: US History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	13	0%	25	0%	14	50%
2012	80	0%	85	0%	49	12%
2013			59	0%	46	9%
2014					35	0%

Table 2: US History Regents Exam Results Prior to ROADS and at ROADS Brooklyn

Cohort Designation	Number in Cohort	US History Regents Scores Prior to ROADS									US History Regents Scores at ROADS								
		Number Took the Exam	Score of 0-54		Score of 55-64		Score of 65-74		Score of 75-100		Number Took the Exam	Score of 0-54		Score of 55-64		Score of 65-74		Score of 75-100	
			N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%
2009	2	Cohorts did not meet minimum number of students to report (5).																	
2010	3																		
2011	14	0	0	0%	0	0%	0	0%	0	0%	9	2	14%	0	0%	2	14%	5	36%
2012	49	0	0	0%	0	0%	0	0%	0	0%	16	5	10%	5	10%	2	4%	4	8%
2013	46	1	0	0%	0	0%	1	2%	0	0%	4	1	2%	0	0%	1	2%	2	4%
2014	35	0	0	0%	0	0%	0	0%	0	0%	1	0	0%	1	3%	0	0%	0	0%
Total	**149**	**3**	**1**	**1%**	**0**	**0%**	**2**	**1%**	**0**	**0%**	**31**	**8**	**5%**	**6**	**4%**	**6**	**4%**	**11**	**7%**

Goal 4b: Comparative Measure
Each year, the percent of students in the high school Accountability Cohort passing a Regents US History exam with a core of 65 or above after their sixth year will exceed that of students in the high school Accountability Cohort from peer transfer high schools.

Method
The school compares the performance of students in the sixth year Accountability Cohort to that of the respective cohort of students in peer transfer high schools. Given that students may take Regents exam up through the summer of their sixth year, the school presents the most recently available peer transfer high school results.

Results
The 2009 graduation cohort contains two students, and therefore does not meet FERPA's minimum reporting standards.

Evaluation
The 2009 graduation cohort contains two students, and therefore does not meet FERPA's minimum reporting standards.

Goal 4c: 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 Global History exam by the completion of their sixth year in the cohort.

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

Results
While no students in the 2009 cohort have passed the Global History Regents, 67% of the 2010 cohort have passed with a score of 65, and 36% of the 2011 cohort have passed.

Global History Regents Passing Rate with a Score of 65 by Sixth Year Accountability Cohort[9]

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	2	Cohorts did not meet minimum number of students to report (5).
2010	3	
2011	14	36%

Evaluation
The 2009 graduation cohort contains two students, and therefore does not meet FERPA's minimum reporting standards.

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

Additional Evidence

ROADS Brooklyn first administered the Global History Regents in June 2014, since that time we have made substantial progress. Table 1 indicates that while no students had passed the Global Regents in cohorts 2011 through 2014 in our first two years of operations, this school year students from every cohort have passed a Global Regent. Since first offering this Regent in last June 21 students have passed, 11 of those with a 75 or higher.

Table 1: Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	13	0%	25	0%	14	36%
2012	80	0%	85	0%	49	18%
2013			59	0%	46	11%
2014					35	3%

Table 2: Global History Regents Exam Results Prior to ROADS and at ROADS Brooklyn

Cohort Designation	Number in Cohort	Prior to ROADS									At ROADS								
		Number Took the Exam	Score of 0-54		Score of 55-64		Score of 65-74		Score of 75-100		Number Took the Exam	Score of 0-54		Score of 55-64		Score of 65-74		Score of 75-100	
			N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%
2009	2	Cohorts did not meet minimum number of students to report (5).																	
2010	3																		
2011	14	0	0	0%	0	0%	0	0%	0	0%	12	5	42%	2	17%	2	17%	3	25%
2012	49	2	1	50%	0	0%	1	50%	0	0%	32	19	59%	5	16%	3	9%	5	16%
2013	46	0	0	0%	0	0%	0	0%	0	0%	27	16	59%	6	22%	4	15%	1	4%
2014	35	0	0	0%	0	0%	0	0%	0	0%	22	19	86%	2	9%	0	0%	1	5%
Total	**149**	**3**	**1**	**33%%**	**1**	**33%**	**1**	**33%**	**0**	**0%**	**97**	**61**	**63%**	**15**	**15%**	**10**	**10%**	**11**	**11%**

Goal 4d: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing a Regents Global History exam with a core of 65 or above after their sixth year will exceed that of students in the high school Accountability Cohort from peer transfer high schools.

Method

The school compares the performance of students in the sixth year Accountability Cohort to that of the respective cohort of students in peer transfer high schools. Given that students may take Regents exam up through the summer of their sixth year, the school presents most recently available peer transfer high school results.

Results

The 2009 graduation cohort contains two students, and therefore does not meet FERPA's minimum reporting standards.

Evaluation

The 2009 graduation cohort contains two students, and therefore does not meet FERPA's minimum reporting standards.

<u>Summary of the Social Studies Goal</u>

In the last three years, ROADS Brooklyn students have made substantial progress in Social Studies. This year, 55% of tested students scored a 65 or above and 35% of tested students scored a 75 or above on the U.S. History

Regents exam. In Global History, 22% of tested students scored a 65 or above and 11% of tested students scored a 75 or above. These results are tempered, in part, by the fact that the Global History Regents has the lowest pass rate of all Regents exams.[10] While we need to work on improving our cohort Regents participation rates, these results indicate that students at ROADS are making significant progress despite their academic histories. We anticipate our academic and instructional interventions will increase the number of students who are prepared to take and pass both Social Studies Regents exams.

Type	Measure	Outcome
4a Absolute	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 sixth year in the cohort.	Not Enough Students to Evaluate
4b Comparative	Each year, the percent of students in the high school Accountability Cohort passing a Regents U.S. History exam with a score of 65 or above after their sixth year will exceed that of the students in the high school Accountability Cohort from peer transfer high schools.	Not Enough Students to Evaluate
4c Absolute	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 sixth year in the cohort.	Not Enough Students to Evaluate
4d Comparative	Each year, the percent of students in the high school Accountability Cohort passing a Regents Global History exam with a score of 65 or above after their sixth year will exceed that of the students in the high school Accountability Cohort from peer transfer high schools.	Not Enough Students to Evaluate

Action Plan

Last year, our teachers revised the social studies curriculum so that it aligned with the recently released NY State Common Core Social Studies framework. This year, our teachers will continue to develop and refine that curriculum so that our social studies curriculum fosters a thematic approach to teaching and learning Global History and Geography. Additionally, social studies teachers will continue to collaborate with their ELA counterparts so that coursework in the two disciplines benefits from overlapping literacy skill development and thematic content.

ROADS Brooklyn will continue to have students prepare for and take the Global History Regents exam and the U.S. History Regents exam. To support students as they prepare for these exams, social studies classes will continue to use in-class assessment formats that are similar to the Regents exams, including multiple choice, document-based essays, and thematic essays so that our students are familiar with not only the content tested but the testing formats as well. In addition, an Economics elective will be offered this year to supplement the core curriculum.

Our social studies department will use the same academic structures as the ELA, math, and science departments, including weekly department meetings, data-driven instruction, Interim Assessments (IAs) and outcomes-based grading. The focus on attendance is school-wide, so improvements in attendance will extend to social studies learning. In addition, our continued and refined focus on college- and career-readiness and performance management should lead to continued improvement on these indicators and future success at meeting these goals.

[10] http://ny.chalkbeat.org/2012/09/10/instead-of-eliminating-global-studies-exam-state-could-revamp-it/#.VBbq8vldX6I

NCLB

Goal 5a: Absolute Measure
Under the state's NCLB accountability system, the school 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.

Results
According to ESEA Accountability Designation Reports available here:
http://www.p12.nysed.gov/accountability/documents/AccountabilityStatusfor2015-16.xlsx
ROADS Charter School I is in Good Standing for 2015-16.

Evaluation
Goal 5 was achieved.

HIGH SCHOOL GRADUATION

Goal 6a: Absolute Measure
Each year, 75 percent of students will have an attendance rate of 75 percent for the year.

Method
This measure examines the number of students in each Total Graduation Cohort who attended at least 75% of the days in which they were enrolled in SY 2014-15. Following the method set forth in the "Educator Guide: The New York City Progress Report Transfer High School 2011-12" (page 7), all students who are on register for fewer than 40 days are excluded from analysis.

Results
The following table for that 23% of ROADS Brooklyn students attended school at least 75% of SY 2012-13. The number and percent of students who attended 75% or more was highest in the 2014 cohort (32%).

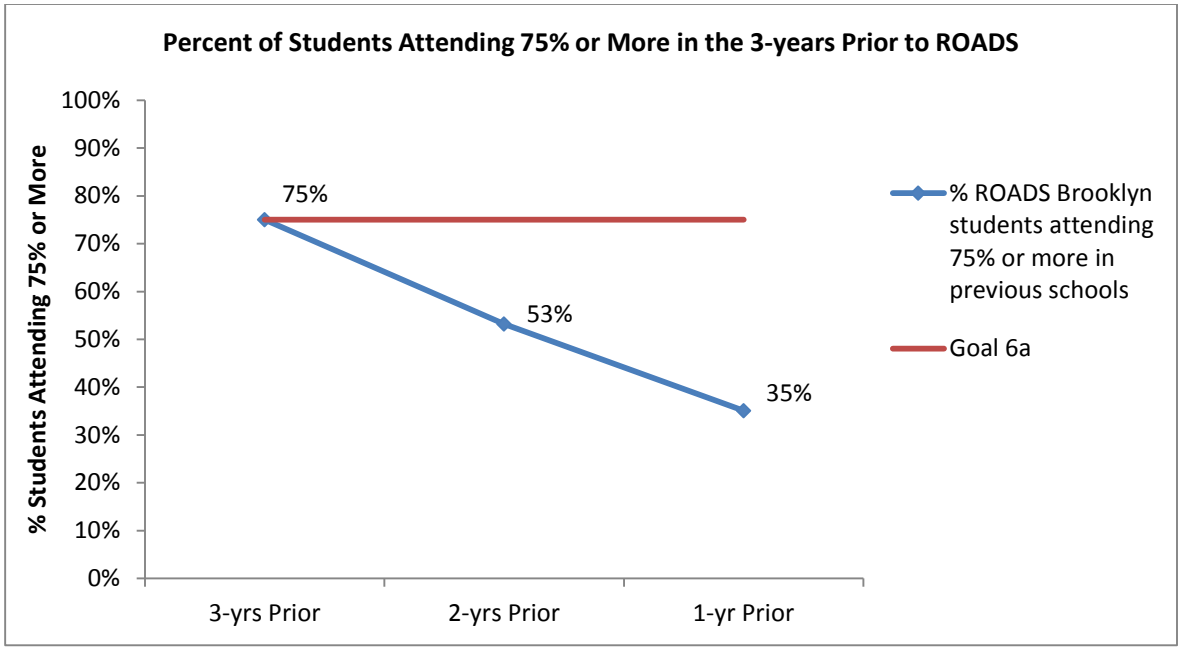
Students with an Attendance Rate of 75% or Higher in SY 2014-15

Cohort Designation	Number in Cohort	Number with Valid Attendance Rate	Attended 75% or More	
			N	%
2009	12	2	0	0%
2010	17	6	0	0%
2011	26	16	1	6%
2012	98	61	12	20%
2013	57	53	13	25%
2014	74	71	23	32%
Total	**284**	**209**	**49**	**23%**

Evaluation
Goal 6a was not achieved.

Additional Evidence

While ROADS Brooklyn strives to achieve goal 6a, there are several entrenched obstacles we must learn to overcome before this can become a reality. ROADS Brooklyn's student population has a history of severe chronic truancy. While there are many well-regarding methods geared towards increasing attendance, there is little evidence to support claims of an agreed upon best practices for students with histories of severe chronic truancy. While ROADS Brooklyn strives to achieve goal 6a, there are several entrenched obstacles we must learn to overcome before this can become a reality. ROADS Brooklyn's student population has a history of severe chronic truancy. The graph below shows the percent of our students with an attendance rate of 75% or higher in each of the three years prior to their admission to ROADS. As the graph shows, the percent of students attending 75% or more had been declining sharply each year in the three years prior to ROADS. Three years prior, when the percentage was highest, 75% of our student population attended school 75% or more of the time—at the level of goal 6a. This percentage dropped to 53% two years prior to ROADS and to 35% the year prior.



Goal 6b: Absolute Measure
Each year, 75 percent of students in the third year high school total Graduation Cohort will score at proficient on at least two 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 two Regents exams by their third year in the cohort. In August of 2015, the 2012 cohort will have completed its third year.

Results
The table below displays the number and percent of students in the 2012 cohort who have passed Regents exams. The third and fourth columns display the number and percent that have passed at least two Regents exams. The fifth and sixth columns show the number and percent that have passed at least one Regents exam. According to results displayed in the table, of the 98 students in the 2012 Graduation Cohort, 7 or 7% have passed at least 2 Regents exams. An additional 10 students in cohort 2012 are showing progress towards this measure by having passed 1 Regents exam.

Number and Percent of Cohort 2012 Students Who Have Passed Two Regents Exams

Cohort Designation	Number in Cohort	Passed at least two Regents		Passed at least one Regents	
		N	%	N	%
2012	98	7	7%	17	17%

Evaluation
Goal 6b was not achieved. The school made progress in its second year towards achieving this measure by increasing the type of Regents exams it administers and the number of students sitting for Regents exams.

Goal 6c: Absolute Measure
Each year, 75 percent of students in the sixth year high school Total Graduation Cohort will graduate.

Method
This measure examines students in the Graduation Cohort who entered the 9th grade as members of the 2009 cohort and graduated six 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 to complete their graduation requirements.

Results
ROADS Brooklyn had its first graduating class of six students in SY 2014-15. As the table below indicates none of the students in the sixth year Graduation Cohort have graduated. Eight percent of the 2010 cohort, 6% of the 2011 cohort graduated. In addition, 4 students (4%) from the three-year cohort graduated.

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

Cohort Designation	Number in Cohort	Percent Graduating
2009	12	0%
2010	17	8%
2011	26	6%
2012	98	4%

Evaluation
Goal 6c was not met. ROADS Brooklyn did not have any students from the sixth year cohort graduate, but did make great strides with our first graduating class in June 2015 with 1 student from the 2010 cohort, 1 student from the 2011 cohort and 4 from 2012.

Goal 6d: Comparative Measure
Each year, students' average credit accumulation in NYC DOE benchmarked credit categories will exceed that of peer transfer high schools.

Method
ROADS Brooklyn compares its students' progress towards graduation based on annual credit accumulation to that of peer transfer high schools. Peer transfer high schools are New York City public schools with student populations most like ROADS' student population. They are determined by the NYC DOE published peer index. For more on the peer index, please see Appendix A.

Results
The table below displays the average rate of credit accumulation by DOE benchmarked credit category for all students at ROADS Brooklyn compared to the average across peer transfer high schools in SY 2012-13. NYC DOE Transfer High School results are not currently available for SY 2013-14. According to the table, students in the first credit category on average accumulated 3.63 credits over the course of SY 2013-14, below the 7.36 average accumulated by their counterparts at peer transfer high schools. The 52 ROADS Brooklyn students in the second credit category earned an average of 8.86 credits in SY 2013-14, above the 8.64 average of their peers at peer transfer high schools. The 11 ROADS Brooklyn students in the third credit category earned an average of 13.39 credits, above the 10.05 credits earned on average by their peers at peer transfer high schools. The 2 students in

the fourth credit category did not meet the peer group target, earning an average of 4.63 credits, compared to a 9.85 average of their peers.

