



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

Created: 07/28/2015

Last updated: 07/30/2015

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 II (SUNY TRUSTEES) 321200861010

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 12

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	1010 Rev. James A Polite Avenue Bronx, NY 10459	718-861-7515	718-861-7518	

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Chester Asher
Title	Principal
Emergency Phone Number (###-###-####)	

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.

226

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	9, 10, 11, 12, Ungraded
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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.
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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)	1010 Rev James A Polite Avenue Bronx, NY 10459	718-280-9819	CSD 12	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	Chester Asher	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Keisha Boatswain	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Adena Spadaro	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Jemina Bernard	[REDACTED]	[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.

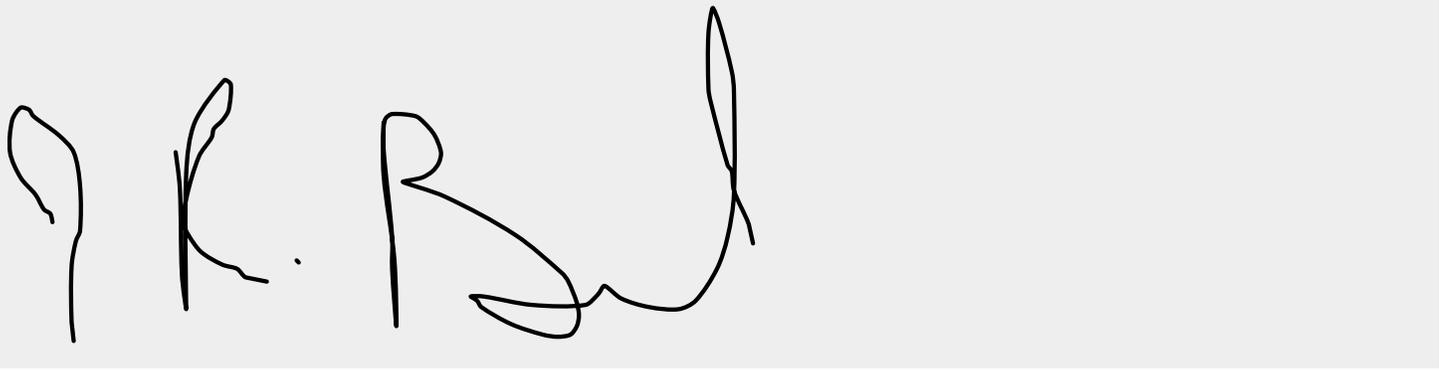
Stephanie Mendez, Managing Director of Finance and Operations; Adena Spadaro, Director of Data and Accountability

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 stylus on your mobile device to sign your name).

Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink, consisting of the letters 'R', 'K.', and 'B.' in a cursive style, enclosed within a light grey rectangular box.

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=800000070534>



**ROADS Charter School II
(ROADS Bronx)**

**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 II
1010 Reverend James A. Polite Ave.
Bronx, NY 10459

Chester Asher, Principal

Chester Asher, Principal ROADS Bronx 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)

Chester Asher has served as Principal since June 2015.

INTRODUCTION

ROADS Charter School II (ROADS Bronx) was established to ensure that overage and under-credited students graduate from high school thoroughly prepared to excel academically, professionally, and personally. ROADS Bronx continues to operate in a network of two high schools, both of which admit students between ages 15 and 16, are off-track for their age cohort, and hold fewer than 11 credits towards graduation. Further, we give admissions preference to students facing challenges such as foster care, homelessness or involvement 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, responding to the policy incentives built into the traditional school system, actively try to push out. At ROADS Bronx, 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, importantly, making up for years of unsuccessful learning experiences. A demographic comparison of ROADS Bronx students to the NYC DOE peer group norms (see Appendix A) demonstrates that our school actively seeks to serve students that have the farthest to go in order to achieve their goals of obtaining a high school diploma.

In our first two years of operation, we developed a deep understanding of the unique and complex needs of our student population. In order to succeed, our students need intensive social and emotional support, flexible pathways for accelerated credit accumulation, and in-school experiences with deep connections to college and career. During the 2014-15 school year, we developed and implemented a comprehensive set of initiatives and structures designed specifically to address those needs. These initiatives and structures led to incremental improvements in school climate and student outcomes, but implementation challenges and staff turnover remain key challenges to overcome. During the 2015-15 school year, we plan to refine and expand these initiatives and address challenges 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 wins include:

- Reading Improvement Goal (Goal 1a): All four ROADS Bronx cohorts made significant gains in reading achievement between 2013-14 and 2014-15. Average student percentile rank increased by 36% for the 2011 cohort, by 70% for the 2012 cohort and by 52% for the 2013 cohort.
- ELA Regents Pass Rate (Goal 1b): Of the students who took the ELA Regents at ROADS and who had previously performed at or below basic on the 8th grade English test, 70% of 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, 68% of students scored a 65 or higher and 42% of students scored a 75 or higher.
- Math Improvement Goal (Goal 2a): All four ROADS Bronx cohorts made enormous gains in mathematics achievement between 2013-14 and 2014-15. Average student percentile

rank increased by 685% for the 2011 cohort, by 900% for the 2012 cohort, and by 484% for the 2013 cohort.

- Math Regents Pass Rate (Goal 2c): Of all students who took the Math Regents, 51% of students scored a 65 or higher and 12% of students scored a 75 or higher.
- Social Studies Regents Pass Rate (Goal 4c): For the Global History Regents, 38% of ROADS Bronx students passed the Global History Regents this year compared to only 3% of students last year.
- Social Studies Regents Pass Rate (Goal 4a): For the US History Regents, 50% of students tested achieved a 65 or higher and 32% of students tested achieved a 75 or higher.
- Credit Accumulation (Goal 6d): Students with 22.01 - 33.00 credits (n=21) earned an average of 11.50 credits, above the 10.05 credits earned on average by their peers at peer transfer high schools.
- Credit Accumulation (Goal 6d): Students with 33.01 - 38.00 credits (n=3) earned an average of 10.17 credits, compared to a 9.85 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 who face significant life challenges. We began building necessary socio-emotional supports and created a culture of respect and acceptance to promote the participation, safety and voices of our student population. In 2014-15, we focused on specific initiatives and structures to provide intensive social and emotional support, flexible pathways for accelerated credit accumulation, and in-school experiences with deep connections to college and career. In 2015-16, we are focused on refining and expanding these initiatives through improved data collection and monitoring, improvements in staff performance management and accountability, and expanded opportunities for increased student engagement. The narrative below outlines key areas of progress in 2014-15 and our clear next steps for continued improvement in 2015-16.