Credit Accumulation by DOE Benchmarked Credit Categories at ROADS Brooklyn

NYC DOE Benchmarked Credit Categories	All Students		DOE Peer Group Average
	N	Avg.	
i. Students beginning SY 2013-14 with 0.00 - 11.00 Credits	141	3.63	7.36
ii. Students beginning SY 2013-14 with 11.01 - 22.00 Credits	52	8.86	8.64
iii. Students beginning SY 2013-14 with 22.01 - 33.00 Credits	11	13.39	10.05
iv. Students beginning SY 2013-14 with 33.01 - 38.00 Credits	2	4.63	9.85

Evaluation

Goal 6d was not met, although ROADS Brooklyn students with 11.01 to 22.00 credits and 22.01 to 33.00 credits outperform the DOE peer group averages. Students in the remaining credit buckets did not meet the target.

Goal 6e: Comparative Measure

Each year, students' year-to-year percent change in attendance will exceed that of peer transfer high schools.

Method

This measure shows the average change in student attendance from SY 2013-14 to SY 2014-15. It provides the average of the difference between 2013-14 and 2014-15 attendance rates across all students in the school. Positive results suggest gains in attendance while negative results indicate a decline in attendance from the previous year. The population of students contains all students who were enrolled at ROADS Brooklyn for 40 or more days in school years 2013-14 and 2014-15.

Results

The following table shows the average change in attendance from SY 2013-14 to SY 2014-15 for ROADS Brooklyn students compared to the average year-to-year change in attendance at peer transfer high schools in SY 2011-12 to SY 2012-13 (the most recently published results for transfer high schools). The table shows that attendance decreased by an average of -6.3% in SY 2014-15 compared to an average decline in student attendance of -3.1% at peer transfer high schools.

Average Year-to-Year Change in Attendance at ROADS Brooklyn Compared to Peer Transfer HS

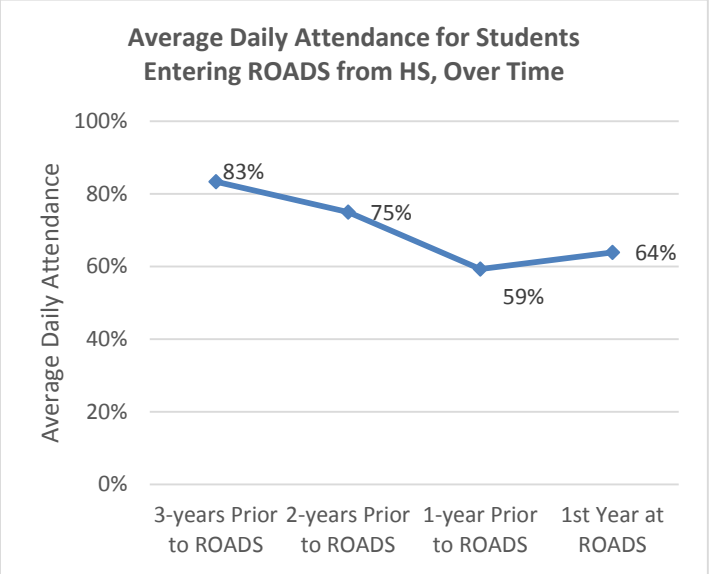
ROADS Brooklyn	Peer Transfer HS (from SY 2012-13)
-6.3%	-3.1%

Evaluation

Goal 6e was not achieved. Compared to the average year-to-year change in attendance at peer transfer high schools, the average at ROADS Brooklyn was 2.0 times lower.

Additional Evidence

Although we did not meet the Goal 6e, ROADS Brooklyn does improve attendance for students entering ROADS from high school. The graph below shows attendance prior to ROADS and during their first year at ROADS for students in our Accountability Cohort coming from high school. ROADS reverses the pattern of worsening attendance, which we will continue to build on in SY 2015-16.



Goal 6f: Comparative Measure

Each year, the average completion rate for the remaining Regents required for graduation will exceed that of the peer transfer high schools.

Method

As explained on page 8 of the "Educator Guide: The New York City Progress Report Transfer High School 2011-12," this measure, "evaluates a school's ability to help students progress each year toward passing the five Regents subject tests required for a Regents diploma: English, Math, Science, U.S. History, and Global History." The Regents completion rate is calculated by dividing the total number of Regents passed by the total number of Regents still needed to graduate with a Regents diploma. All students in a graduation cohort in their second, third, fourth, fifth and sixth year of high school are included in the analysis.

The calculation of the metric differs slightly depending on the number of years students have been in high school. For students in years three through six, the metric is calculated by taking the total number of Regents each student passed during SY 2014-15 and dividing it by the total number of Regents that each student still needed to pass to earn a Regents diploma at the start of the 2014-15 school year.

$$\text{Average Completion Rate (third} - \text{sixth year students)} = \frac{\sum \text{Regents Passed in SY } 2014 - 2015}{\sum \text{Regents needed to earn Regents Diploma at the start of SY } 2014 - 15}$$

Students in their second year of high school are only expected to have passed three of the five Regents subject exams (less those they passed in middle school) and the numerator covers all Regents passed in the first two years of high school (e.g. SY 2012-13 and 2013-14).

$$\text{Average Completion Rate (second year students)} = \frac{\sum \text{Regents Passed in SY } 2013-14 \text{ and } 2014-15}{\sum 3 - \text{Regents passed in middle school}}$$

Results
The table below displays the Regents completion rate for ROADS Brooklyn compared to the average for peer transfer high schools in SY 2012-13 (the most recent results available). According to the table, in SY 2014-15 ROADS Brooklyn completed 10% of the Regents needed for all students to earn a Regents diploma, compared to 18.2% on average among peer transfer high schools.

Regents Completion Rate at ROADS Brooklyn Compared to the Peer Group Average

ROADS Brooklyn	Peer Group Average
10%	18.2%

Evaluation
Goal 6f was not achieved. The average completion rate for ROADS Brooklyn fell short of the peer group average by 8 percentage points. This is an improvement over last year, where the average Regents completion rate was 3.9%

Goal 6g: Comparative Measure
Each year, the percent of students in the sixth year of the high school Total Graduation Cohort graduating will exceed that of the cohort from peer transfer high schools.

Method
This measure compares the graduation rate of the sixth year Total Graduation Cohort to that of students in the sixth year Total Graduation Cohort at peer transfer high schools. Given that students may take Regents exam up through the summer of their sixth year, the school presents the most recently available peer transfer high school results.

Results
ROADS Brooklyn did not have any graduates in the sixth year cohort, compared to a peer group average graduation rate of 42.4%.

Sixth Year Graduation Rate at ROADS Brooklyn Compared to the Peer Group Average

ROADS Brooklyn	Peer Group Average
0%	42.4%

Evaluation
Goal 6g was not achieved. While ROADS did not have any graduates in its sixth year cohort, it did graduate its first class in June 2015 of six students from the 2010, 2011 and 2012 cohorts.

Summary of the High School Graduation Goal
ROADS Brooklyn faces significant challenges in improving student outcomes due to students' histories of severe chronic truancy and academic disengagement. Some of the high school graduation targets measure the outcomes of the 2009 cohort, ROADS first cohort of students and in many ways, ROADS most challenging students. Of the 12 students in Cohort 2009, no students have graduated in 6 years, no students had attendance rates above 75%, and no students passed any Regents exams. These results are in stark contrast to the results of the later cohorts whose

graduation rates, attendance rates, and Regents pass rates are substantially higher. For instance, 32% of the 2014 cohort had attendance rates above 75%, 7% of cohort 2012 students have passed at least 2 Regents exams, 8% of the 2010 cohort graduated in this past spring. These improvements, while not high enough to meet the targets, are a direct result of the reflective nature of the ROADS staff and their continued persistence in overcoming student and school challenges.

Type	Measure	Outcome
6a Absolute	Each year, 75 percent of students will have an attendance rate of 75 percent for the year.	Did Not Achieve
6b Absolute	Each year, 75 percent of students in the third year high school Total Graduation Cohort will score at proficient on at least two different New York State Regents exams required for graduation.	Did Not Achieve
6c Absolute	Each year, 75 percent of students in the sixth year high school Total Graduation Cohort will graduate.	Did Not Achieve
6d Comparative	Each year, students' average credit accumulation in NYC DOE benchmarked credit-categories will exceed that of peer transfer high schools.	Did Not Achieve
6e Comparative	Each year, students' year-to-year percent change in attendance will exceed that of peer transfer high schools.	Did Not Achieve
6f Comparative	Each year, the average completion rate for remaining Regents required for graduation will exceed that of peer transfer high schools.	Did Not Achieve
6g Comparative	Each year, the percent of students in the sixth year high school Total Graduation Cohort graduating will exceed that of the cohort from peer transfer high schools.	Did Not Achieve

Action Plan

The attendance interventions previously described will have a significant impact on ROADS attendance rate, students' credit accumulation, and student graduation rates. To continue our improvements in these areas, we plan to focus on the following priorities in 2015-16:

- **Expanding Students' Career-Focused Curricular Opportunities:** We plan to continue our relationship with Medgar Evers so that students can earn college credit and take non-credit bearing remedial courses at no cost. We believe this program provides an incentive for students to focus their academics and seriously prepare for the math and ELA Regents exams.
- **Increased Student Social- and Emotional-Support:** In addition to intensive and tailored support, our students need to feel responsible and be held accountable for their own success. To that end, we created a structure in which every student meets with an advisor to review their performance, set measurable goals, and monitor their progress to those goals. In addition, we plan to institute a mental health clinic in the school through a hospital partnership. This program will ensure that our students receive critical services to address prior and on-going trauma and will eliminate barriers to receiving these services that students may otherwise face. We will continue to work to transition to a restorative discipline model where, instead of removal from school, students take steps to repair relationships damaged by their misbehavior.

- **Other Academic Supports:** ROADS Brooklyn will continue the implementation of an advisory program (Crew) which pairs small groups of students with a teacher and/or counselor to create the time and space for students to learn the personal development and work habits necessary for academic success. The program will explicitly leverage peer influence to improve academic achievement. Students will also use the Individual Life Plan (ILP) tool during their Crew sessions. Finally, while we have provided informal and ad-hoc opportunities for select students to engage in meaningful mentorships and internships, with the support of the ROADS Schools Network, we plan to add a robust mentorship and internship program.

APPENDIX A

Peer groups are determined by the New York City Department of Education. Peer groups were not published for SY 2013-14 Transfer High Schools, the table above reflects the most recently available peer groups from SY 2012-13.

ROADS Brooklyn Transfer High School Peer Group School Names and Characteristics

School	Average English Proficiency	Average Math Proficiency	% Students with Disabilities	% Self-Contained	%Overage
ROADS Charter School I	**2.24**	**2.15**	**32.5%**	**23.7%**	**63.9%**
ROADS Charter School II	2.24	2.19	33.8%	29.7%	75.8%
Forsyth Satellite Academy	2.57	2.31	19.1%	4.4%	76.3%
Independence High School	2.53	2.38	18.0%	4.1%	59.2%
Satellite Academy High School	2.57	2.38	17.8%	4.5%	76.8%
Edward A. Reynolds West Side High School	2.48	2.34	20.9%	6.5%	61.3%
Harlem Renaissance High School	2.51	2.37	17.9%	8.0%	70.0%
High School for Excellence and Innovation	2.39	2.46	40.3%	12.7%	69.8%
Jill Chaifetz Transfer High School	2.49	2.37	16.1%	2.6%	73.0%
Bronx Haven High School	2.48	2.36	21.9%	5.1%	68.4%
Mott Haven Community High School	2.41	2.39	32.5%	16.9%	85.9%
Providing Urban Learners Success In Education High School	2.42	2.28	17.1%	3.6%	77.2%
Arturo A. Schomburg Satellite Academy Bronx	2.45	2.32	11.9%	4.0%	69.9%
Bronx Regional High School	2.45	2.38	15.7%	4.5%	59.2%
Brooklyn Academy High School	2.47	2.42	18.7%	4.5%	71.5%
Brooklyn High School for Leadership and Community Service	2.46	2.32	15.8%	3.6%	82.4%
Brooklyn Frontiers High School	2.41	2.39	51.1%	25.9%	100.0%
West Brooklyn Community High School	2.62	2.39	16.2%	4.3%	73.4%
South Brooklyn Community High School	2.54	2.32	20.4%	9.2%	65.8%
W.E.B. Dubois Academic High School	2.54	2.31	15.7%	3.7%	70.5%
Brownsville Academy High School	2.51	2.32	10.6%	2.8%	65.5%
Brooklyn Bridge Academy	2.48	2.21	17.2%	5.6%	71.9%
EAST BROOKLYN COMMUNITY HIGH SCHOOL	2.58	2.29	15.6%	3.5%	87.5%
Brooklyn Democracy Academy	2.47	2.31	19.2%	5.1%	77.0%
Aspirations Diploma Plus High School	2.50	2.31	15.3%	3.1%	70.8%
North Queens Community High School	2.77	2.51	19.5%	5.6%	78.9%
Concord High School	2.53	2.32	23.2%	6.6%	66.3%
Bushwick Community High School	2.33	2.19	16.5%	3.7%	81.6%
Urban Dove Charter School	2.40	2.40	34.7%	10.9%	55.6%
New Dawn Charter High School	2.44	2.37	32.9%	11.8%	76.4%
John V. Lindsay Wildcat Academy Charter School	2.37	2.23	30.4%	11.7%	73.5%
PEER GROUP AVERAGES	2.47	2.33	22.2%	8.1%	72.8%

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created: 07/28/2015
Last updated: 08/01/2015

Page 1

Charter School Name:

B. Financial Information

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

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	3541387
Line 2: Year End Per Pupil Count	196
Line 3: Divide Line 1 by Line 2	18068

2. Administrative Expenditures per Child

To calculate '**Administrative Expenditures per Child'** take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

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

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

Line 1: Relevant Personnel Services Cost (Row)	726755
Line 2: Management and General Cost (Column)	340678
Line 3: Sum of Line 1 and Line 2	1067433
Line 4: Year End Per Pupil Count	196
Line 5: Divide Line 3 by the Year End Per Pupil Count	5446

Thank you.

Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

TEMPLATE TABS

1- GRAY tab contains the Instructions

Instructions	Provides description of tabs and input requirements.

2- BLUE tabs require input of information

1.) Name of School	Enter school name, contact information and academic year for the yearly budget and quarterly reports.
2.) Enrollment	Enter enrollment information on this tab. Use for inputting BOTH Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	Enter staffing plan information on this tab. Use for inputing BOTH Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >Average Wage, by Position Category, By Quarter
4.) Yearly Budget	Enter data in light blue cells. >Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Avg FTE and Personnel Costs for current year are populated based upon input on tab "3.) Staffing Plan." >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. >Budget Revisions, as necessary and approved by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
5.) Balance Sheet	Enter data in light blue cells. >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
6.) Quarterly Report	Enter data in light blue cells. >Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Avg FTE and Personnel Costs for current year are populated based upon input on tab "3.) Staffing Plan."
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

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

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

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

District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*

Charter Schools Institute
The State University of New York

ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

ROADS Charter High School I

Contact Name:	Stephanie Mendez
Contact Title:	Managing Director, Finance & Operations
Contact Email:	[redacted]
Contact Phone:	
Current Academic Year:	2015-16
Prior Academic Year:	#NAME?