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 hinder students' academic trajectories. To address these challenges, ROADS Bronx implemented or augmented the following programs and initiatives:

Expanded the Number of Social Workers in the Building: 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 counselor 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.

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 towards those goals. In 2014-15, each student met with an ILP advisor bi-weekly to review a detailed progress report and discuss his/her academic progress and attendance. We also improved our collection of ILP-related data and instituted processes for students and staff to access and examine the data in order to monitor students' progress towards their goals.

In 2015-16, we plan to improve and streamline the ILP process by creating a more detailed scope-and-sequence, providing teachers with scripted session plans, and meeting collectively as a staff to discuss our progress-to-goals. In addition, we plan to continue to improve our data processes so that we can better measure individual student successes as well as measure the success of the ILP process as a whole.

Renewed Focus on Attendance as a Key Driver for Success: In 2015-16, we reallocated resources to focus on attendance, establishing a new role within the larger student support team. The new role, attendance coordinator, is responsible for student and family engagement and follow-up as well as the positive reinforcement of sustained attendance. We are also using the ILP process to reinforce our attendance expectations and identify barriers that students' face that prevent them from attending school on a consistent basis. In addition, 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.

At Risk Interventions: In 2014-15, teachers received support in English as a Second Language instruction, reading intervention strategies, and Special Education instruction on an as-needed or ad-hoc basis. In 2015-16, we developed a system of structured support that ensures teachers are getting tailored support in these areas weekly, throughout the school year. To do this, our ESL specialist, reading specialists, and special education coordinator attend weekly department meetings in rotating monthly cycles in order to train all teachers to implement appropriate interventions for ESL students, students reading below the 7th grade level, and students with Individual Education Plans (IEPs). As a follow-up, the specialists observe the department's teachers throughout the week and then provide feedback on their implementation of the interventions. The instructional leadership team meets weekly to monitor these support cycles by discussing trends that arise through the observations, sharing coaching strategies that address teachers' needs, and identifying next steps to further improve teacher performance in these areas.

Additional Literacy Interventions: In 2014-2015, we employed one teacher who functioned as a Reading Specialist on a part-time basis. In 2015-16, we have quadrupled our investment in literacy and reading specialists by hiring two full-time reading specialists. This Fall, the additional capacity allowed us to administer 169 reading assessments to assess students' baseline reading levels in order to implement appropriate interventions. Last Fall, we administered 80 assessments, given the limited capacity, which limited our ability to appropriately support our students.

In-School Experiences with Deep Connections to College & Career

In 2014-15, we focused intensely on increasing student engagement and creating programs that clearly connect students' in-school experiences with college and career.

Expanded Students' Career-Focused Curricular Opportunities: In 2014-15, we partnered with the New York City Department of Education's CoOp Tech program which provides students with in-school training in nursing, office management, and carpentry. This program allows students to gain real-world experience while accumulating credits at an accelerated rate (students enrolled in these classes earned an additional credit per trimester). In addition, we partnered with a local non-profit that provides culinary and graphic arts instruction after school. Students earned wages for participating in these after-school activities. These activities were designed to increase student engagement and boost student attendance during the regular school day.

In 2015-16, we plan to refine and expand our career-focused programming based on our learnings from the previous year. We plan to continue our partnership with CoOp Tech, and will create structures that allow us to deepen our partnership, in order to better monitor student attendance and performance and intervene and provide timely support when necessary. Additionally, we are expanding the paid after-school Career Pathways program and bringing it completely in-house. Career Pathways courses, taught by ROADS staff members, are now offered during the regular school day in addition to after-school. Currently, our offerings include music production class, a new class in 2015-16, graphic arts, and culinary instruction. Later in the year, we plan to add a school store, a farmer's market, and coding classes through the Career Pathways program. 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.

Flexible Pathways for Accelerated Credit Accumulation

Many of our students are wage earners or caregivers outside of school, and these important activities often interfere with students' academic progress. To best serve these students, we must find innovative ways to accommodate students' unique schedules. To that end, we developed a two-pronged strategy to meet students' needs in this area:

Instructional & Curricular Shifts (2014-15): In 2014-15, we fully transitioned to an outcomes-mastery approach, where assessments are designed to measure students' mastery of specific standards. We continued to improve our assessments' alignment to Common Core State Standards (CCSS) by investing in training opportunities focused on assessment design and the development of an assessment protocol to guide teachers' creation of classroom-specific assessments. We also implemented weekly department meetings where teachers review student assessment data and modify curricular or instructional approaches, as necessary.

- **Training:** During the 2014-15 school year, our teachers received in-depth training on outcomes-based grading in order to deepen their expertise and improve implementation. During the summer of 2015, our teachers and leadership also shared outcomes-based grading best practices with teachers at ROADS Brooklyn in multiple workshop sessions.
- **Technology (2014-15):** In order to share best practices, eliminate redundancies, and boost instructional quality, we created and stored our curriculum on BetterLesson.com, a technology solution for creating and sharing classroom resources.

During the 2015-16 school year, we plan to augment our weekly department meetings to include a) additional data review of Interim Assessments and Regents exams and b) additional instructional support in reading, ESL, and special education. We also plan to spend more time focused on instructional delivery strategies in order to foster the highest level of engagement amongst teachers and create opportunities for teachers to infuse critical-thinking and problem solving in all lessons.

In addition, we plan to improve our access to various data elements and improve staff data literacy. Given our priorities around data literacy and the challenges we identified related to clean and accurate data, we have hired a Data Manager at each school. The school-based Data Managers represent a large step forward in building a culture of data. They are responsible for the day-to-day data system management, providing reports for various teams within the schools, and are data experts within the school buildings. The 2015-16 school year will be focused on creating and formalizing policies and procedures around data and reporting. We successfully recruited and on boarded two new data managers in late July/ early August. Each manager received two-weeks of targeted professional development from our Director of Data & Accountability and will be jointly managed by the Director of Data & Accountability and the school based Director of Operations throughout the school year.

Additionally, the ROADS Schools Network team signed a contract with Schoolzilla for the development of a data warehouse and data visualization tools. Schoolzilla will allow school leadership and teachers to visualize, explore, filter, and share dynamic reports based on data from multiple school data systems easily, allowing for greater opportunity for data-based decision-making.

Innovations in Credit Accumulation (2015-16): In 2015-16, we implemented Bridge Academy, a program that provides a clearer structure for student-centered learning and student-centered pacing. During 1st block, Bridge Academy allows students who have previously struggled academically to progress at their own pace through content in ELA, US History, Global History, and Algebra. Students receive intensive support from a reading teacher, a social studies teacher, an algebra teacher and an ESL teacher. Bridge Academy's structures provide students with a greater sense of ownership over their own learning and enables students to master standards more quickly than in a traditional classroom. Since students often have competing priorities, we are adapting our school day scheduling to meet students' needs. In trimester 2 of 2015-16, we will fully implement our 3-block flexible schedule which provides students multiple opportunities to a) accelerate credit accumulation through Bridge Academy or CoOp Tech without interfering with other credit requirements, and b) balance their academic needs with their non-academic personal, family, or work responsibilities.

Talent Development

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 do this, we need to refocus our efforts on developing teachers, resetting staff expectations, and retaining staff from year-to-year.

Continued Improvements to Performance Management: 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 addition, we implemented a coaching process that led to increased teacher investment in self-development and clearer structures for goal setting and coaching. Teachers and coaches worked collaboratively to develop beginning-of-year goals, and participated in weekly coaching sessions focused on these goals.

In 2015-16, we have rolled out an Observation Tracker to be used by all teacher coaches. The tracker is a data collection tool that allows us to a) monitor teacher areas of strength and growth, and b) develop and adapt our coaching and professional development to address those needs.

A Strong Focus on Teacher Retention (2015-16): This year, the leadership team is making staff retention a priority. The Dean of School Culture is responsible for cultivating 4 staff recognition or staff fellowship events per month and led our beginning-of-year, staff retreat off-site. A designated staff-only lounge was also created, which for the first time, provides staff with a comfortable and quiet work space. Additionally, in an effort to promote job satisfaction, we renewed our focus on role clarity so that staff members clearly understand their responsibilities and how they will be held accountable to goals. Finally, we are also working to implement staff surveys to help us better understand the needs of our staff so that we may improve our supports.

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, increasing their literacy rates and credit accumulation, and providing them with rigorous college and career opportunities. We remain deeply committed to our students' professional, academic, and personal success and our sustained efforts to improve and revise our own approaches and goals underscore our belief in the power and potential of our students.

HIGH SCHOOL GOALS AND MEASURES

ROADS Bronx Enrollment by Grade Level and School Year¹

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										218	50	20	3	291

¹Note: 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 Bronx has two students in their sixth year of high school. 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 Bronx

Sixth Year Cohort	Year Entered 9 th 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 30 th
2014-15	2009-10	2009	2	2	0
2015-16	2010-11	2010	28	7	21
2016-17	2011-12	2011	44	7	37

2017-18	2012-13	2012	62	16	46
2018-19	2013-14	2013	55	7	48
2019-20	2014-15	2014	29	4	25

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.

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 Bronx

Sixth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th (a)	Additional Students Still in Cohort (b)	Graduation Cohort (a) + (b)
2014-15	2009-10	2009	0	21	21
2015-16	2010-11	2010	21	31	52
2016-17	2011-12	2011	39	25	64
2017-18	2012-13	2012	66	35	101
2018-19	2013-14	2013	56	6	62
2019-20	2014-15	2014	45	4	49

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 Bronx 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 Bronx 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 the 2011 and 2012 cohorts is in the bottom quartile of all 9th grade students nationally. According to the table, every cohort made significant gains in reading achievement on the NWEA Map from year 1 to Scantron year 2. Cohort averages increased by 36% for the 2011 cohort, by 70% for the 2012 cohort and by 52% 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	0	0	n/a	n/a	n/a	n/a	n/a
2010	21	1	0	n/a	n/a	n/a	No
2011	37	37	5	30	40	41	Yes
2012	46	23	6	17	33.5	29	No
2013	48	73	18	23	36.5	35	No
2014	25	0	n/a	n/a	n/a	n/a	n/a
Total	177	126	29	23	36.5	35	No

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 4.5 for cohort 2012 and by 1.5 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

Results for this goal are not applicable in 2014-15 as no students were in their sixth year of the cohort.

Evaluation

Evaluation of this goal is not applicable in SY 2014-15 as no students were in their sixth year of the cohort.

Additional Evidence

At ROADS Bronx, the majority of students with 8th grade state test scores in English did not meet proficiency standards. Of the 152 students with test scores, 94% achieved 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 only 1 student who performed at or below basic on the 8th grade English test had taken the English Regents exam before ROADS. By contrast, in the three years since ROADS Bronx opened, 21 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 12 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	0	0	0	0	0	n/a	0	n/a	0	0	n/a	0	n/a
2010	21	18	18	1	1	6%	0	0%	15	4	22%	7	39%
2011	37	37	31	1	0	0%	0	0%	8	3	10%	3	10%
2012	46	32	31	0	0	0%	0	0%	7	2	6%	2	5%
2013	48	41	41	0	0	0%	0	0%	0	0	0%	0	0%
2014	25	24	22	0	0	0%	0	0%	0	0	0%	0	0%
Total	177	152	143	2	1	1%	0	0%	30	9	6%	12	8%

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.¹ This measure

¹ 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.

examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

Results for this goal are not applicable in 2014-15 as no students were in their sixth year of the cohort.

Evaluation

Evaluation of this goal is not applicable in SY 2014-15 as no students were in their sixth year of the cohort.

Additional Evidence

Table 2 below shows ROADS Bronx students' progress against goal 1c in the years prior to enrolling in ROADS and at ROADS. Prior to ROADS, only 3 students had sat for the ELA Regents exam. Since ROADS Bronx opened three years ago, 38 students have taken the exam, 26 have passed with a score of 65 and 16 of those students have achieved or surpassed the college and career ready benchmark.

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	21	0%	47	17%	37	14%
2012	37	0%	48	4%	46	7%
2013			44	0%	48	0%
2014					25	0%

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

Cohort Designation	Number in Cohort	ELA Regents Results Prior to ROADS										ELA Regents Results 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	0	0	0	n/a	0	n/a	0	n/a	0	n/a	0	0	n/a	0	n/a	0	n/a	0	n/a
2010	21	1	0	0%	0	0%	1	5%	0	0%	17	3	14%	1	5%	5	24%	8	38%
2011	37	2	1	3%	0	0%	1	3%	0	0%	10	0	0%	2	5%	3	8%	5	14%
2012	46	0	0	0%	0	0%	0	0%	0	0%	11	3	7%	3	7%	2	4%	3	7%
2013	48	0	0	0%	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%
2014	25	0	0	0%	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%
Total	177	3	1	1%	0	0%	2	1%	0	0%	38	5	3%	7	4%	10	6%	16	9%

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

Results for this goal are not applicable in 2014-15 as no students were in their sixth year of the cohort.