ROADS CHARTER HIGH SCHOOL
2015-16

ENROLLMENT BY GRADES

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

TOTAL ENROLLMENT = 230

ENROLLMENT BY DISTRICT

	PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER						
		QUARTER 1		QUARTER 2		QUARTER 3		QUAR
		Original	***Revised***	Original	***Revised***	Original	***Revised***	Original
NUMBER OF SCHOOL DISTRICTS ENROLLED:	1	1	0	1	0	1	0	1
NUMBER OF STUDENTS ENROLLED:	243	245	0	240	0	230	0	225

NOTE:
IF there are NO Annual Budget revisions leave "***Revised*** Budgeted Enrollment" Column(s) COMP
BLANK.
IF "***Revised*** Budgeted Enrollment" column is utilized, all cells in the *entire column* should be com

		PRIOR YEAR #NAME?	ANNUAL BUDGET ENROLLMENT BY QUARTER						
			QUARTER 1		QUARTER 2		QUARTER 3		QUAR
PRIMARY/OTHER	DISTRICT NAME(S)	Actual Enrollment	Original Budgeted Enrollment	***Revised*** Budgeted Enrollment	Original Budgeted Enrollment	***Revised*** Budgeted Enrollment	Original Budgeted Enrollment	***Revised*** Budgeted Enrollment	Original Budgeted Enrollment
1 PRIMARY District	NYC CHANCELLOR'S OFFICE	243	245		240		230		225
2 SECONDARY District	(Select from drop-down list)								
Other District 3	(Select from drop-down list)								
Other District 4	(Select from drop-down list)								
Other District 5	(Select from drop-down list)								
Other District 6	(Select from drop-down list)								
Other District 7	(Select from drop-down list)								
Other District 8	(Select from drop-down list)								
Other District 9	(Select from drop-down list)								
Other District 10	(Select from drop-down list)								
Other District 11	(Select from drop-down list)								
Other District 12	(Select from drop-down list)								
Other District 13	(Select from drop-down list)								
Other District 14	(Select from drop-down list)								
Other District 15	(Select from drop-down list)								
Other District 16	(Select from drop-down list)								
Other District 17	(Select from drop-down list)								
Other District 18	(Select from drop-down list)								
Other District 19	(Select from drop-down list)								
Other District 20	(Select from drop-down list)								
Other District 21	(Select from drop-down list)								
Other District 22	(Select from drop-down list)								
Other District 23	(Select from drop-down list)								
Other District 24	(Select from drop-down list)								
Other District 25	(Select from drop-down list)								
Other District 26	(Select from drop-down list)								
Other District 27	(Select from drop-down list)								
Other District 28	(Select from drop-down list)								
Other District 29	(Select from drop-down list)								
Other District 30	(Select from drop-down list)								
Other District 31	(Select from drop-down list)								
Other District 32	(Select from drop-down list)								
Other District 33	(Select from drop-down list)								
Other District 34	(Select from drop-down list)								
Other District 35	(Select from drop-down list)								
Other District 36	(Select from drop-down list)								
Other District 37	(Select from drop-down list)								
Other District 38	(Select from drop-down list)								
Other District 39	(Select from drop-down list)								
Other District 40	(Select from drop-down list)								
Other District 41	(Select from drop-down list)								
Other District 42	(Select from drop-down list)								
Other District 43	(Select from drop-down list)								
Other District 44	(Select from drop-down list)								
Other District 45	(Select from drop-down list)								
Other District 46	(Select from drop-down list)								
Other District 47	(Select from drop-down list)								
Other District 48	(Select from drop-down list)								
Other District 49	(Select from drop-down list)								
Other District 50	(Select from drop-down list)								

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8	9	10	11	12
	50	75	75	30

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

PLETELY

pleted.

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

ROADS CHARTER HIGH SCHOOL
2015-16

STAFFING PLAN - FULL TIME EQUIVALEN

***NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLE*
IF the Revised Budget column IS utilized, the ENTIRE column should be completed for both the FTE and WAGES se

ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR	ANNUAL BUDGETED FTE						
***NOTE:** Enter the number of FTE positions in the "blue" cells.*	2014-15	Q1		Q2		Q3		Q
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original
Executive Management	0.0	0.0		0.0		0.0		0.0
Instructional Management	1.0	1.0		1.0		1.0		1.0
Deans, Directors & Coordinators	4.8	6.0		6.0		6.0		6.0
CFO / Director of Finance	0.0	0.0		0.0		0.0		0.0
Operation / Business Manager	1.0	1.0		1.0		1.0		1.0
Administrative Staff	1.8	2.0		2.0		2.0		2.0
TOTAL ADMINISTRATIVE STAFF	8.7	10.0	0.0	10.0	0.0	10.0	0.0	10.0

INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR	ANNUAL BUDGETED FTE						
***NOTE:** Enter the number of FTE positions in the "blue" cells.*	2014-15	Q1		Q2		Q3		Q
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original
Teachers - Regular	12.8	5.0		6.0		6.0		6.0
Teachers - SPED	5.4	7.0		10.0		10.0		10.0
Substitute Teachers	5.0	0.0		0.0		0.0		0.0
Teaching Assistants	0.0	0.0		0.0		0.0		0.0
Specialty Teachers	1.8	3.0		5.0		5.0		5.0
Aides	3.8	2.0		2.0		2.0		2.0
Therapists & Counselors	5.2	4.0		4.0		4.0		4.0
Other	0.0	2.0		2.0		2.0		2.0
TOTAL INSTRUCTIONAL	34.0	23.0	0.0	29.0	0.0	29.0	0.0	29.0

NON-INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR	ANNUAL BUDGETED FTE						
***NOTE:** Enter the number of FTE positions in the "blue" cells.*	2014-15	Q1		Q2		Q3		Q
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original
Nurse								
Librarian								
Custodian								
Security								
Other								
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL PERSONNEL SERVICE FTE	42.7	33.0	0.0	39.0	0.0	39.0	0.0	39.0

STAFFING PLAN - WAGES

ADMINISTRATIVE PERSONNEL WAGES	PRIOR YEAR	ANNUAL BUDGETED WAGES						
***NOTE:** Enter the average salary for each category in the "blue" cells.*	2014-15	Q1		Q2		Q3		Q
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original
Executive Management	0							
Instructional Management	160000.24	160000		160000		160000		160000
Deans, Directors & Coordinators	82333.403333	80000		80000		80000		80000
CFO / Director of Finance	0							
Operation / Business Manager	65500	85000		85000		85000		85000
Administrative Staff	41600	50000		50000		50000		50000

INSTRUCTIONAL PERSONNEL WAGES	PRIOR YEAR	ANNUAL BUDGETED WAGES						
***NOTE:** Enter the average salary for each category in the "blue" cells.*	2014-15	Q1		Q2		Q3		Q
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original
Teachers - Regular	59576.264348	68000		68000		68000		68000
Teachers - SPED	62236.204444	70000		70000		70000		70000
Substitute Teachers	14685.4							
Teaching Assistants	0							
Specialty Teachers	51568.88	50000		50000		50000		50000
Aides	36212.8	45000		45000		45000		45000
Therapists & Counselors	58452.16	65000		65000		65000		65000
Other	0							

NON-INSTRUCTIONAL PERSONNEL WAGES	PRIOR YEAR	ANNUAL BUDGETED WAGES						
***NOTE:** Enter the average salary for each category in the "blue" cells.*	2014-15	Q1		Q2		Q3		Q
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original
Nurse								
Librarian								
Custodian								
Security								
Other								

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***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE		ACTUAL QUARTERLY FTE				Description of Assumptions
***NOTE:** Enter the number of FTE positions in the "blue" cells.*	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Executive Management						
Instructional Management						
Deans, Directors & Coordinators						
CFO / Director of Finance						
Operation / Business Manager						
Administrative Staff						
TOTAL ADMINISTRATIVE STAFF	0.0	0.0	0.0	0.0	0.0	

INSTRUCTIONAL PERSONNEL FTE		ACTUAL QUARTERLY FTE				Description of Assumptions
***NOTE:** Enter the number of FTE positions in the "blue" cells.*	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Teachers - Regular						
Teachers - SPED						
Substitute Teachers						
Teaching Assistants						
Specialty Teachers						
Aides						
Therapists & Counselors						
Other						
TOTAL INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	

NON-INSTRUCTIONAL PERSONNEL FTE		ACTUAL QUARTERLY FTE				Description of Assumptions
***NOTE:** Enter the number of FTE positions in the "blue" cells.*	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Nurse						
Librarian						
Custodian						
Security						
Other						
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	
TOTAL PERSONNEL SERVICE FTE	0.0	0.0	0.0	0.0	0.0	

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ADMINISTRATIVE PERSONNEL WAGES		ACTUAL QUARTERLY WAGES				Description of Assumptions
***NOTE:** Enter the average salary for each category in the "blue" cells.*	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Executive Management						
Instructional Management						
Deans, Directors & Coordinators						
CFO / Director of Finance						
Operation / Business Manager						
Administrative Staff						

INSTRUCTIONAL PERSONNEL WAGES		ACTUAL QUARTERLY WAGES				Description of Assumptions
***NOTE:** Enter the average salary for each category in the "blue" cells.*	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Teachers - Regular						
Teachers - SPED						
Substitute Teachers						
Teaching Assistants						
Specialty Teachers						
Aides						
Therapists & Counselors						
Other						

NON-INSTRUCTIONAL PERSONNEL WAC		ACTUAL QUARTERLY WAGES				Description of Assumptions
***NOTE:** Enter the average salary for each category in the "blue" cells.*	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Nurse						
Librarian						
Custodian						
Security						
Other						

ROADS CHARTER HIGH SCHOOL I
Budget / Operating Plan
2015-16

Total Revenue		**4,244,011**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses		**3,096,149**	**1,009,866**	**#NAME?**	**#NAME?**	**1,104,366**	**#NAME?**	**#NAME?**	**1,104,366**
Net Income		**1,147,863**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment		**243**	**245**	**-**	**-**	**240**	**-**	**-**	**230**
		Prior Year Actual	**1st Quarter - 7/1 - 9/30**			**2nd Quarter - 10/1 - 12/31**			**3rd Q**
		#NAME?	**Original Budget**	**Revised Budget**	**Variance**	**Original Budget**	**Revised Budget**	**Variance**	**Original Budget**
REVENUE			**NOTE*** If there are NO budget revisions at the time of quarterly submittal leave 'REVIS						
REVENUES FROM STATE SOURCES	2015-16		***If Revised Budget column is utilized, the entire column MUS***						
Per Pupil Revenue	Per Pupil Rate								
NYC CHANCELLOR'S OFFICE	#NAME?	2,957,974	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
ALL OTHER School Districts: (Weighted Avg)	#N/A	-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	2,957,974	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		1,203,409	229,886	-	#NAME?	229,886	-	#NAME?	229,886
Grants									
Stimulus		-	-	-	#NAME?	-	-	#NAME?	-
DYCD (Department of Youth and Community Development)		-	-	-	#NAME?	-	-	#NAME?	-
Other		-	-	-	#NAME?	-	-	#NAME?	-
Other		-	-	-	#NAME?	-	-	#NAME?	-
TOTAL REVENUE FROM STATE SOURCES		4,161,382	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs		-	22,500	-	#NAME?	22,500	-	#NAME?	22,500
Title I		81,948	16,250	-	#NAME?	16,250	-	#NAME?	16,250
Title Funding - Other		-	3,750	-	#NAME?	3,750	-	#NAME?	3,750
School Food Service (Free Lunch)		-	-	-	#NAME?	-	-	#NAME?	-
Grants									
Charter School Program (CSP) Planning & Implementation		-	-	-	#NAME?	-	-	#NAME?	-
Other		-	-	-	#NAME?	-	-	#NAME?	-
Other		-	-	-	#NAME?	-	-	#NAME?	-
TOTAL REVENUE FROM FEDERAL SOURCES		81,948	42,500	-	#NAME?	42,500	-	#NAME?	42,500
LOCAL and OTHER REVENUE									
Contributions and Donations		-	-	-	#NAME?	-	-	#NAME?	-
Fundraising		-	-	-	#NAME?	-	-	#NAME?	-
Erate Reimbursement		-	-	-	#NAME?	-	-	#NAME?	-
Earnings on Investments		-	-	-	#NAME?	-	-	#NAME?	-
Interest Income		-	-	-	#NAME?	-	-	#NAME?	-
Food Service (Income from meals)		-	-	-	#NAME?	-	-	#NAME?	-
Text Book		-	-	-	#NAME?	-	-	#NAME?	-
OTHER		681	-	-	#NAME?	-	-	#NAME?	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		681	-	-	#NAME?	-	-	#NAME?	-
TOTAL REVENUE		**4,244,011**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

ROADS CHARTER HIGH SCHOOL I
Budget / Operating Plan
2015-16

Total Revenue		**4,244,011**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses		**3,096,149**	**1,009,866**	**#NAME?**	**#NAME?**	**1,104,366**	**#NAME?**	**#NAME?**	**1,104,366**
Net Income		**1,147,863**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment		**243**	**245**	**-**	**-**	**240**	**-**	**-**	**230**
		Prior Year Actual	**1st Quarter - 7/1 - 9/30**			**2nd Quarter - 10/1 - 12/31**			**3rd Q**
		#NAME?	**Original Budget**	**Revised Budget**	**Variance**	**Original Budget**	**Revised Budget**	**Variance**	**Original Budget**
EXPENSES									
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions								
Executive Management	-	86,539	-	-	#NAME?	-	-	#NAME?	-
Instructional Management	1.00	3,500	40,000	-	#NAME?	40,000	-	#NAME?	40,000
Deans, Directors & Coordinators	6.00	292,659	120,000	-	#NAME?	120,000	-	#NAME?	120,000
CFO / Director of Finance	-	-	-	-	#NAME?	-	-	#NAME?	-
Operation / Business Manager	1.00	37,500	21,250	-	#NAME?	21,250	-	#NAME?	21,250
Administrative Staff	2.00	310,058	25,000	-	#NAME?	25,000	-	#NAME?	25,000
TOTAL ADMINISTRATIVE STAFF	10.00	730,255	206,250	-	#NAME?	206,250	-	#NAME?	206,250
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular	5.75	661,415	85,000	-	#NAME?	102,000	-	#NAME?	102,000
Teachers - SPED	9.25	336,895	122,500	-	#NAME?	175,000	-	#NAME?	175,000
Substitute Teachers	-	73,427	-	-	#NAME?	-	-	#NAME?	-
Teaching Assistants	-	-	-	-	#NAME?	-	-	#NAME?	-
Specialty Teachers	4.50	-	37,500	-	#NAME?	62,500	-	#NAME?	62,500
Aides	2.00	-	22,500	-	#NAME?	22,500	-	#NAME?	22,500
Therapists & Counselors	4.00	-	65,000	-	#NAME?	65,000	-	#NAME?	65,000
Other	2.00	-	-	-	#NAME?	-	-	#NAME?	-
TOTAL INSTRUCTIONAL	27.50	1,071,736	332,500	-	#NAME?	427,000	-	#NAME?	427,000
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse	-	-	-	-	#NAME?	-	-	#NAME?	-
Librarian	-	-	-	-	#NAME?	-	-	#NAME?	-
Custodian	-	-	-	-	#NAME?	-	-	#NAME?	-
Security	-	-	-	-	#NAME?	-	-	#NAME?	-
Other	-	-	-	-	#NAME?	-	-	#NAME?	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	#NAME?	-	-	#NAME?	-
SUBTOTAL PERSONNEL SERVICE COSTS	37.50	1,801,991	538,750	-	#NAME?	633,250	-	#NAME?	633,250
PAYROLL TAXES AND BENEFITS									
Payroll Taxes		220,630	69,808	-	#NAME?	69,808	-	#NAME?	69,808
Fringe / Employee Benefits		320,861	101,521	-	#NAME?	101,521	-	#NAME?	101,521
Retirement / Pension		27,337	8,649	-	#NAME?	8,649	-	#NAME?	8,649
TOTAL PAYROLL TAXES AND BENEFITS		568,828	179,979	-	#NAME?	179,979	-	#NAME?	179,979
TOTAL PERSONNEL SERVICE COSTS	37.50	2,370,819	718,729	-	#NAME?	813,229	-	#NAME?	813,229
CONTRACTED SERVICES									
Accounting / Audit		34,266	9,750	-	#NAME?	9,750	-	#NAME?	9,750
Legal		-	750	-	#NAME?	750	-	#NAME?	750
Management Company Fee		340,678	107,031	-	#NAME?	107,031	-	#NAME?	107,031
Nurse Services		-	-	-	#NAME?	-	-	#NAME?	-
Food Service / School Lunch		-	-	-	#NAME?	-	-	#NAME?	-
Payroll Services		4,460	1,250	-	#NAME?	1,250	-	#NAME?	1,250
Special Ed Services		-	-	-	#NAME?	-	-	#NAME?	-
Titlement Services (i.e. Title I)		-	-	-	#NAME?	-	-	#NAME?	-
Other Purchased / Professional / Consulting		52,760	12,675	-	#NAME?	12,675	-	#NAME?	12,675
TOTAL CONTRACTED SERVICES		432,164	131,456	-	#NAME?	131,456	-	#NAME?	131,456

ROADS CHARTER HIGH SCHOOL I
Budget / Operating Plan
2015-16

Total Revenue	**4,244,011**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**3,096,149**	**1,009,866**	**#NAME?**	**#NAME?**	**1,104,366**	**#NAME?**	**#NAME?**	**1,104,366**
Net Income	**1,147,863**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment	**243**	**245**	**-**	**-**	**240**	**-**	**-**	**230**

	Prior Year Actual	**1st Quarter - 7/1 - 9/30**			**2nd Quarter - 10/1 - 12/31**			**3rd Q**
	#NAME?	**Original Budget**	**Revised Budget**	**Variance**	**Original Budget**	**Revised Budget**	**Variance**	**Original Budget**
SCHOOL OPERATIONS								
Board Expenses	-	-	-	#NAME?	-	-	#NAME?	-
Classroom / Teaching Supplies & Materials	30,104	9,000	-	#NAME?	9,000	-	#NAME?	9,000
Special Ed Supplies & Materials	-	-	-	#NAME?	-	-	#NAME?	-
Textbooks / Workbooks	13,870	5,000	-	#NAME?	5,000	-	#NAME?	5,000
Supplies & Materials other	-	-	-	#NAME?	-	-	#NAME?	-
Equipment / Furniture	30,139	28,683	-	#NAME?	28,683	-	#NAME?	28,683
Telephone	7,301	1,789	-	#NAME?	1,789	-	#NAME?	1,789
Technology	5,634	12,847	-	#NAME?	12,847	-	#NAME?	12,847
Student Testing & Assessment	-	-	-	#NAME?	-	-	#NAME?	-
Field Trips	21,649	22,725	-	#NAME?	22,725	-	#NAME?	22,725
Transportation (student)	5,480	2,500	-	#NAME?	2,500	-	#NAME?	2,500
Student Services - other	12,782	19,958	-	#NAME?	19,958	-	#NAME?	19,958
Office Expense	56,596	8,238	-	#NAME?	8,238	-	#NAME?	8,238
Staff Development	-	-	-	#NAME?	-	-	#NAME?	-
Staff Recruitment	-	7,500	-	#NAME?	7,500	-	#NAME?	7,500
Student Recruitment / Marketing	-	-	-	#NAME?	-	-	#NAME?	-
School Meals / Lunch	1,839	1,000	-	#NAME?	1,000	-	#NAME?	1,000
Travel (Staff)	771	244	-	#NAME?	244	-	#NAME?	244
Fundraising	-	-	-	#NAME?	-	-	#NAME?	-
Other	6,876	9,263	-	#NAME?	9,263	-	#NAME?	9,263
TOTAL SCHOOL OPERATIONS	193,041	128,745	-	#NAME?	128,745	-	#NAME?	128,745
FACILITY OPERATION & MAINTENANCE								
Insurance	53,909	15,000	-	#NAME?	15,000	-	#NAME?	15,000
Janitorial		-	-	#NAME?	-	-	#NAME?	-
Building and Land Rent / Lease / Facility Finance Interest	-	4,000	-	#NAME?	4,000	-	#NAME?	4,000
Repairs & Maintenance	6,471	2,000	-	#NAME?	2,000	-	#NAME?	2,000
Equipment / Furniture		-	-	#NAME?	-	-	#NAME?	-
Security	-	-	-	#NAME?	-	-	#NAME?	-
Utilities	-	-	-	#NAME?	-	-	#NAME?	-
TOTAL FACILITY OPERATION & MAINTENANCE	60,380	21,000	-	#NAME?	21,000	-	#NAME?	21,000
DEPRECIATION & AMORTIZATION	14,744	3,686.09	-	#NAME?	3,686.09	-	#NAME?	3,686.09
RESERVES / CONTINGENCY	25,000	6,250	-	#NAME?	6,250	-	#NAME?	6,250
TOTAL EXPENSES	**3,096,149**	**1,009,866**	**-**	**#NAME?**	**1,104,366**	**-**	**#NAME?**	**1,104,366**
NET INCOME	**1,147,863**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

ROADS CHARTER HIGH SCHOOL I
Budget / Operating Plan
2015-16

Total Revenue	**4,244,011**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**3,096,149**	**1,009,866**	**#NAME?**	**#NAME?**	**1,104,366**	**#NAME?**	**#NAME?**	**1,104,366**
Net Income	**1,147,863**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment	**243**	**245**	**-**	**-**	**240**	**-**	**-**	**230**
	Prior Year Actual	**1st Quarter - 7/1 - 9/30**			**2nd Quarter - 10/1 - 12/31**			**3rd Q**
	#NAME?	**Original Budget**	**Revised Budget**	**Variance**	**Original Budget**	**Revised Budget**	**Variance**	**Original Budget**
ENROLLMENT - *School Districts Are Linked To Above Entries*								
Number of Districts:	1	1	-	-	1	-	-	1
NYC CHANCELLOR'S OFFICE	243	245	-	-	240	-	-	230
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	**243**	**245**	**-**	**-**	**240**	**-**	**-**	**230**
REVENUE PER PUPIL	**17,465**	**#NAME?**	**-**	**#NAME?**	**#NAME?**	**-**	**#NAME?**	**#NAME?**
EXPENSES PER PUPIL	**12,741**	**4,122**	**-**	**#NAME?**	**4,602**	**-**	**#NAME?**	**4,802**

Total Revenue		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses		**#NAME?**	**#NAME?**	**1,104,366**	**#NAME?**	**#NAME?**
Net Income		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment		**-**	**-**	**225**	**-**	**-**
		Quarter - 1/1 - 3/31		**4th Quarter - 4/1 - 6/30**		
		Revised Budget	**Variance**	**Original Budget**	**Revised Budget**	**Variance**
REVENUE		SED' Column(s) COMPLETELY BLANK.				
REVENUES FROM STATE SOURCES	2015-16	***ST be completed.***				
Per Pupil Revenue	Per Pupil Rate					
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
ALL OTHER School Districts: (Weighted Avg)	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		-	#NAME?	229,886	-	#NAME?
Grants						
Stimulus		-	#NAME?	-	-	#NAME?
DYCD (Department of Youth and Community Development)		-	#NAME?	-	-	#NAME?
Other		-	#NAME?	-	-	#NAME?
Other		-	#NAME?	-	-	#NAME?
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		-	#NAME?	22,500	-	#NAME?
Title I		-	#NAME?	16,250	-	#NAME?
Title Funding - Other		-	#NAME?	3,750	-	#NAME?
School Food Service (Free Lunch)		-	#NAME?	-	-	#NAME?
Grants						
Charter School Program (CSP) Planning & Implementation		-	#NAME?	-	-	#NAME?
Other		-	#NAME?	-	-	#NAME?
Other		-	#NAME?	-	-	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES		-	#NAME?	42,500	-	#NAME?
LOCAL and OTHER REVENUE						
Contributions and Donations		-	#NAME?	-	-	#NAME?
Fundraising		-	#NAME?	-	-	#NAME?
Erate Reimbursement		-	#NAME?	-	-	#NAME?
Earnings on Investments		-	#NAME?	-	-	#NAME?
Interest Income		-	#NAME?	-	-	#NAME?
Food Service (Income from meals)		-	#NAME?	-	-	#NAME?
Text Book		-	#NAME?	-	-	#NAME?
OTHER		-	#NAME?	-	-	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	#NAME?	-	-	#NAME?
TOTAL REVENUE		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

Total Revenue		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses		**#NAME?**	**#NAME?**	**1,104,366**	**#NAME?**	**#NAME?**
Net Income		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment		**-**	**-**	**225**	**-**	**-**
		Quarter - 1/1 - 3/31		**4th Quarter - 4/1 - 6/30**		
		Revised Budget	**Variance**	**Original Budget**	**Revised Budget**	**Variance**
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions					
Executive Management	-	-	#NAME?	-	-	#NAME?
Instructional Management	1.00	-	#NAME?	40,000	-	#NAME?
Deans, Directors & Coordinators	6.00	-	#NAME?	120,000	-	#NAME?
CFO / Director of Finance	-	-	#NAME?	-	-	#NAME?
Operation / Business Manager	1.00	-	#NAME?	21,250	-	#NAME?
Administrative Staff	2.00	-	#NAME?	25,000	-	#NAME?
TOTAL ADMINISTRATIVE STAFF	10.00	-	#NAME?	206,250	-	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	5.75	-	#NAME?	102,000	-	#NAME?
Teachers - SPED	9.25	-	#NAME?	175,000	-	#NAME?
Substitute Teachers	-	-	#NAME?	-	-	#NAME?
Teaching Assistants	-	-	#NAME?	-	-	#NAME?
Specialty Teachers	4.50	-	#NAME?	62,500	-	#NAME?
Aides	2.00	-	#NAME?	22,500	-	#NAME?
Therapists & Counselors	4.00	-	#NAME?	65,000	-	#NAME?
Other	2.00	-	#NAME?	-	-	#NAME?
TOTAL INSTRUCTIONAL	27.50	-	#NAME?	427,000	-	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	#NAME?	-	-	#NAME?
Librarian	-	-	#NAME?	-	-	#NAME?
Custodian	-	-	#NAME?	-	-	#NAME?
Security	-	-	#NAME?	-	-	#NAME?
Other	-	-	#NAME?	-	-	#NAME?
TOTAL NON-INSTRUCTIONAL	-	-	#NAME?	-	-	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	37.50	-	#NAME?	633,250	-	#NAME?
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		-	#NAME?	69,808	-	#NAME?
Fringe / Employee Benefits		-	#NAME?	101,521	-	#NAME?
Retirement / Pension		-	#NAME?	8,649	-	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		-	#NAME?	179,979	-	#NAME?
TOTAL PERSONNEL SERVICE COSTS	37.50	-	#NAME?	813,229	-	#NAME?
CONTRACTED SERVICES						
Accounting / Audit		-	#NAME?	9,750	-	#NAME?
Legal		-	#NAME?	750	-	#NAME?
Management Company Fee		-	#NAME?	107,031	-	#NAME?
Nurse Services		-	#NAME?	-	-	#NAME?
Food Service / School Lunch		-	#NAME?	-	-	#NAME?
Payroll Services		-	#NAME?	1,250	-	#NAME?
Special Ed Services		-	#NAME?	-	-	#NAME?
Titlement Services (i.e. Title I)		-	#NAME?	-	-	#NAME?
Other Purchased / Professional / Consulting		-	#NAME?	12,675	-	#NAME?
TOTAL CONTRACTED SERVICES		-	#NAME?	131,456	-	#NAME?

Total Revenue	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**#NAME?**	**#NAME?**	**1,104,366**	**#NAME?**	**#NAME?**
Net Income	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment	**-**	**-**	**225**	**-**	**-**
	Quarter - 1/1 - 3/31		**4th Quarter - 4/1 - 6/30**		
	Revised Budget	**Variance**	**Original Budget**	**Revised Budget**	**Variance**
SCHOOL OPERATIONS					
Board Expenses	-	#NAME?	-	-	#NAME?
Classroom / Teaching Supplies & Materials	-	#NAME?	9,000	-	#NAME?
Special Ed Supplies & Materials	-	#NAME?	-	-	#NAME?
Textbooks / Workbooks	-	#NAME?	5,000	-	#NAME?
Supplies & Materials other	-	#NAME?	-	-	#NAME?
Equipment / Furniture	-	#NAME?	28,683	-	#NAME?
Telephone	-	#NAME?	1,789	-	#NAME?
Technology	-	#NAME?	12,847	-	#NAME?
Student Testing & Assessment	-	#NAME?	-	-	#NAME?
Field Trips	-	#NAME?	22,725	-	#NAME?
Transportation (student)	-	#NAME?	2,500	-	#NAME?
Student Services - other	-	#NAME?	19,958	-	#NAME?
Office Expense	-	#NAME?	8,238	-	#NAME?
Staff Development	-	#NAME?	-	-	#NAME?
Staff Recruitment	-	#NAME?	7,500	-	#NAME?
Student Recruitment / Marketing	-	#NAME?	-	-	#NAME?
School Meals / Lunch	-	#NAME?	1,000	-	#NAME?
Travel (Staff)	-	#NAME?	244	-	#NAME?
Fundraising	-	#NAME?	-	-	#NAME?
Other	-	#NAME?	9,263	-	#NAME?
TOTAL SCHOOL OPERATIONS	-	#NAME?	128,745	-	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	-	#NAME?	15,000	-	#NAME?
Janitorial	-	#NAME?	-	-	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	-	#NAME?	4,000	-	#NAME?
Repairs & Maintenance	-	#NAME?	2,000	-	#NAME?
Equipment / Furniture	-	#NAME?	-	-	#NAME?
Security	-	#NAME?	-	-	#NAME?
Utilities	-	#NAME?	-	-	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	-	#NAME?	21,000	-	#NAME?
DEPRECIATION & AMORTIZATION	-	#NAME?	3,686.09	-	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	6,250	-	#NAME?
TOTAL EXPENSES	**-**	**#NAME?**	**1,104,366**	**-**	**#NAME?**
NET INCOME	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

Total Revenue	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**#NAME?**	**#NAME?**	**1,104,366**	**#NAME?**	**#NAME?**
Net Income	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment	**-**	**-**	**225**	**-**	**-**
	Quarter - 1/1 - 3/31		**4th Quarter - 4/1 - 6/30**		
	Revised Budget	**Variance**	**Original Budget**	**Revised Budget**	**Variance**
ENROLLMENT - *School Districts Are Linked To Above Entries*					
Number of Districts:	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	-	-	225	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-
TOTAL ENROLLMENT	**-**	**-**	**225**	**-**	**-**
REVENUE PER PUPIL	**-**	**#NAME?**	**#NAME?**	**-**	**#NAME?**
EXPENSES PER PUPIL	**-**	**#NAME?**	**4,908**	**-**	**#NAME?**

ROADS CHARTER HIGI
Budget / Operatin
2015-16

Total Revenue		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses		**4,322,965**	**#NAME?**	**#NAME?**	**(1,226,816)**	**#NAME?**
Net Income		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment						
		Total Year			**VARIANCE**	
		Original Budget	**Revised Budget**	**Variance**	**Original Budget vs. PY Budget**	**Revised Budget vs. PY Budget**
REVENUE						
REVENUES FROM STATE SOURCES	2015-16					
Per Pupil Revenue	Per Pupil Rate					
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
ALL OTHER School Districts: (Weighted Avg)	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		919,545	#NAME?	#NAME?	(283,864)	#NAME?
Grants						
Stimulus		-	#NAME?	#NAME?	-	#NAME?
DYCD (Department of Youth and Community Development)		-	#NAME?	#NAME?	-	#NAME?
Other		-	#NAME?	#NAME?	-	#NAME?
Other		-	#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		90,000	#NAME?	#NAME?	90,000	#NAME?
Title I		65,000	#NAME?	#NAME?	(16,948)	#NAME?
Title Funding - Other		15,000	#NAME?	#NAME?	15,000	#NAME?
School Food Service (Free Lunch)		-	#NAME?	#NAME?	-	#NAME?
Grants						
Charter School Program (CSP) Planning & Implementation		-	#NAME?	#NAME?	-	#NAME?
Other		-	#NAME?	#NAME?	-	#NAME?
Other		-	#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES		170,000	#NAME?	#NAME?	88,052	#NAME?
LOCAL and OTHER REVENUE						
Contributions and Donations		-	#NAME?	#NAME?	-	#NAME?
Fundraising		-	#NAME?	#NAME?	-	#NAME?
Erate Reimbursement		-	#NAME?	#NAME?	-	#NAME?
Earnings on Investments		-	#NAME?	#NAME?	-	#NAME?
Interest Income		-	#NAME?	#NAME?	-	#NAME?
Food Service (Income from meals)		-	#NAME?	#NAME?	-	#NAME?
Text Book		-	#NAME?	#NAME?	-	#NAME?
OTHER		-	#NAME?	#NAME?	(681)	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	#NAME?	#NAME?	(681)	#NAME?
TOTAL REVENUE		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