Evaluation

Evaluation of this goal is not applicable in SY 2014-15 as no students were in their sixth year of the cohort.

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

Results for this goal are not applicable in 2014-15 as no students were in their sixth year of the cohort.

Evaluation

Evaluation of this goal is not applicable in 2014-15 as no students were in their sixth year of the cohort.

Summary of the High School English Language Arts Goal²

ROADs Bronx continued focus on improving students’ reading skills and literacy rates is having a measurable impact. Between 2013-14 and 2014-15, students across all cohorts made significant gains in reading achievement. While all cohorts did not achieve goal 1a, cohorts 2012 and 2013 narrowly missed the target and more than doubled their average percentile rank from the prior year. If our students achieve even small gains in reading next year compared to national averages, we should easily meet this goal.

For goals 1b through 1e, our early results show we are moving the needle significantly in reading. Of the students who took the ELA Regents at ROADs and who had previously performed at or below basic on the 8th grade English test, 70% of students scored a 65 or higher and 40% of students scored a 75 or higher indicating that they are prepared for college and career. Similarly, of all students who took the ELA Regents at ROADs, 68% of students scored a 65 or higher and 42% of students scored a 75 or higher. 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.

Type	Measure	Outcome
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 Applicable
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 Applicable

² If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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 Applicable
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 Applicable

Action Plan

ROADS Bronx continues to use an outcomes-based grading system aligned to CCSS. These outcomes allow for clarity of expectations for student learning, common planning amongst staff, and targeted curriculum and remediation.

Last year, we developed a set of rigorous CCSS-aligned Interim Assessments (IA) to use in conjunction with data days and a system of data analysis to drive student achievement. We have continued and improved this work in 2015-16. Through the implementation of a system of IAs and data-driven instruction ROADS Bronx 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.

Students are provided multiple opportunities to master outcomes to ensure that students who have fallen behind in their classes have extended opportunities to learn and master content. In addition, our continued and refined focus on attendance and literacy should lead to continued improvement on these indicators and future success at meeting these goals. In 2015-16 we plan to focus on:

- **Attendance:** To increase our Regents participation rate and maximize student learning, students must attend school regularly. In the past, attendance has been the primary obstacle to student and school success. This year, we plan to build on the work we did last year to continue improving student attendance.
 - We plan to continue to invest in key staff whose sole focus is attendance. Our attendance coordinator is responsible for student and parent follow-up and incentives. Our Director of Student Support oversees our attendance coordinator and is responsible for daily and weekly attendance reporting and coordination with other staff to monitor student attendance and intervene when necessary. In 2015-16, we are increasing our student supports and interventions and renewing our focus on parental engagement.
 - We plan to continue to use the Individual Life Plan (ILP) process to monitor student attendance. Students meet weekly with an advisor to set attendance and performance goals and troubleshoot issues that prevent progress to those goals.
- **Literacy and Reading Focus:** Our intensive focus on literacy and reading led to significant gains in student outcomes last year. We plan to build on that progress this year and anticipate this focus will lead to our meeting goal 1a.
 - We plan to implement additional reading interventions. Between 2014-15 and 2015-16, we have quadrupled our investment in literacy and reading specialists by hiring two full-time reading specialists. In addition, we have nearly doubled the number of

baseline reading assessments we administered to students at the beginning of the year, which has allowed us to a) more appropriately sort students into classes, b) provide tailored student supports, and c) develop appropriate instructional strategies to support student needs.

- 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. Then, the specialists are available to give immediate feedback on teachers' implementation of those strategies and provide critical insight on how to improve growth areas moving forward.

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 Bronx 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 Mathematics to Scantron Performance Series Mathematics assessment for ROADS Bronx 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 the cohort 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 suggest that each cohort made enormous gains in mathematics achievement from year 1 to year 2. Cohort averages increased by 685% for the 2011 cohort, by 900% for the 2012 cohort, and by 484% for the 2013 cohort. However, the 2012 and 2013 cohorts did not achieve the target percentile score for year 2.

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	0	0	n/a	n/a	n/a	n/a	n/a
2010	21	1	0	n/a	n/a	n/a	No
2011	37	37	2	3.5	26.8	27.5	Yes
2012	46	23	1	2.0	26.0	20.0	No
2013	48	73	5	3.8	26.9	22.2	No
2014	25	0	n/a	n/a	n/a	n/a	n/a
Total	177	126	8	3.5	26.8	23.3	No

Evaluation

This goal was not achieved. While each cohort achieved significant gains in mathematics as measured by the NWEA Map and Scantron, the gains fell short of year 2 targets overall. Cohort 2011 met their target by 0.7 percentile points; cohort 2012 fell short by an average of 4 points, and cohort 2013 by an average of 4.7 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

Results for this goal are not applicable in 2014-15 as no students were in their sixth year of the cohort.

Evaluation

Evaluation of this goal is not applicable in SY 2014-15 as no students were in their sixth year of the cohort.

Additional Evidence

Of the ROADS Bronx students with 8th grade state test scores in Mathematics, 93% 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 Bronx to the passing rate at ROADS Bronx. 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 4%, with 0 of those students meeting the college and career readiness benchmark. In ROADS' third year of operation, this passing rate for students at or below 8th Mathematics proficiency has risen to 27% with 8 students meeting 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	Prior to ROADS				At ROADS					
				Number Took the Exam	Score >=65-79		Score >=80		Number Took the Exam	Score 65-79		Score >=80	
					N	%	N	%		N	%	N	%
2009	0	0	0	0	0	n/a	0	n/a	0	0	n/a	0	n/a
2010	21	19	18	9	2	11%	0	0%	16	11	61%	3	2%
2011	37	37	30	7	2	7%	0	0%	15	8	27%	3	10%
2012	46	33	31	5	0	0%	0	0%	11	5	16%	1	3%
2013	48	43	43	3	0	0%	0	0%	20	7	16%	1	2%
2014	25	23	22	1	0	0%	0	0%	3	0	0%	0	0%
Total	177	155	144	25	4	3%	0	0%	65	31	22%	8	6%

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.³ 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

³ 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.

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

Results for this goal are not applicable in 2014-15 as no students were in their sixth year of the cohort.

Evaluation

Evaluation of this goal is not applicable in SY 2014-15 as no students were in their sixth year of the cohort.

Additional Evidence

Goal 2c Table 2 compares the number and performance of all ROADS Bronx students on the Integrated Algebra Regents exam prior to ROADS and at ROADS. Prior to ROADS, none of our students had achieved the college and career readiness benchmark on the Integrated Algebra Regents exam. Since ROADS Bronx opened its doors three years ago, 10 students have achieved this benchmark, while 43 students have passed the Regents.