ROADS CHARTER HIGI
Budget / Operatin
2015-16

Total Revenue		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses		**4,322,965**	**#NAME?**	**#NAME?**	**(1,226,816)**	**#NAME?**
Net Income		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment						
		Total Year			**VARIANCE**	
		Original Budget	**Revised Budget**	**Variance**	**Original Budget vs. PY Budget**	**Revised Budget vs. PY Budget**
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions					
Executive Management	-	-	#NAME?	#NAME?	86,539	#NAME?
Instructional Management	1.00	160,000	#NAME?	#NAME?	(156,500)	#NAME?
Deans, Directors & Coordinators	6.00	480,000	#NAME?	#NAME?	(187,341)	#NAME?
CFO / Director of Finance	-	-	#NAME?	#NAME?	-	#NAME?
Operation / Business Manager	1.00	85,000	#NAME?	#NAME?	(47,500)	#NAME?
Administrative Staff	2.00	100,000	#NAME?	#NAME?	210,058	#NAME?
TOTAL ADMINISTRATIVE STAFF	10.00	825,000	#NAME?	#NAME?	(94,745)	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	5.75	391,000	#NAME?	#NAME?	270,415	#NAME?
Teachers - SPED	9.25	647,500	#NAME?	#NAME?	(310,605)	#NAME?
Substitute Teachers	-	-	#NAME?	#NAME?	73,427	#NAME?
Teaching Assistants	-	-	#NAME?	#NAME?	-	#NAME?
Specialty Teachers	4.50	225,000	#NAME?	#NAME?	(225,000)	#NAME?
Aides	2.00	90,000	#NAME?	#NAME?	(90,000)	#NAME?
Therapists & Counselors	4.00	260,000	#NAME?	#NAME?	(260,000)	#NAME?
Other	2.00	-	#NAME?	#NAME?	-	#NAME?
TOTAL INSTRUCTIONAL	27.50	1,613,500	#NAME?	#NAME?	(541,764)	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	#NAME?	#NAME?	-	#NAME?
Librarian	-	-	#NAME?	#NAME?	-	#NAME?
Custodian	-	-	#NAME?	#NAME?	-	#NAME?
Security	-	-	#NAME?	#NAME?	-	#NAME?
Other	-	-	#NAME?	#NAME?	-	#NAME?
TOTAL NON-INSTRUCTIONAL	-	-	#NAME?	#NAME?	-	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	37.50	2,438,500	#NAME?	#NAME?	(636,509)	#NAME?
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		279,232	#NAME?	#NAME?	(58,602)	#NAME?
Fringe / Employee Benefits		406,085	#NAME?	#NAME?	(85,224)	#NAME?
Retirement / Pension		34,598	#NAME?	#NAME?	(7,261)	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		719,914	#NAME?	#NAME?	(151,087)	#NAME?
TOTAL PERSONNEL SERVICE COSTS	37.50	3,158,414	#NAME?	#NAME?	(787,596)	#NAME?
CONTRACTED SERVICES						
Accounting / Audit		39,000	#NAME?	#NAME?	(4,734)	#NAME?
Legal		3,000	#NAME?	#NAME?	(3,000)	#NAME?
Management Company Fee		428,126	#NAME?	#NAME?	(87,448)	#NAME?
Nurse Services		-	#NAME?	#NAME?	-	#NAME?
Food Service / School Lunch		-	#NAME?	#NAME?	-	#NAME?
Payroll Services		5,000	#NAME?	#NAME?	(540)	#NAME?
Special Ed Services		-	#NAME?	#NAME?	-	#NAME?
Titlement Services (i.e. Title I)		-	#NAME?	#NAME?	-	#NAME?
Other Purchased / Professional / Consulting		50,700	#NAME?	#NAME?	2,060	#NAME?
TOTAL CONTRACTED SERVICES		525,826	#NAME?	#NAME?	(93,662)	#NAME?

ROADS CHARTER HIGI
Budget / Operatin
2015-16

Total Revenue	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**4,322,965**	**#NAME?**	**#NAME?**	**(1,226,816)**	**#NAME?**
Net Income	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment					

	Total Year			**VARIANCE**	
	Original Budget	**Revised Budget**	**Variance**	**Original Budget vs. PY Budget**	**Revised Budget vs. PY Budget**
SCHOOL OPERATIONS					
Board Expenses	-	#NAME?	#NAME?	-	#NAME?
Classroom / Teaching Supplies & Materials	36,000	#NAME?	#NAME?	(5,896)	#NAME?
Special Ed Supplies & Materials	-	#NAME?	#NAME?	-	#NAME?
Textbooks / Workbooks	20,000	#NAME?	#NAME?	(6,130)	#NAME?
Supplies & Materials other	-	#NAME?	#NAME?	-	#NAME?
Equipment / Furniture	114,730	#NAME?	#NAME?	(84,591)	#NAME?
Telephone	7,155	#NAME?	#NAME?	146	#NAME?
Technology	51,389	#NAME?	#NAME?	(45,755)	#NAME?
Student Testing & Assessment	-	#NAME?	#NAME?	-	#NAME?
Field Trips	90,900	#NAME?	#NAME?	(69,251)	#NAME?
Transportation (student)	10,000	#NAME?	#NAME?	(4,520)	#NAME?
Student Services - other	79,832	#NAME?	#NAME?	(67,050)	#NAME?
Office Expense	32,950	#NAME?	#NAME?	23,646	#NAME?
Staff Development	-	#NAME?	#NAME?	-	#NAME?
Staff Recruitment	30,000	#NAME?	#NAME?	(30,000)	#NAME?
Student Recruitment / Marketing	-	#NAME?	#NAME?	-	#NAME?
School Meals / Lunch	4,000	#NAME?	#NAME?	(2,162)	#NAME?
Travel (Staff)	975	#NAME?	#NAME?	(204)	#NAME?
Fundraising	-	#NAME?	#NAME?	-	#NAME?
Other	37,050	#NAME?	#NAME?	(30,174)	#NAME?
TOTAL SCHOOL OPERATIONS	514,981	#NAME?	#NAME?	(321,940)	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	60,000	#NAME?	#NAME?	(6,091)	#NAME?
Janitorial	-	#NAME?	#NAME?	-	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	16,000	#NAME?	#NAME?	(16,000)	#NAME?
Repairs & Maintenance	8,000	#NAME?	#NAME?	(1,529)	#NAME?
Equipment / Furniture	-	#NAME?	#NAME?	-	#NAME?
Security	-	#NAME?	#NAME?	-	#NAME?
Utilities	-	#NAME?	#NAME?	-	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	84,000	#NAME?	#NAME?	(23,620)	#NAME?
DEPRECIATION & AMORTIZATION	14,744	#NAME?	#NAME?	-	#NAME?
RESERVES / CONTINGENCY	25,000	#NAME?	#NAME?	-	#NAME?
TOTAL EXPENSES	**4,322,965**	**#NAME?**	**#NAME?**	**(1,226,816)**	**#NAME?**
NET INCOME	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

ROADS CHARTER HIGI
Budget / Operatin
2015-16

Total Revenue	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**4,322,965**	**#NAME?**	**#NAME?**	**(1,226,816)**	**#NAME?**
Net Income	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment					

	Total Year			**VARIANCE**	
	Original Budget	**Revised Budget**	**Variance**	**Original Budget vs. PY Budget**	**Revised Budget vs. PY Budget**
ENROLLMENT - *School Districts Are Linked To Above Entries*					
Number of Districts:					
NYC CHANCELLOR'S OFFICE					
-					
-					
-					
-					
-					
-					
-					
-					
-					
-					
-					
-					
-					
-					
ALL OTHER School Districts: (Weighted Avg)					
TOTAL ENROLLMENT					
REVENUE PER PUPIL					
EXPENSES PER PUPIL					

H SCHOOL I
g Plan

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

	2015-16
REVENUE	
REVENUES FROM STATE SOURCES	
Per Pupil Revenue	Per Pupil Rate
NYC CHANCELLOR'S OFFICE	#NAME?
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
ALL OTHER School Districts: (Weighted Avg)	#N/A
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?
Special Education Revenue	
Grants	
Stimulus	
DYCD (Department of Youth and Community Development)	
Other	
Other	
TOTAL REVENUE FROM STATE SOURCES	
REVENUE FROM FEDERAL FUNDING	
IDEA Special Needs	
Title I	
Title Funding - Other	
School Food Service (Free Lunch)	
Grants	
Charter School Program (CSP) Planning & Implementation	
Other	
Other	
TOTAL REVENUE FROM FEDERAL SOURCES	
LOCAL and OTHER REVENUE	
Contributions and Donations	
Fundraising	
Erate Reimbursement	
Earnings on Investments	
Interest Income	
Food Service (Income from meals)	
Text Book	
OTHER	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	
TOTAL REVENUE	

H SCHOOL I
g Plan

Total Revenue	
Total Expenses	
Net Income	
Actual Student Enrollment	

DESCRIPTION OF ASSUMPTIONS

	Avg. No. of Positions
EXPENSES	
ADMINISTRATIVE STAFF PERSONNEL COSTS	
Executive Management	-
Instructional Management	1.00
Deans, Directors & Coordinators	6.00
CFO / Director of Finance	-
Operation / Business Manager	1.00
Administrative Staff	2.00
TOTAL ADMINISTRATIVE STAFF	10.00
INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	5.75
Teachers - SPED	9.25
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	4.50
Aides	2.00
Therapists & Counselors	4.00
Other	2.00
TOTAL INSTRUCTIONAL	27.50
NON-INSTRUCTIONAL PERSONNEL COSTS	
Nurse	-
Librarian	-
Custodian	-
Security	-
Other	-
TOTAL NON-INSTRUCTIONAL	-
SUBTOTAL PERSONNEL SERVICE COSTS	37.50
PAYROLL TAXES AND BENEFITS	
Payroll Taxes	
Fringe / Employee Benefits	
Retirement / Pension	
TOTAL PAYROLL TAXES AND BENEFITS	
TOTAL PERSONNEL SERVICE COSTS	37.50
CONTRACTED SERVICES	
Accounting / Audit	
Legal	
Management Company Fee	
Nurse Services	
Food Service / School Lunch	
Payroll Services	
Special Ed Services	
Titlement Services (i.e. Title I)	
Other Purchased / Professional / Consulting	
TOTAL CONTRACTED SERVICES	

H SCHOOL I
g Plan

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

	H SCHOOL I g Plan
Total Revenue **Total Expenses** **Net Income** **Actual Student Enrollment**	**DESCRIPTION OF ASSUMPTIONS**
ENROLLMENT - *School Districts Are Linked To Above Entries* **Number of Districts:** NYC CHANCELLOR'S OFFICE - - - - - - - - - - - - - - ALL OTHER School Districts: (Weighted Avg) **TOTAL ENROLLMENT** **REVENUE PER PUPIL** **EXPENSES PER PUPIL**	

ROADS CHARTER HIGH SCHOOL I
BALANCE SHEET
2015-16

	Prior Year	Q1	Q2	Q3	Q4
	#NAME?	As of 9/30	As of 12/31	As of 3/31	As of 6/30
ASSETS					
CURRENT ASSETS					
Cash and cash equivalents	$265,230	$-	$-	$-	$-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	94,286	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	4,197	-	-	-	-
TOTAL CURRENT ASSETS	363,713	-	-	-	-
PROPERTY, BUILDING AND EQUIPMENT, net	204,199	-	-	-	-
OTHER ASSETS	(120,297)	-	-	-	-
TOTAL ASSETS	**447,615**	**-**	**-**	**-**	**-**
LIABILITIES AND NET ASSETS					
CURRENT LIABILITIES					
Accounts payable and accrued expenses	$3,018	$-	$-	$-	$-
Accrued payroll and benefits	(3,198)	-	-	-	-
Deferred Revenue	(405,041)	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	9,000	-	-	-	-
TOTAL CURRENT LIABILITIES	(396,222)	-	-	-	-
LONG-TERM DEBT and NOTES PAYABLE, net current maturities	-	-	-	-	-
TOTAL LIABILITIES	(396,222)	-	-	-	-
NET ASSETS					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	**(396,222)**	**-**	**-**	**-**	**-**

ROADS CHARTER HIGH SCHOOL I
Budget / Operating Plan
2015-16

Total Revenue		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment		**-**	**#NAME?**	**-**	**-**	**#NAME?**	**-**	**-**
***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**		**1st Quarter - 7/1 - 9/30**			**2nd Quarter - 10/1 - 12/31**			**3rd Q**
		Actual	**Current Budget**	**Variance**	**Actual**	**Current Budget**	**Variance**	**Actual**
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue	**CY** Per Pupil Rate							
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?	#N/A
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?	#N/A
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?	#N/A
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?	#N/A
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?	#N/A
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?	#N/A
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?	#N/A
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?	#N/A
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?	#N/A
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?	#N/A
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?	#N/A
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?	#N/A
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?	#N/A
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?	#N/A
ALL OTHER School Districts: (Count = 0)	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?	#N/A
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Grants								
Stimulus		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
DYCD (Department of Youth and Community Development)		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Other		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Other		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Title I		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Title Funding - Other		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
School Food Service (Free Lunch)		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Grants								
Charter School Program (CSP) Planning & Implementation		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Other		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Other		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
LOCAL and OTHER REVENUE								
Contributions and Donations		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Fundraising		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Erate Reimbursement		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Earnings on Investments		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Interest Income		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Food Service (Income from meals)		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
Text Book		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
OTHER		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
TOTAL REVENUE		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

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

ROADS CHARTER HIGH SCHOOL I
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Total Revenue	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment	**-**	**#NAME?**	**-**	**-**	**#NAME?**	**-**	**-**

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

ROADS CHARTER HIGH SCHOOL I
Budget / Operating Plan
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Total Revenue	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment	**-**	**#NAME?**	**-**	**-**	**#NAME?**	**-**	**-**

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**1st Quarter - 7/1 - 9/30**			**2nd Quarter - 10/1 - 12/31**			**3rd Q**
	Actual	**Current Budget**	**Variance**	**Actual**	**Current Budget**	**Variance**	**Actual**
ENROLLMENT - *School Districts Are Linked To Above Entries*							
NYC CHANCELLOR'S OFFICE	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
ALL OTHER School Districts: (Count = 0)	-	#NAME?	-	-	#NAME?	-	-
TOTAL ENROLLMENT	**-**	**#NAME?**	**-**	**-**	**#NAME?**	**-**	**-**
REVENUE PER PUPIL	**-**	**#NAME?**	**#NAME?**	**-**	**#NAME?**	**#NAME?**	**-**
EXPENSES PER PUPIL	**-**	**#NAME?**	**#NAME?**	**-**	**#NAME?**	**#NAME?**	**-**

Total Revenue		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment		**#NAME?**	**-**	**-**	**#NAME?**	**-**
		Quarter - 1/1 - 3/31		**4th Quarter - 4/1 - 6/30**		
***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**		**Current Budget**	**Variance**	**Actual**	**Current Budget**	**Variance**
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	**CY** Per Pupil Rate					
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?
ALL OTHER School Districts: (Count = 0)	#N/A	#NAME?	#NAME?	#N/A	#NAME?	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		#NAME?	#NAME?	-	#NAME?	#NAME?
Grants						
Stimulus		#NAME?	#NAME?	-	#NAME?	#NAME?
DYCD (Department of Youth and Community Development)		#NAME?	#NAME?	-	#NAME?	#NAME?
Other		#NAME?	#NAME?	-	#NAME?	#NAME?
Other		#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		#NAME?	#NAME?	-	#NAME?	#NAME?
Title I		#NAME?	#NAME?	-	#NAME?	#NAME?
Title Funding - Other		#NAME?	#NAME?	-	#NAME?	#NAME?
School Food Service (Free Lunch)		#NAME?	#NAME?	-	#NAME?	#NAME?
Grants						
Charter School Program (CSP) Planning & Implementation		#NAME?	#NAME?	-	#NAME?	#NAME?
Other		#NAME?	#NAME?	-	#NAME?	#NAME?
Other		#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES		#NAME?	#NAME?	-	#NAME?	#NAME?
LOCAL and OTHER REVENUE						
Contributions and Donations		#NAME?	#NAME?	-	#NAME?	#NAME?
Fundraising		#NAME?	#NAME?	-	#NAME?	#NAME?
Erate Reimbursement		#NAME?	#NAME?	-	#NAME?	#NAME?
Earnings on Investments		#NAME?	#NAME?	-	#NAME?	#NAME?
Interest Income		#NAME?	#NAME?	-	#NAME?	#NAME?
Food Service (Income from meals)		#NAME?	#NAME?	-	#NAME?	#NAME?
Text Book		#NAME?	#NAME?	-	#NAME?	#NAME?
OTHER		#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL REVENUE		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

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

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

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**Quarter - 1/1 - 3/31**		**4th Quarter - 4/1 - 6/30**		
	Current Budget	**Variance**	**Actual**	**Current Budget**	**Variance**
SCHOOL OPERATIONS					
Board Expenses	#NAME?	#NAME?	-	#NAME?	#NAME?
Classroom / Teaching Supplies & Materials	#NAME?	#NAME?	-	#NAME?	#NAME?
Special Ed Supplies & Materials	#NAME?	#NAME?	-	#NAME?	#NAME?
Textbooks / Workbooks	#NAME?	#NAME?	-	#NAME?	#NAME?
Supplies & Materials other	#NAME?	#NAME?	-	#NAME?	#NAME?
Equipment / Furniture	#NAME?	#NAME?	-	#NAME?	#NAME?
Telephone	#NAME?	#NAME?	-	#NAME?	#NAME?
Technology	#NAME?	#NAME?	-	#NAME?	#NAME?
Student Testing & Assessment	#NAME?	#NAME?	-	#NAME?	#NAME?
Field Trips	#NAME?	#NAME?	-	#NAME?	#NAME?
Transportation (student)	#NAME?	#NAME?	-	#NAME?	#NAME?
Student Services - other	#NAME?	#NAME?	-	#NAME?	#NAME?
Office Expense	#NAME?	#NAME?	-	#NAME?	#NAME?
Staff Development	#NAME?	#NAME?	-	#NAME?	#NAME?
Staff Recruitment	#NAME?	#NAME?	-	#NAME?	#NAME?
Student Recruitment / Marketing	#NAME?	#NAME?	-	#NAME?	#NAME?
School Meals / Lunch	#NAME?	#NAME?	-	#NAME?	#NAME?
Travel (Staff)	#NAME?	#NAME?	-	#NAME?	#NAME?
Fundraising	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL SCHOOL OPERATIONS	#NAME?	#NAME?	-	#NAME?	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	#NAME?	#NAME?	-	#NAME?	#NAME?
Janitorial	#NAME?	#NAME?	-	#NAME?	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	#NAME?	#NAME?	-	#NAME?	#NAME?
Repairs & Maintenance	#NAME?	#NAME?	-	#NAME?	#NAME?
Equipment / Furniture	#NAME?	#NAME?	-	#NAME?	#NAME?
Security	#NAME?	#NAME?	-	#NAME?	#NAME?
Utilities	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	#NAME?	#NAME?	-	#NAME?	#NAME?
DEPRECIATION & AMORTIZATION	#NAME?	#NAME?	-	#NAME?	#NAME?
RESERVES / CONTINGENCY	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL EXPENSES	**#NAME?**	**#NAME?**	**-**	**#NAME?**	**#NAME?**
NET INCOME	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

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

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**Quarter - 1/1 - 3/31**		**4th Quarter - 4/1 - 6/30**		
	Current Budget	**Variance**	**Actual**	**Current Budget**	**Variance**
ENROLLMENT - *School Districts Are Linked To Above Entries*					
NYC CHANCELLOR'S OFFICE	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
ALL OTHER School Districts: (Count = 0)	#NAME?	-	-	#NAME?	-
TOTAL ENROLLMENT	**#NAME?**	**-**	**-**	**#NAME?**	**-**
REVENUE PER PUPIL	**#NAME?**	**#NAME?**	**-**	**#NAME?**	**#NAME?**
EXPENSES PER PUPIL	**#NAME?**	**#NAME?**	**-**	**#NAME?**	**#NAME?**

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

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

TOTALS AND VARIANCE ANALYSIS

		Actual	**Current Budget (Current Quarter)**	**Actual vs. Current Budget**	**Current Budget - TY**	**Actual vs. Current Budget TY**	**Original Budget (Current Quarter)**	**Actual vs. Original Budget**
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue	**CY** Per Pupil Rate							
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
ALL OTHER School Districts: (Count = 0)	#N/A	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Grants								
Stimulus		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
DYCD (Department of Youth and Community Development)		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Other		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Other		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Title I		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Title Funding - Other		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
School Food Service (Free Lunch)		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Grants								
Charter School Program (CSP) Planning & Implementation		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Other		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Other		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
LOCAL and OTHER REVENUE								
Contributions and Donations		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Fundraising		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Erate Reimbursement		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Earnings on Investments		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Interest Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Food Service (Income from meals)		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Text Book		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
OTHER		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL REVENUE		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

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

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

TOTALS AND VARIANCE ANALYSIS

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

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

TOTALS AND VARIANCE ANALYSIS

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

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

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

TOTALS AND VARIANCE ANALYSIS

	Actual	**Current Budget (Current Quarter)**	**Actual vs. Current Budget**	**Current Budget - TY**	**Actual vs. Current Budget TY**	**Original Budget (Current Quarter)**	**Actual vs. Original Budget**
ENROLLMENT - *School Districts Are Linked To Above Entries*	*** Enrollment Data Based on Last Actual Quarter Completed**						
NYC CHANCELLOR'S OFFICE	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
ALL OTHER School Districts: (Count = 0)	-	-	-			-	-
TOTAL ENROLLMENT	**-**	**-**	**-**			**-**	**-**
REVENUE PER PUPIL	**-**	**-**	**-**			**-**	**-**
EXPENSES PER PUPIL	**-**	**-**	**-**			**-**	**-**

		ɔL I			
Total Revenue		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses		**4,322,965**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment				**-**	
		s			
***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**		**Original Budget - TY**	**Actual vs. Original Budget TY**	**PY Actual (PY TY / No. of COMPLETED Actual CY Quarters**	**Actual CY vs. Actual PY**
REVENUE					
REVENUES FROM STATE SOURCES					
Per Pupil Revenue	**CY** Per Pupil Rate				
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
ALL OTHER School Districts: (Count = 0)	#N/A	#N/A	#NAME?	#NAME?	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		919,545	#NAME?	#NAME?	#NAME?
Grants					
Stimulus		-	#NAME?	#NAME?	#NAME?
DYCD (Department of Youth and Community Development)		-	#NAME?	#NAME?	#NAME?
Other		-	#NAME?	#NAME?	#NAME?
Other		-	#NAME?	#NAME?	#NAME?
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING					
IDEA Special Needs		90,000	#NAME?	#NAME?	#NAME?
Title I		65,000	#NAME?	#NAME?	#NAME?
Title Funding - Other		15,000	#NAME?	#NAME?	#NAME?
School Food Service (Free Lunch)		-	#NAME?	#NAME?	#NAME?
Grants					
Charter School Program (CSP) Planning & Implementation		-	#NAME?	#NAME?	#NAME?
Other		-	#NAME?	#NAME?	#NAME?
Other		-	#NAME?	#NAME?	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES		170,000	#NAME?	#NAME?	#NAME?
LOCAL and OTHER REVENUE					
Contributions and Donations		-	#NAME?	#NAME?	#NAME?
Fundraising		-	#NAME?	#NAME?	#NAME?
Erate Reimbursement		-	#NAME?	#NAME?	#NAME?
Earnings on Investments		-	#NAME?	#NAME?	#NAME?
Interest Income		-	#NAME?	#NAME?	#NAME?
Food Service (Income from meals)		-	#NAME?	#NAME?	#NAME?
Text Book		-	#NAME?	#NAME?	#NAME?
OTHER		-	#NAME?	#NAME?	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	#NAME?	#NAME?	#NAME?
TOTAL REVENUE		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

		OL I			
Total Revenue		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses		**4,322,965**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income		**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment				**-**	
		S			
***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**		**Original Budget - TY**	**Actual vs. Original Budget TY**	**PY Actual (PY TY / No. of COMPLETED Actual CY Quarters**	**Actual CY vs. Actual PY**
EXPENSES	Quarter 0				
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions				
Executive Management	#NAME?	-	#NAME?	#NAME?	#NAME?
Instructional Management	#NAME?	160,000	#NAME?	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?	480,000	#NAME?	#NAME?	#NAME?
CFO / Director of Finance	#NAME?	-	#NAME?	#NAME?	#NAME?
Operation / Business Manager	#NAME?	85,000	#NAME?	#NAME?	#NAME?
Administrative Staff	#NAME?	100,000	#NAME?	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	#NAME?	825,000	#NAME?	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	#NAME?	391,000	#NAME?	#NAME?	#NAME?
Teachers - SPED	#NAME?	647,500	#NAME?	#NAME?	#NAME?
Substitute Teachers	#NAME?	-	#NAME?	#NAME?	#NAME?
Teaching Assistants	#NAME?	-	#NAME?	#NAME?	#NAME?
Specialty Teachers	#NAME?	225,000	#NAME?	#NAME?	#NAME?
Aides	#NAME?	90,000	#NAME?	#NAME?	#NAME?
Therapists & Counselors	#NAME?	260,000	#NAME?	#NAME?	#NAME?
Other	#NAME?	-	#NAME?	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	#NAME?	1,613,500	#NAME?	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	#NAME?	-	#NAME?	#NAME?	#NAME?
Librarian	#NAME?	-	#NAME?	#NAME?	#NAME?
Custodian	#NAME?	-	#NAME?	#NAME?	#NAME?
Security	#NAME?	-	#NAME?	#NAME?	#NAME?
Other	#NAME?	-	#NAME?	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	#NAME?	-	#NAME?	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	#NAME?	2,438,500	#NAME?	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS					
Payroll Taxes		279,232	#NAME?	#NAME?	#NAME?
Fringe / Employee Benefits		406,085	#NAME?	#NAME?	#NAME?
Retirement / Pension		34,598	#NAME?	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		719,914	#NAME?	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS	#NAME?	3,158,414	#NAME?	#NAME?	#NAME?
CONTRACTED SERVICES					
Accounting / Audit		39,000	#NAME?	#NAME?	#NAME?
Legal		3,000	#NAME?	#NAME?	#NAME?
Management Company Fee		428,126	#NAME?	#NAME?	#NAME?
Nurse Services		-	#NAME?	#NAME?	#NAME?
Food Service / School Lunch		-	#NAME?	#NAME?	#NAME?
Payroll Services		5,000	#NAME?	#NAME?	#NAME?
Special Ed Services		-	#NAME?	#NAME?	#NAME?
Titlement Services (i.e. Title I)		-	#NAME?	#NAME?	#NAME?
Other Purchased / Professional / Consulting		50,700	#NAME?	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES		525,826	#NAME?	#NAME?	#NAME?

		OL I		
Total Revenue	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**4,322,965**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment			**-**	
	S			
***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**Original Budget - TY**	**Actual vs. Original Budget TY**	**PY Actual (PY TY / No. of COMPLETED Actual CY Quarters**	**Actual CY vs. Actual PY**
SCHOOL OPERATIONS				
Board Expenses	-	#NAME?	#NAME?	#NAME?
Classroom / Teaching Supplies & Materials	36,000	#NAME?	#NAME?	#NAME?
Special Ed Supplies & Materials	-	#NAME?	#NAME?	#NAME?
Textbooks / Workbooks	20,000	#NAME?	#NAME?	#NAME?
Supplies & Materials other	-	#NAME?	#NAME?	#NAME?
Equipment / Furniture	114,730	#NAME?	#NAME?	#NAME?
Telephone	7,155	#NAME?	#NAME?	#NAME?
Technology	51,389	#NAME?	#NAME?	#NAME?
Student Testing & Assessment	-	#NAME?	#NAME?	#NAME?
Field Trips	90,900	#NAME?	#NAME?	#NAME?
Transportation (student)	10,000	#NAME?	#NAME?	#NAME?
Student Services - other	79,832	#NAME?	#NAME?	#NAME?
Office Expense	32,950	#NAME?	#NAME?	#NAME?
Staff Development	-	#NAME?	#NAME?	#NAME?
Staff Recruitment	30,000	#NAME?	#NAME?	#NAME?
Student Recruitment / Marketing	-	#NAME?	#NAME?	#NAME?
School Meals / Lunch	4,000	#NAME?	#NAME?	#NAME?
Travel (Staff)	975	#NAME?	#NAME?	#NAME?
Fundraising	-	#NAME?	#NAME?	#NAME?
Other	37,050	#NAME?	#NAME?	#NAME?
TOTAL SCHOOL OPERATIONS	514,981	#NAME?	#NAME?	#NAME?
FACILITY OPERATION & MAINTENANCE				
Insurance	60,000	#NAME?	#NAME?	#NAME?
Janitorial	-	#NAME?	#NAME?	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	16,000	#NAME?	#NAME?	#NAME?
Repairs & Maintenance	8,000	#NAME?	#NAME?	#NAME?
Equipment / Furniture	-	#NAME?	#NAME?	#NAME?
Security	-	#NAME?	#NAME?	#NAME?
Utilities	-	#NAME?	#NAME?	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	84,000	#NAME?	#NAME?	#NAME?
DEPRECIATION & AMORTIZATION	14,744	#NAME?	#NAME?	#NAME?
RESERVES / CONTINGENCY	25,000	#NAME?	#NAME?	#NAME?
TOTAL EXPENSES	**4,322,965**	**#NAME?**	**#NAME?**	**#NAME?**
NET INCOME	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**

Total Revenue	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Total Expenses	**4,322,965**	**#NAME?**	**#NAME?**	**#NAME?**
Net Income	**#NAME?**	**#NAME?**	**#NAME?**	**#NAME?**
Actual Student Enrollment			**-**	

***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**	**Original Budget - TY**	**Actual vs. Original Budget TY**	**PY Actual (PY TY / No. of COMPLETED Actual CY Quarters**	**Actual CY vs. Actual PY**
ENROLLMENT - *School Districts Are Linked To Above Entries*				
NYC CHANCELLOR'S OFFICE			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
ALL OTHER School Districts: (Count = 0)			-	-
TOTAL ENROLLMENT			-	-
REVENUE PER PUPIL			-	-
EXPENSES PER PUPIL			-	-

Charter Schools Institute
The State University of New York

Annual Report Requirement

for SUNY Authorized Charter Schools

ROADS CHARTER HIGH SCHOOL I

2015-16

Administrative expenditures per pupil:	$0.00
Per NYS Statute	Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

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

Appendix F: BOT Membership Table

Created: 07/30/2015
Last updated: 07/31/2015

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Jeffrey Li	[redacted]	Chair/Board President	Yes	Executive Committee	
2	Martin Kurzweil	[redacted]	Vice Chair/Vice President	Yes	Executive Committee, School Performance Committee	
3	Mark Gallogly	[redacted]	Trustee/Member	Yes	Executive Committee	
4	Jane Mitchell	[redacted]	Secretary	Yes	Executive Committee, Finance & Audit Committee	
5	Ashley Dills	[redacted]	Treasurer	Yes	Executive Committee, Finance & Audit Committee	
6	Carrie Braddock	[redacted]	Trustee/Member	Yes	School Performance Committee	
7	Gwen Baker	[redacted]	Trustee/Member	Yes		
8	Stacy Gibbons	[redacted]	Trustee/Member	Yes		
9						
10						
11						
12						
13						
14						
15						
16						
17						

18						
19						
20						

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

0

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

0

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

25

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

11

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

12

Thank you.