Table 1: Mathematics Regents Passing Rate with a score of 80 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
2009	5	0%	2	0%	0	n/a
2010	38	5%	30	10%	21	14%
2011	21	5%	47	9%	37	11%
2012	37	0%	48	2%	46	4%
2013			44	2%	48	2%
2014					25	0%

Table 2: Mathematics Regents Exam Results Prior to ROADS and at ROADS Bronx

Cohort Designation	Number in Cohort	Mathematics Results Prior to ROADS								Mathematics Results 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	0	0	0	n/a	0	n/a	0	n/a	0	0%	0	0	n/a	0	n/a	0	n/a	0	n/a
2010	21	11	5	24%	4	19%	2	10%	0	0%	19	0	0%	2	10%	14	67%	3	14%
2011	37	12	2	5%	6	16%	4	11%	0	0%	20	2	5%	3	8%	11	30%	4	11%
2012	46	8	5	11%	3	7%	0	0%	0	0%	22	4	9%	6	13%	10	22%	2	4%
2013	48	3	3	6%	0	0%	0	0%	0	0%	20	5	10%	7	15%	7	15%	1	2%
2014	25	1	0	0%	1	4%	0	0%	0	0%	4	2	8%	1	4%	1	4%	0	0%
Total	177	35	15	8%	14	8%	6	3%	0	0%	85	13	7%	19	11%	43	24%	10	6%

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's new law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

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

Results for this goal are not applicable in 2014-15 as no students were in their sixth year of the cohort.

Evaluation

Evaluation of this goal is not applicable in SY 2014-15 as no students were in their sixth year of the cohort.

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.⁴

Results

Results for this goal are not applicable in 2014-15 as no students were in their sixth year of the cohort.

Evaluation

Evaluation of this goal is not applicable in SY 2014-15 as no students were in their sixth year of the cohort.

Summary of the High School Mathematics Goal⁵

Between 2013-14 and 2014-15, students across all cohorts made significant gains in math achievement. While all cohorts did not achieve goal 2a, cohorts 2012 and 2013 narrowly missed the target but increased their average percentile rank by more than ten-fold from the prior year. If our students achieve even small gains in math next year compared to national averages, we should easily meet our goal.

For goals 2b through 2e, our early results show we are moving the needle significantly in math. Of the students who took a Mathematics Regents and who had previously performed at or below basic on the 8th grade Math test, 60% of students scored a 65 or higher and 12% of students scored a 75 or higher indicating that they are prepared for college and career. Similarly, of all students who took a Math Regents at ROADS, 63% of students scored a 65 or higher and 12% of students scored a 75 or higher. 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.

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 Applicable
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 Applicable

⁴ 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.

⁵ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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 Applicable
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 Applicable

Action Plan

Students enter ROADS Bronx 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 uses 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 attendance, data literacy and analysis, 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:

Continued Improvements to Performance Management: 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, we plan to introduce an observation tracker, a data collection tool that allows us to a) monitor teacher areas of strength and growth, and b) develop and adapt our coaching and professional development to address those needs. Together, these two tools will help us address instructional gaps and student performance gaps earlier and more intensively. We anticipate these tools will lead to continued improvements in students’ learning in math, which will be reflected in students’ performance on math assessments.

Data Literacy and Frequent Analysis: We plan to augment our weekly department meetings to include additional data review of Interim Assessments and Regents exams and additional instructional support in ESL and special education. To address specific gaps in math, these meetings will also have a key focus on instructional delivery strategies that infuse critical-thinking and problem-solving in all lessons, but especially math lessons. In addition, we plan to improve our access to various data elements and improve staff data literacy. We invested in additional staff – data managers - to improve data literacy amongst school staff and to lead staff trainings on our data tools during our weekly data days.

Curricular Resources: In order to share best practices, reduce teacher burden, and boost instructional quality, we created and stored our curriculum on [betterlesson.com](https://www.betterlesson.com), a technology solution for creating and sharing classroom resources. We anticipate this shift will lead to more rigorous math lessons as math teachers have more rigorous materials readily available.

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 Regents exams are Living Environment, Earth Science, Chemistry and Physics. The school administered 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

Results for this goal are not applicable in 2014-15 as no students were in their sixth year of the cohort.

Evaluation

Evaluation of this goal is not applicable in SY 2014-15 as no students were in their sixth year of the cohort.

Additional Evidence

ROADS Bronx administered the Earth Science Regents for the first time in SY 2014-15 Regents. The table below shows the performance of students who sat for the science Regents prior to enrolling at ROADS compared to the performance of the 35 who sat for the exam at ROADS. As the table indicates, of the 15 students who took the exam in previous years, 2 achieved passing scores, 6 were approaching proficiency, and 7 scored below 54. Of the students who have tested at ROADS, 3 have 6 have passed, with 3 achieving scores higher than 75.

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	21	0%	47	4%	37	11%
2012	37	0%	48	0%	46	2%
2013			44	0%	48	2%
2014					25	0%

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

Cohort Designation	Number in Cohort	Science Results Prior to ROADS								Science Results 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	0	0	0	n/a	0	n/a	0	n/a	0	n/a	0	0	n/a	0	n/a	0	n/a	0	n/a
2010	21	6	1	5%	4	19%	1	5%	0	0%	9	5	24%	3	14%	1	5%	0	0%
2011	37	4	3	8%	1	3%	0	0%	0	0%	7	2	5%	1	3%	2	5%	2	5%
2012	46	5	3	7%	1	2%	1	2%	0	0%	7	3	7%	4	9%	0	0%	0	0%
2013	48	0	0	0%	0	0%	0	0%	0	0%	9	4	8%	4	8%	0	0%	1	2%
2014	25	0	0	0%	0	0%	0	0%	0	0%	3	2	8%	1	4%	0	0%	0	0%
Total	177	15	7	4%	6	3%	2	1%	0	0%	35	16	9%	13	7%	3	2%	3	2%

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

Results for this goal are not applicable in 2014-15 as no students were in their sixth year of the cohort.

Evaluation

Evaluation of this goal is not applicable in SY 2014-15 as no students were in their sixth year of the cohort.

Summary of the High School Science Goal ⁶

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 Applicable
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 Applicable

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

Action Plan

Last year, only four (4) ROADS Bronx students took the Regents Science exam. Two students scored 75 or better and two (2) students scored below a 65. Over the past two years, 35 students in our accountability cohort took the Regents science exam with 17% of students scoring 65 or higher. These results indicate that there is significant progress to make. Like 2014-15, ROADS Bronx will continue to offer a 3-term Earth Science course, culminating in a June 2016 Regents. Our belief in focused professional development and a streamlined focus on one science course remains steadfast and we anticipate continued growth in the number of students passing a science Regents exam.