Enrollment and Retention of Students with IEPs, ELL Status or Free and Reduced Lunch Status

ROADS Charter School 1 is designed to serve a population of students who are most at risk of dropping out of high school. Only students who are at least one grade behind their grade cohort are eligible for admission. We also offer a preference in our lottery for students who have any of the following at-risk characteristics: students who have been involved in the criminal justice system; are under the care of the child protective services; and/or are homeless or in temporary housing. As a result of designing a school to service these students and because of the lottery preferences we give, we enroll a large percentage of students who receive free or reduced lunch, have Individual Education Plans (IEPs) and whose primary language is other than English.

Students with IEPs and Free and Reduced Lunch Status

Recruitment and Enrollment for SY 15-16

- We continue to develop relationships with social workers and representatives at social service agencies such as the New York City Administration for Child Services, foster care and child welfare agencies, homeless shelters, and other community-based organizations serving our target student population.
- We actively seek referrals from New York City Department of Education District 79 for students transitioning out of programs for incarcerated youth.
- We partner with New York City Department of Education District 79 Referral Centers for High School Alternatives (one-stop centers whose mission is to help reconnect disconnected youth with school).

Retention for SY 14-15

- We provide extensive special education services for our students. The majority of our classes are CTT/ ICT or 15:1. Our teachers are trained to differentiate instruction for students with learning and emotional disabilities.
- We offer in-depth socio-emotional supports. Our high school is staffed with social workers, guidance counselors and a Director of Student Support. In addition, we offer programming to build students' "Habits of Work" and "Personal Development," with the expectation that developing these skills will help retain these at-risk students at ROADS.

English Language Learners

Recruitment and Enrollment for SY 15-16

- We translate all of our student recruitment materials into Spanish and Mandarin.
- We ensure that translators are present for student recruitment events.
- We present to local community-based organizations, particularly those serving immigrant or English Language Learner populations.
- At registrations all families complete the Home Language Instruction Survey. This survey is administered by a pedagogue in the family's native language. We also give students several assessments of formal English. Based on the results of this survey students who are new to New York are administered the NYSITELL exam to determine their initial service needs.

Retention for SY 14-15

- We do extensive assessments of incoming students, both in English and Math.
- All communication with families is distributed in English and in students' home language. Automated calls from the school messenger system are made in both English and in the student's home language. Office staff are proficient in students' home language, as are many staff members, providing information and meetings in native language in all instances. Live interpretation is available at all school events and meetings.

Appendix I: Teacher and Administrator Attrition

Created: 07/30/2015
Last updated: 07/31/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name:

Instructions for completing the Teacher and Administrator Attrition Tables

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

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	22	16	24

2013-14 Administrator Position Attrition Table

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

Thank you

Charter Schools Institute
The State University of New York

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

Charter School Name:	ROADS I High Charter School
Audit Period:	2014-15
Prior Period:	2013-14
Report Due Date:	Sunday, November 01, 2015
Date Submitted:	October 30, 2015
School Fiscal Contact Name:	Stephanie Mendez
School Fiscal Contact Email:	[redacted]
School Fiscal Contact Phone:	[redacted]
School Audit Firm Name:	MBAF Certified Public Accountants and Advisors, LLC
School Audit Contact Name:	Marc Taub
School Audit Contact Email:	mtaub@mbafcpa.com
School Audit Contact Phone:	(212) 576-1400

The following items are required to be included:

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

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of $500,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Item	If not included, state the reason(s) below (*if not applicable fill in* **"N/A"**):
Management Letter	
Management Letter Response	
Form 990	Applied for an extension
Federal Single Audit (A-133)[1]	
Corrective Action Plan	N/A

Please also send an ELECTRONIC copy of: 1.)This transmital form; 2.) Audited Financial Report; and if applicable 3.) Management Letter and Response; 4.) Federal Single Audit (A-133) ONLY to the following offices via email. A copy of the Excel file containing the four schedules Does NOT need to be included.

NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Albany, New York 12234

charterschools@mail.nysed.gov	FSandA133@mail.nysed.gov

[1] A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to the current "OMB Circular A-133" for the federal filing requirements which can be found on the Office of Management and Budget website: https://www.whitehouse.gov/omb/circulars_default.

ROADS CHARTER SCHOOL I

FINANCIAL STATEMENTS

JUNE 30, 2015

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR JUNE 30, 2014)

ROADS CHARTER SCHOOL I

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MBAF
CERTIFIED PUBLIC ACCOUNTANTS AND ADVISORS

INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
ROADS Charter School I

Report on the Financial Statements

We have audited the accompanying financial statements of ROADS Charter School I (the "School"), which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

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

Report on Summarized Comparative Information

We have previously audited ROADS Charter School I's 2014 financial statements and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 30, 2014. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2014, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 30, 2015, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

MBAF CPAs, LLC

New York, NY
October 30, 2015

ROADS CHARTER SCHOOL I

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2015

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR JUNE 30, 2014)

ASSETS	**2015**	**2014**
Cash	$ 204,965	$ 164,599
Grants receivable	127,786	91,879
Due from related parties	296,084	25,453
Prepaid expenses	20,008	68,844
Property and equipment, net	25,366	84,338
	$ 674,209	**$ 435,113**
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable and accrued expenses	$ 42,548	$ 30,451
Accrued salaries and other payroll related expenses	269,511	239,310
Due to NYC Department of Education	189,675	24,078
	501,734	293,839
NET ASSETS		
Unrestricted	172,475	141,274
	$ 674,209	**$ 435,113**

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

ROADS CHARTER SCHOOL I

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED JUNE 30, 2015

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2014)

	2015	2014
OPERATING REVENUE		
State and local per pupil operating revenue	$ 3,566,666	$ 3,133,891
Government grants and contracts	143,982	284,920
	3,710,648	3,418,811
EXPENSES		
Program	3,392,315	2,956,329
Management	542,322	845,360
	3,934,637	3,801,689
DEFICIENCY FROM SCHOOL OPERATIONS	(223,989)	(382,878)
SUPPORT AND OTHER INCOME		
In-kind program services	249,666	171,198
Interest and other income	5,524	1,385
	255,190	172,583
CHANGE IN NET ASSETS	31,201	(210,295)
NET ASSETS - BEGINNING OF YEAR	141,274	351,569
NET ASSETS - END OF YEAR	**$ 172,475**	**$ 141,274**

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

ROADS CHARTER SCHOOL I

STATEMENT OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED JUNE 30, 2015

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2014)

		Program Services			Supporting Services		
		General Education	Special Education	Total Program	Management and General	2015	2014
Personnel services costs:	**No. of Positions**						
Instructional personnel	34	$ 1,089,781	$ 1,085,212	$ 2,174,993	$ -	$ 2,174,993	$ 2,036,137
Non-instructional personnel	9	-	-	-	351,784	351,784	331,464
Total salaries and wages		1,089,781	1,085,212	2,174,993	351,784	2,526,777	2,367,601
Payroll taxes and employee benefits		253,988	252,924	506,912	81,988	588,900	524,676
Advertising and recruiting		798	794	1,592	257	1,849	13,217
Outside services		36,020	35,870	71,890	11,628	83,518	123,684
Management fees		153,827	153,183	307,010	49,656	356,666	171,198
Equipment		23,435	23,336	46,771	7,565	54,336	116,815
Insurance		23,250	23,153	46,403	7,505	53,908	49,671
Student services		26,168	16,753	42,921	-	42,921	88,057
Postage and shipping		2,833	2,821	5,654	914	6,568	6,693
Printing		2,271	2,262	4,533	733	5,266	3,931
Office supplies and instructional materials		45,721	45,529	91,250	14,759	106,009	135,939
Professional development		17,719	17,645	35,364	5,720	41,084	133,431
Miscellaneous		-	-	-	591	591	764
Telephone and communications		3,137	3,123	6,260	1,012	7,272	6,664
Depreciation		25,434	25,328	50,762	8,210	58,972	58,930
Theft of property and equipment		-	-	-	-	-	418
		$ 1,704,382	**$ 1,687,933**	**$ 3,392,315**	**$ 542,322**	**$ 3,934,637**	**$ 3,801,689**

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

ROADS CHARTER SCHOOL I

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED JUNE 30, 2015

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2014)

	2015	2014
CASH FLOWS FROM OPERATING ACTIVITIES		
Cash received from operating revenue	$ 3,840,338	$ 3,333,703
Other cash received	255,190	172,583
Cash paid to employees and suppliers	(4,055,162)	(3,738,134)
NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES	40,366	(231,848)
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property and equipment	-	(7,815)
NET CASH USED IN INVESTING ACTIVITIES	-	(7,815)
NET INCREASE (DECREASE) IN CASH	40,366	(239,663)
CASH - BEGINNING OF YEAR	164,599	404,262
CASH - END OF YEAR	**$ 204,965**	**$ 164,599**

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

Change in net assets	$ 31,201	$ (210,295)
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities:		
Depreciation and amortization	58,972	58,930
Theft of property and equipment	-	418
Changes in operating assets and liabilities:		
Grants receivable	(35,907)	(31,110)
Due from related parties	(270,631)	(10,580)
Prepaid expenses	48,836	(26,047)
Accounts payable and accrued expenses	12,097	(70,489)
Accrued salaries and other payroll related expenses	30,201	111,323
Due to NYC Department of Education	165,597	(53,998)
NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES	**$ 40,366**	**$ (231,848)**

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

1. NATURE OF THE ORGANIZATION

ROADS Charter School I (the "School") is a New York State, not-for-profit educational corporation that was incorporated on April 5, 2011 to operate a charter school pursuant to Article 56 of the Educational Law of the State of New York. The School was granted a provisional charter on April 5, 2011, valid for a term of five years and renewable by the Board of Regents of the University of the State of New York.

The School opened its doors in the fall of 2012 in Brooklyn with a rigorous academic program and a highly structured and supportive school culture. While the School is comprised of students from many backgrounds, it is uniquely designed to meet the needs of at-risk students who are currently in the foster care and child welfare system.

The School is exempt from Federal income tax under section 501(a) of the Internal Revenue Code ("IRC") as an organization described in Section 501(c)(3) of the IRC and a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) of the IRC and qualifies for deductible contributions as provided in section 170(b)(1)(A)(ii) of the IRC.

The School's primary source of income is from government funding.

The New York City Department of Education ("NYCDOE") provides free lunches and transportation directly to a majority of the School's students.

2. SIGNIFICANT ACCOUNTING POLICIES

Financial Statement Presentation

The School's financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP").

The classification of the School's net assets and its support, revenues and expenses is based on the existence or absence of donor-imposed restrictions. It requires that the amounts for each of the three classes of net assets, permanently restricted, temporarily restricted, and unrestricted, be displayed in a statement of financial position and that the amounts of change in each of those classes of net assets be displayed in a statement of activities.

These classes are defined as follows:

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

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

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

Grants Receivable

Grants receivable represents amounts due from federal and state grants. Grants receivable are expected to be collected within one year, are recorded at net realizable value, and amount to $127,786 and $91,879 at June 30, 2015 and 2014, respectively. The School has determined that no allowance for uncollectible accounts is necessary at June 30, 2015 and 2014. Such estimate is based on management's assessments of the creditworthiness of its grantors, the aged basis of its receivables, as well as current economic conditions.

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue Recognition

Revenue from state and local governments is based on the number of students enrolled and is recorded when services are performed in accordance with the charter agreement.

Revenue from federal, state and local government grants and contracts are recorded by the School when qualifying expenditures are incurred and billable. Funds received in advance for which qualifying expenditures have not been incurred would be reflected as due to the NYCDOE from state and local government grants in the accompanying statement of financial position.

The School receives a substantial portion of its support and revenue from the NYCDOE. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

Net Assets

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

Donated Goods and Services

Donated services are recognized as contributions if the services (a) create or enhance non-financial assets or (b) require specialized skills, are performed by people with those skills, and would otherwise be purchased by the School. Donated goods are recognized if the goods provide a benefit to the School and would have otherwise been purchased. Donated services received are $249,666 and $171,198 for the years ended June 30, 2015 and 2014, respectively, and are reflected as income in the respective periods (Note 6).

Premises Provided by Government Authorities

The School does not record any in-kind contributions and related costs with respect to dedicated and shared space provided to it by the NYCDOE as the premises are temporary in nature, is excess shared space whereby a fair value cannot be determined, and is industry practice.

Property and Equipment

Property and equipment are stated at cost and are depreciated on the straight-line method over the estimated useful lives of the assets. The School has established a $2,500 threshold above which assets are evaluated to be capitalized. Property and equipment acquired with certain government contract funds is recorded as an expense pursuant to the terms of the contract in which the government funding source retains ownership of the property. Maintenance and repairs are charged to expense as incurred; major renewals and betterments are capitalized.

Advertising

The School expenses advertising costs as incurred. The School incurred $1,849 of advertising for the year ended June 30, 2015, which is included in the accompanying statement of functional expenses under advertising and recruiting.

Functional Allocation of Expenses

Expenses that can be directly identified with the program or supporting service to which they relate are charged accordingly. Other expenses by function have been allocated among program and supporting service classifications based upon benefits received.

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Estimates

The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Subsequent Events

The School has evaluated events through October 30, 2015, which is the date the financial statements were available to be issued.

Comparative Financial Information

The June 30, 2015 financial statements include certain prior period summarized comparative information in total but not by net asset class. In addition, only certain of the notes to the financial statements for June 30, 2014 are presented. As a result, the June 30, 2014 comparative information does not include sufficient detail to constitute a presentation in conformity with U.S. GAAP. Accordingly, such June 30, 2014 information should be read in conjunction with the School's financial statements for the year ended June 30, 2014, from which the summarized information was derived.

Income Taxes

The School follows the accounting standard for uncertainty in income taxes. The standard prescribes a minimum recognition threshold and measurement methodology that a tax position taken or expected to be taken in a tax return is required to meet before being recognized in the financial statements. It also provides guidance for derecognition, classification, interest and penalties, disclosure, and transition.

The School files informational returns in the federal jurisdiction. The School is subject to income tax examinations by the Internal Revenue Service for all tax years.

The School believes that it has appropriate support for the positions taken on its tax returns. Nonetheless, the amounts ultimately paid, if any, upon resolution of the issues raised by the taxing authorities may differ materially from the amounts accrued for each year. Management believes that its nonprofit status would be sustained upon examination.

Should there be interest on underpayments of income tax, the School would classify it as interest expense. The School would classify penalties in connection with underpayments of tax as other expense.

Recent Accounting Pronouncement

In May 2014, the Financial Accounting Standards Board ("FASB") issued an accounting standard update which affects the revenue recognition of entities that enter into either (1) certain contracts to transfer goods or services to customers or (2) certain contracts for the transfer of nonfinancial assets. The update indicates an entity should recognize revenue in an amount that reflects the consideration the entity expects to be entitled to in exchange for the goods or services transferred by the entity. The update is to be applied to the beginning of the year of implementation or retrospectively and is effective for annual periods beginning after December 15, 2018 and in interim periods in annual periods beginning after December 15, 2019. Early application is permitted but no earlier than annual reporting periods beginning after December 31, 2016. The School is currently evaluating the effect the update will have on its financial statements.

Reclassification

Certain amounts in the prior period financial statements have been reclassified for comparative purposes to conform to the presentation in the current year financial statements. This reclassification had no effect on previously reported change in net assets.

3. LIQUIDITY

The School was able to recognize an increase in net assets because a related party, ROADS Inc., agreed to contribute certain management services(Note 6).

4. GRANTS RECEIVABLE

Grants receivable consists of federal and state entitlements and grants. The School expects to collect these receivables within one year. Grants receivable consist of the following as of June 30:

	2015	2014
Charter School Planning Grant	$ 2,130	$ 65,752
Title I	66,660	19,384
Title II	6,646	6,743
IDEA	52,350	-
	$ 127,786	$ 91,879

5. PROPERTY AND EQUIPMENT

Property and equipment consist of the following at June 30:

	2015	2014	Estimated Useful Lives
Furniture and fixtures	$ 32,038	$ 32,038	5 years
Equipment	130,513	130,513	3 years
Software	27,339	27,339	3 years
	189,890	189,890	
Less: accumulated depreciation and amortization	(164,524)	(105,552)	
	$ 25,366	$ 84,338	

Depreciation and amortization expense was $58,972 and $58,930 for the years ended June 30, 2015 and 2014, respectively.

6. RELATED PARTY TRANSACTIONS

The School is an affiliate of Roads School, Inc. (“Roads Inc.”), a not-for-profit organization dedicated to supporting public schools and helping to start and manage charter schools. During the year ended June 30, 2014, the School entered into an agreement (the “Agreement”) with Roads Inc. This Agreement provides management, fundraising, and other administrative support services to the School.

Pursuant to the terms of the Agreement, the School shall pay a management fee equivalent to 10% of all public revenues, defined as per-pupil revenues, received by the School during the year. Services provided included general management services. For the years ended June 30, 2015 and 2014, the School incurred management fees of $356,666 and $171,198, respectively. For the years ended June 30, 2015 and 2014, the School accounted for $249,666 and $171,198, respectively, of such services as donated services and recognized the fee as both income and expense in the accompanying financial statements.

6. RELATED PARTY TRANSACTIONS (CONTINUED)

The balance due from Roads Inc. amounted to $270,405 and $25,420 for the years ended June 30, 2015 and 2014, respectively. This amount is comprised of expenses paid by the School on behalf of Roads Inc.

For operational efficiency and purchasing power, the School also shares expenses with Roads Charter School II ("Roads II"), which is related by common management. At June 30, 2015 and 2014, the balance due from Roads II was $25,679 and $33, respectively.

7. AGREEMENT FOR SCHOOL FACILITY

The School has entered into a verbal agreement ("the Agreement") with the NYCDOE for dedicated and shared space at a New York City public school located at 1495 Herkimer Street, Brooklyn, New York, and is not responsible for rent, utilities, custodial services, maintenance, or school safety. Approximately 15,000 square feet is allocated to the School. The Agreement commenced on July 1, 2012 at a cost of $1 per year. In accordance with industry standards, the amount has not been recorded. The School will be responsible for any overtime-related costs for services provided beyond the regular opening hours. For the years ended June 30, 2015 and 2014, the School incurred overtime permit fees of $0 and $5,643, respectively.

8. PENSION PLAN

The School adopted a 401(k) profit sharing plan (the "Plan") which covers most of the employees. The Plan is a defined contribution plan. Employees are eligible to enroll in the Plan on a monthly date with no minimum service time required. The Plan provides for the School to contribute up to 5% of participating employee salary. The School contribution becomes fully vested immediately. For the years ended June 30, 2015 and 2014, pension expense for the School was $32,645 and $35,753, respectively, which is included in payroll taxes and employee benefits in the accompanying statement of functional expenses.

9. RISK MANAGEMENT

The School is exposed to various risks of loss related to torts; thefts of, damage to, and destruction of assets; injuries to employees; and natural disasters. The School maintains commercial insurance to help protect itself from such risks.

The School entered into contractual relationships with certain governmental funding sources. The governmental agencies may request return of funds as a result of noncompliance by the School, as well as additional funds for the use of facilities. The accompanying financial statements make no provision for the possible disallowance or refund.

10. CONCENTRATIONS

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

The School received approximately 96% and 87% of its total revenue from per pupil funding from the NYCDOE for the years ended June 30, 2015 and 2014, respectively.

Three major grantors accounted for 99% of grants receivable at June 30, 2015 and 2014.

Two vendors accounted for approximately 76% and 65% of accounts payable at June 30, 2015 and 2014, respectively.

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
ROADS Charter School I

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 ROADS Charter School I (the "School"), which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 30, 2015.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed an instance of noncompliance that is required to be reported under *Government Auditing Standards* and which is described in the accompanying schedule of findings and responses as item 2015-01.

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We noted certain matters that we reported to management of the School in a separate letter dated October 30, 2015.

ROADS Charter School I's Response to Finding

The School's response to the finding identified in our audit is described in the accompanying Schedule of Findings and Responses. The School's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

MBAF CPAs, LLC

New York, NY
October 30, 2015

Section I – Summary of Auditor's results

Financial Statements

Type of auditor's report issued:	Unqualified
Internal control over financial reporting:	
Material weakness (es) identified?	___ yes __√__ no
Significant deficiency (ies) identified that are not considered to be material weaknesses?	____yes __√__ none noted
Noncompliance material to financial statements noted?	__√__yes ___ no

Section II - Financial Statement Finding

- **Finding: 2015-01**

  Criteria: The School must be in compliance with their charter authorizer, which requires that the School have $75,000 set aside in a separate bank account for dissolution reserve.

  Condition: The School did not meet the requirement as of June 30, 2015. However, the School did deposit $75,000 in a separate bank account for a dissolution reserve on October 20, 2015.

  Effect: The School could be in a position where they get penalized by their authorizer.

  Cause: Management performed inadequate oversight of the School's authorizer requirements.

  Recommendation: We recommended that the School maintain the dissolution reserve set aside.

Views of responsible officials and planned corrective action:

Finding: 2015-01: The School must be in compliance with their charter authorizer, which requires that the School have $75,000 set aside in a separate bank account for dissolution reserve.

Planned corrective action: The School budgeted and set-aside $75,000 as required by their charter agreement. The assets were untouched throughout the duration of the fiscal year. In October, after gaining proper permissions to do so, the Managing Director of Finance and Operations moved these funds to separate interest-bearing savings accounts, where they will remain untouched for the duration of the charter terms.

ROADS Charter School I

Communication With Those Charged With Governance

OCTOBER 30, 2015

MBAF
CERTIFIED PUBLIC ACCOUNTANTS AND ADVISORS

MBAF
CERTIFIED PUBLIC ACCOUNTANTS AND ADVISORS

October 30, 2015

To the Audit Committee
ROADS Charter School I

We have audited the financial statements of ROADS Charter School I (the "School") for the year ended June 30, 2015 and are prepared to issue our report thereon dated October 30, 2015. Professional standards require that we provide you with the following information related to our audit. This letter is divided into two sections: 1) required communications from the auditors to those with audit oversight responsibilities and 2) opportunities for strengthening internal controls or enhancing operating efficiency and our related recommendations.

REQUIRED COMMUNICATIONS

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

As stated in our engagement letter dated May 18, 2015, our responsibility, as described by professional standards, is to express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities. Our responsibility is to plan and perform the audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement. As part of our audit, we considered the internal control of ROADS Charter School I. Such considerations were solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control. We are responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures specifically to identify such matters.

B. Planned Scope and Timing of the Audit:

We performed the audit according to the planned scope and timing previously communicated to you in our meeting about planning matters on July 23, 2015.

C. Auditor Independence:

We affirm that MBAF CPAs, LLC is independent with respect to ROADS Charter School I.

D. Qualitative Aspects of Accounting Practices:

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

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E. Accounting Estimates Used in the Financial Statements:

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

Allowance for Doubtful Accounts:
As of June 30, 2015, ROADS Charter School I recorded grants receivable of $127,786. Management concluded that no allowance for doubtful accounts was necessary. Management calculated based on the assessment of the credit-worthiness of the School's grantors, the aged basis of the receivables, as well as economic conditions and historical information. Based on our audit procedures which included a discussion with School's management, we concur with management's conclusion.

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

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

F. Sensitive Disclosures Affecting the Financial Statements:

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

The disclosure of Liquidity in Note 3 to the financial statements which describes the School's ability to increase net assets because a related party, ROADS Inc., agreed to contribute management services.

The disclosure of Related Party Transactions in Note 5 to the financial statements which describes the management agreement and intercompany activity with the schools.

The disclosure of Risk Management in Note 8 to the financial statements which describes various risks to which the School is exposed.

G. Corrected and Uncorrected Misstatements:

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. We will identify those adjustments proposed both corrected and uncorrected:

Proposed and Corrected:

In the current year, there were 19 audit adjustments (1 reclassification adjustment and 10 prepared by client) that increased net assets by approximately $136,000. In the prior year, there were 3 audit adjustments (1 reclassification adjustment and 1 prepared by client) that increased net assets by approximately $141,000.

- To increase net assets by approximately $250,000 to recognize donated management services to the School by ROADS Inc.

- To decrease net assets by approximately $190,000 to adjust per pupil revenues per final reconciliation provided by NYCDOE.

- To increase net assets by approximately $52,000 to record IDEA funding owed to the School.

- To increase net assets by approximately $28,000 to adjust expenses recorded for fiscal year 2016.

- To increase net assets by approximately $27,000 to adjust management fees per the final per pupil revenues

Proposed and Uncorrected:

There were no audit adjustments proposed and uncorrected.

H. Audit Difficulties and Disagreements with Management:

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

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

I. Management Representations:

We have requested certain representations from management that are included in the management representation letter dated October 30, 2015.

J. Management Consultations with Other Independent Accountants:

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

K. Other Audit Findings or Issues:

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

OPPORTUNITIES FOR STRENGTHENING INTERNAL CONTROLS OR ENHANCING OPERATING EFFICIENCY

Payroll Reconciliation:

Sound internal controls mandate that reconciliation be performed between IRS Form 941 *Employers Quarterly Federal Tax Return* and the School's general ledger. We noted that during the fiscal year ended June 30, 2015 reconciliations were not performed timely. Accordingly, we strongly recommend that not only should a reconciliation be prepared, but such a reconciliation be performed on quarterly basis. This process will highlight any discrepancies in either the Form 941 or the School's books and records.

Bank Reconciliation:

During our audit, several adjustments were needed to reconcile and correct the books and records of the School. We recommend that the School carefully review all reconciling items on the bank reconciliation.

In addition, the number of outstanding checks should be reviewed periodically and steps should be taken to investigate all stale checks.

Maximize Revenue

There were funds (NYSTL) made available to the School that were not utilized. Accordingly, we suggest the School maximize all revenue streams.

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

This information is intended solely for the use of the Audit Committee, Board of Trustees, and management of ROADS Charter School I and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

MBAF CPAs, LLC

MBAF CPA's, LLC

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

Created Friday, August 21, 2015

https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/6f78fc6dd72cdbee61

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Gwendolyn	Baker

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

[redacted]

5. *E-mail Address:

[redacted]

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

No, I am not.

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

ROADS CS 1 (SUNY TRUSTEES) 332300861007

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

(check all that apply)

(No response)

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

No

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

No

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

No

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

No

Signature of Trustee

Thank you.

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

Created Tuesday, August 25, 2015

https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/09285e7e3fed04867b

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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

	First Name	Last Name
Trustee Name	Jane	Mitchell

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

[redacted]

5. *E-mail Address:

[redacted]

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

No, I am not.

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

ROADS CS 1 (SUNY TRUSTEES) 332300861007

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

(check all that apply)

- Secretary

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

No

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

No

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

No

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

No

Signature of Trustee

Thank you.

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

Created Thursday, August 27, 2015

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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

	First Name	Last Name
Trustee Name	Martin	Kurzweil

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

[redacted]

5. *E-mail Address:

[redacted]

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

No, I am not.

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

ROADS CS 1 (SUNY TRUSTEES) 332300861007

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

(check all that apply)

- Vice Chair/Vice President

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

No

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

No

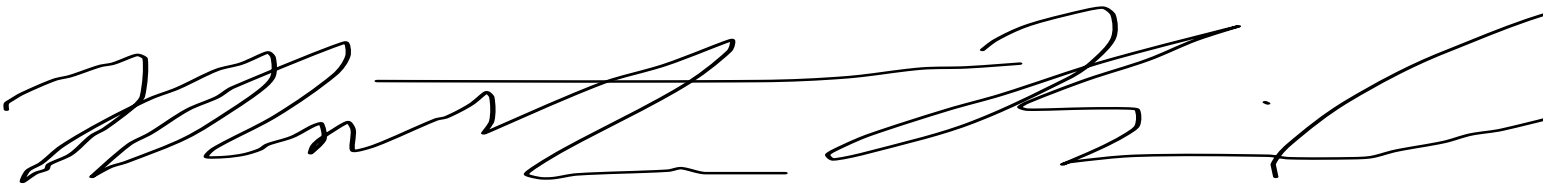
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee



Thank you.

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

Created Monday, October 26, 2015

https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/315ab0c4b074b4161

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Stacy	Gibbons

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

[redacted]

5. *E-mail Address:

[redacted]

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

No, I am not.

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

ROADS CS 1 (SUNY TRUSTEES) 332300861007

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

(check all that apply)

- Other, please specify...: None

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

No

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

No

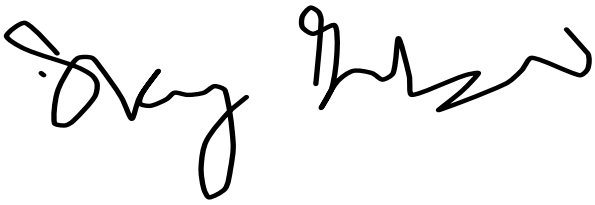
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee



Thank you.

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

Created Friday, November 06, 2015

https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/c0f273c0aaf97e2d93

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Ashley	Dills

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

[redacted]

5. *E-mail Address:

[redacted]

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

No, I am not.

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

ROADS CS 1 (SUNY TRUSTEES) 332300861007

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

(check all that apply)

- Treasurer

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

No

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

No

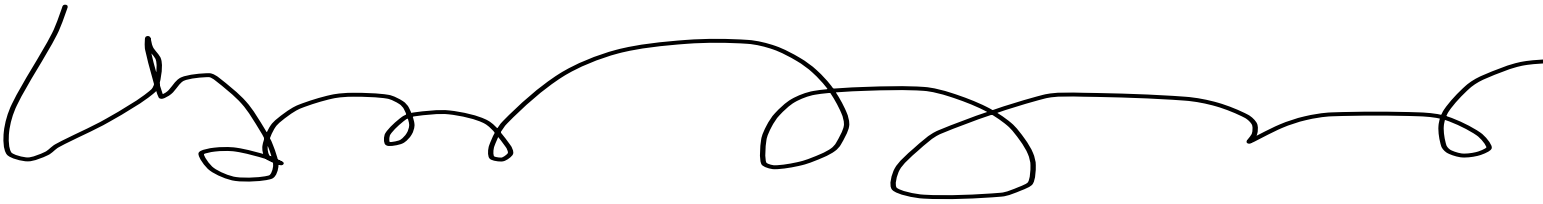
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee



Thank you.

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

Created Friday, November 06, 2015

https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/e45b6573cbbf9328a1

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Jeffrey	Li

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

[redacted]

5. *E-mail Address:

[redacted]

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

No, I am not.

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

ROADS CS 1 (SUNY TRUSTEES) 332300861007

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

(check all that apply)

- Chair/President

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

No

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

No

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

No

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

No

Signature of Trustee

Thank you.