We believe that the academic interventions and structures implemented school-wide and in the ELA and Math departments will also have a significant impact on our students' science learning. In addition, our focus on attendance is school-wide, so improvements in attendance will extend to science learning.

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

Results for this goal are not applicable in 2014-15 as no students were in their sixth year of the cohort.

Evaluation

Evaluation of this goal is not applicable in SY 2014-15 as no students were in their sixth year of the cohort.

Additional Evidence

ROADS Bronx administered the U.S. History Regents exam in SY 2014-15 for the first time. Table 2 below shows that prior to enrolling in ROADS Bronx, six students had sat for the U.S. History Regents exam and all had achieved scores of less than 54. This year 11 students passed the exam, with 7 students achieving a score of over 75. Of the students tested 50% achieved a passing score.

Table 1: U.S. 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
2009	5	0%	2	0%	0	n/a
2010	38	0%	30	0%	21	24%
2011	21	0%	47	0%	37	8%
2012	37	0%	48	0%	46	7%
2013			44	0%	48	0%
2014					25	0%

Table 2: U.S. History Regents Exam Results Prior to ROADS and at ROADS Bronx

Cohort Designation	Number in Cohort	US History Results Prior to ROADS										US History Results 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	0	0	0	n/a	0	n/a	0	n/a	0	n/a	0	0	n/a	0	n/a	0	n/a	0	n/a		
2010	21	2	2	10%	0	0%	0	0%	0	0%	11	2	10%	4	19%	3	14%	2	10%		
2011	37	2	2	5%	0	0%	0	0%	0	0%	4	0	0%	1	3%	0	0%	3	8%		
2012	46	2	2	4%	0	0%	0	0%	0	0%	7	2	4%	2	4%	1	2%	2	4%		
2013	48	0	0	0%	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%		
2014	25	0	0	0%	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%		
Total	177	6	6	3%	0	0%	0	0%	0	0%	22	4	2%	7	4%	4	2%	7	4%		

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

Results for this goal are not applicable in 2014-15 as no students were in their sixth year of the cohort.

Evaluation

Evaluation of this goal is not applicable in SY 2014-15 as no students were in their sixth year of the cohort.

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

Results for this goal are not applicable in 2014-15 as no students were in their sixth year of the cohort.

Evaluation

Evaluation of this goal is not applicable in SY 2014-15 as no students were in their sixth year of the cohort.

Additional Evidence

ROADS Bronx administered a Global History Regents in SY 2014-15. Table 1 below shows the overall pass rate progress by Accountability Cohort. Table 2 below shows the performance of students who sat for the Global History Regents exam prior to enrolling at ROADS Bronx and at ROADS Bronx.

As the Table 2 indicates, of the 10 students who took the exam prior to ROADS, 3 passed with a score above 65. At ROADS Bronx, 68 students sat for the exam in SY 2013-14 and SY 2014-15 and 26 passed, 22 with scores between 65-74, and 4 with scores above 75. This shows significant improvement over our overall SY 2013-14 Global History pass rate of 3%.

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
2009	5	0%	2	0%	0	n/a
2010	38	3%	30	10%	21	52%
2011	21	0%	47	2%	37	16%
2012	37	0%	48	0%	46	17%
2013			44	0%	48	6%
2014					25	4%

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

Cohort Designation	Number in Cohort	Global History Results Prior to ROADS										Global History Results 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	0	0	0	n/a	0	n/a	0	n/a	0	n/a	0	0	n/a	0	n/a	0	n/a	0	n/a
2010	21	3	2	10%	0	0%	1	5%	0	0%	18	8	38%	0	0%	8	38%	2	10%
2011	37	3	1	3%	1	3%	0	0%	1	3%	14	4	11%	5	14%	4	11%	1	3%
2012	46	4	2	4%	1	2%	1	2%	0	0%	19	10	22%	2	4%	6	13%	1	2%
2013	48	0	0	0%	0	0%	0	0%	0	0%	13	8	17%	2	4%	3	6%	0	0%
2014	25	0	0	0%	0	0%	0	0%	0	0%	4	3	12%	0	0%	1	4%	0	0%
Total	177	10	5	3%	2	1%	2	1%	1	1%	68	33	19%	9	5%	22	12%	4	2%

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 exams through the summer of their sixth year, the school presents most recently available peer transfer high school results.

Results

Results for this goal are not applicable in 2014-15 as no students were in their sixth year of the cohort.

Evaluation

Evaluation of this goal is not applicable in SY 2014-15 as no students were in their sixth year of the cohort.

Summary of the Social Studies Goal

No Social Studies goals are applicable for ROADS Bronx this year. ROADS results are tempered, in part, by the fact that the Global History Regents has the lowest pass rate of all Regents exams.⁷ Yet, 38% of ROADS Bronx students passed the Global History Regents this year compared to only 3% of students last year. For the US History Regents, 50% of students tested achieved a 65 or higher and 32% of students tested achieved a 75 or higher. 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 Applicable
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 Applicable
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 Applicable
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	Not Applicable

⁷ <http://ny.chalkbeat.org/2012/09/10/instead-of-eliminating-global-studies-exam-state-could-revamp-it/#.VBbq8vldX6I>

	their sixth year will exceed that of the students in the high school Accountability Cohort from peer transfer high schools.	
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Action Plan

In SY 2014-15, teachers revised the social studies curriculum so that it aligns with recently released Common Core History standards that will lead to a deeper more thematic approach to teaching and learning. Additionally, social studies teachers collaborated with their ELA counterparts so that the work in the two disciplines benefits from overlapping literacy skill development and thematic content.

In 2015-16, we will continue to use in-class assessment formats that are similar to those on the Regents exam, 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, for students who took the Global History Regents exam last year unsuccessfully, we will continue to offer a Regents Prep course to help them get ready to take it again this year.

We believe that the academic interventions and structures implemented school-wide and in the ELA department, specifically, will also have a significant impact on our students' history learning. In addition, our focus on attendance is school-wide, so improvements in attendance will extend to science learning.

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 shows that 21% of ROADS Bronx students attended school at least 75% of SY 2014-15. The number and percent of students who attended 75% or more was highest in the 2013 cohort (28%).

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	21	2	0	n/a
2010	52	25	5	20%
2011	64	45	10	22%
2012	101	72	11	15%
2013	62	57	16	28%
2014	49	45	9	20%
Total	349	246	51	21%

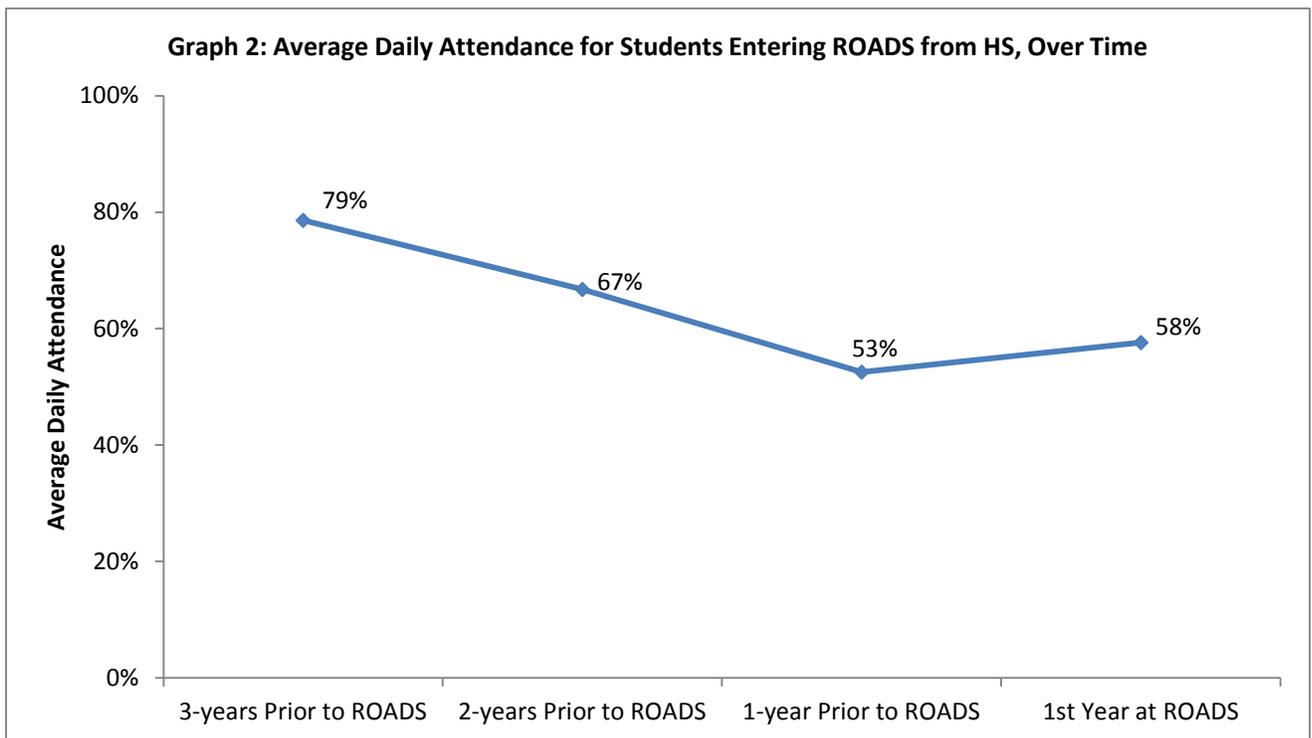
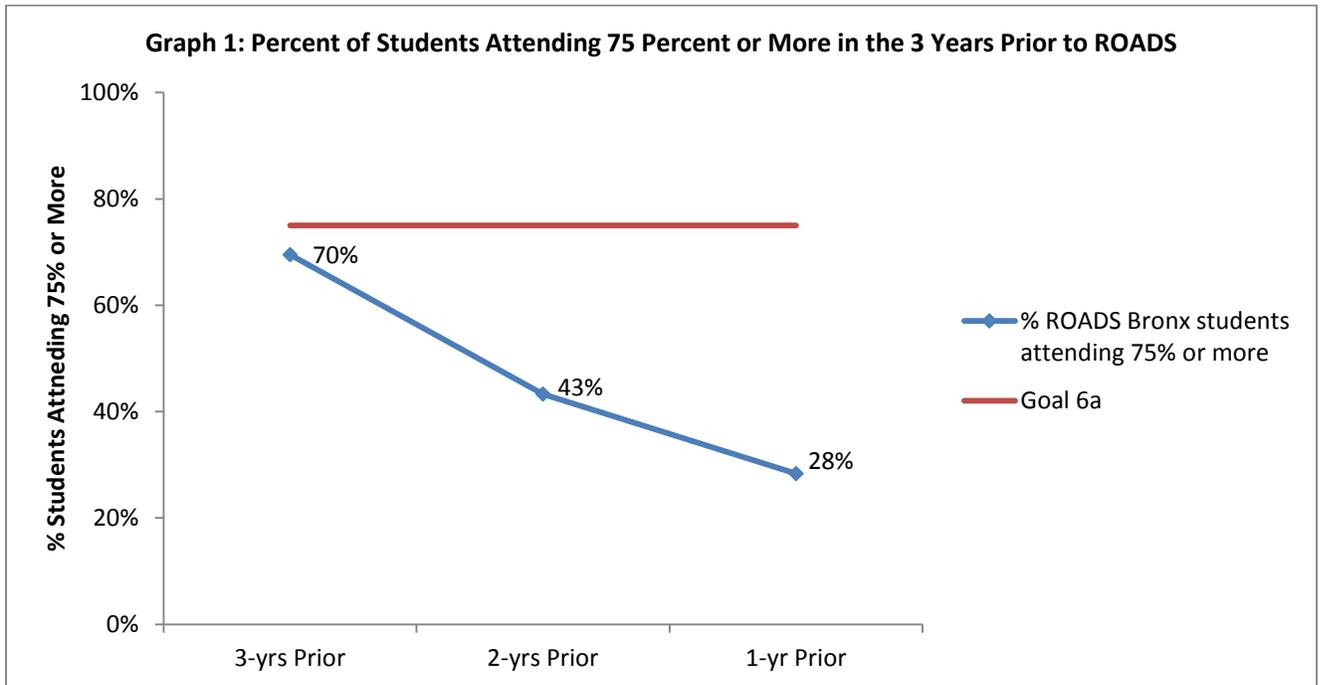
Evaluation

Goal 6a was not achieved, with the highest results in the 2013 cohort at 28%.

Additional Evidence

ROADS Bronx’s student population has a history of severe chronic truancy. Graph 1 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 of each school year had been declining sharply each year in the three years prior to ROADS. Three years prior, when the percentage was highest, 70% of our student population attended school 75% or more of the time—below the level of goal 6a. This percentage dropped to 43% two years prior to ROADS and to 28% the year prior. While ROADS Bronx did not meet goal 6a, our student population has a history of chronic truancy.

Graph 2 shows that ROADS Bronx 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 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. According to results displayed in the table, of the 101 students in the 2012 cohort, 9 or 9% have passed at least two Regents exams. An additional 9 students in cohort 2012 are showing progress towards this measure by having passed one 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	101	9	9%	18	18%

Evaluation

Goal 6b was not achieved. The school has made progress in its third year, increasing the percentage of students to pass at least two regents to 9%.

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 Bronx had its first graduating class in 2014-15, with 7 students graduating. This is 6% of the 2010 cohort, and 6% of the 2011 Graduation Cohort. Although no students graduated within the six-year cohort it represents an achievement and significant progress towards this goal.

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

Cohort Designation	Number in Cohort	Percent Graduating
2009	21	0%
2010	52	6%
2011	64	6%

Evaluation

Goal 6c was not met. ROADS Bronx did not have any students graduate in the sixth year cohort. ROADS did graduate 3 students from the fifth year cohort, 2010, and 4 students from the fourth year cohort, 2011.

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 Bronx 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 2012-13. 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 Bronx 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 2.97 credits over the course of SY 2013-14, below the 7.28 average accumulated by their counterparts at peer transfer high schools. The 52 ROADS Bronx students in the second credit category earned an average of 6.69 credits in SY 2013-14, below the 8.77 average of their peers at peer transfer high schools. However, the 21 ROADS Bronx students in the third credit category earned an average of 11.50 credits, above the 10.06 credits earned on average by their peers at peer transfer high schools. The 3 students in the fourth credit category also outperformed their peers, earning an average of 10.17 credits, compared to a 9.84 average of their peers. These results suggest that while ROADS Bronx is still finding its way with students, who have earned fewer than 11 credits,

once students earn their initial credits, they earn at a high rate, exceeding their peers in the final buckets.

Credit Accumulation by DOE Benchmarked Credit Categories at ROADS Bronx

NYC DOE Benchmarked Credit Categories	All Students		DOE Peer Group Average
	N	Avg.	
i. Students beginning SY 2014-15 with 0.00 - 11.00 Credits	151	2.97	7.28
ii. Students beginning SY 2014-15 with 11.01 - 22.00 Credits	52	6.69	8.77
iii. Students beginning SY 2014-15 with 22.01 - 33.00 Credits	21	11.50	10.06
iv. Students beginning SY 2014-15 with 33.01 - 38.00 Credits	3	10.17	9.84

Evaluation

Goal 6d was not met because the credit accumulation in the first two credit categories is lower on average compared to peer transfer high schools. However, ROADS Bronx students in the remaining two credit categories achieved a higher rate of credit accumulation compared to their counterparts at peer transfer high schools.

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 Bronx 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 Bronx 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). There are 155 students in this sample. The table shows that attendance decreased by an average of -11.6% in SY 2014-15 compared to an average decline in student attendance of -2.7% at peer transfer high schools.

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

ROADS Bronx	Peer Transfer HS (from SY 2012-13)
-11.6%	-2.7%

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 Bronx was 4.3 times lower.

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.

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

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).

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

Results

The table below displays the Regents completion rate for ROADS Bronx compared to the average for peer transfer high schools in SY 2012-13 (the most recent results available for transfer high schools). According to the table, in SY 2014-15 ROADS Bronx completed 6.0% of the Regents needed for all students to earn a Regents diploma, compared to 17.6% on average among peer transfer high schools.

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

ROADS Bronx	Peer Group Average
6.0%	17.6%

Evaluation

Goal 6f was not achieved. The average completion rate for ROADS Bronx fell short of the peer group average by 11.6 percentage points.

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

Results for this goal are not applicable in 2014-15 as no students were in their sixth year of the cohort.

Evaluation

Evaluation of this goal is not applicable in 2013-14 as no students were in their sixth year of the cohort.

Summary of the High School Graduation Goal

The school did not achieve any of the measures associated with the high school graduation goals. ROADS Bronx 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 21 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, 28% of the 2013 cohort had attendance rates above 75%, 9% of cohort 2012 students have passed at least 2 Regents exams and 18% have passed 1 Regents exam, 6% of the 2010 and 2011 cohorts graduated 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.	Not Applicable

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:

A Clear and Renewed Focus on Students' Social-Emotional Needs: We plan to continue investments we made in 2014-15 related to building the capacity of our social work capacity team. Many of our students have experienced significant past trauma that makes attending school and being successful in school extremely challenging. We plan to refine the Individual Life Plan to have a greater impact on student attendance rates, student credit accumulation, and ultimately, student graduation rates. We are implementing a rigorous and

comprehensive ILP scope and sequence as well as meeting frequently and collectively to discuss students' progress-to-goals.

Expanding Students' Career-Focused Curricular Opportunities: We plan to expand our partnership with the New York City Department of Education's CoOp Tech program which provides students with in-school training in nursing, office management, and carpentry. This program allows students to gain real-world experience while accumulating credits at an accelerated rate (students enrolled in these classes earned an additional credit per trimester). In addition, we plan to expand our Career Pathways program to include a music production class, a new class in 2015-16, graphic arts, and culinary instruction. Later in the year, we plan to add a school store, a farmer's market, and coding classes through the Career Pathways program. These activities are designed to increase student engagement, student credit accumulation, and boost student attendance rates.

Introduce Flexible Pathways for Accelerated Credit Accumulation: Many of our students are wage earners or caregivers outside of school, and these important activities often interfere with students' academic progress. To address this, we plan to combine our outcomes-mastery approach with other innovations in credit accumulation – Bridge Academy and Flex Scheduling. We plan to implement Bridge Academy, a program that provides a clearer structure for student-centered learning and student-centered pacing. Bridge Academy allows students who have previously struggled academically to progress at their own pace through content in ELA, US History, Global History, and Algebra. This opportunity provides students with a greater sense of ownership over their own learning and enables students to master standards more quickly than in a traditional classroom. Flex scheduling provides students multiple opportunities to a) accelerate credit accumulation through Bridge Academy or CoOp Tech without interfering with other credit requirements, and b) balance their academic needs with their non-academic personal, family, or work responsibilities.

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 Bronx 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 II	2.24	2.19	33.8%	29.7%	75.8%
ROADS Charter School I	2.24	2.15	32.5%	23.7%	63.9%
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%
ons 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	4163999
Line 2: Year End Per Pupil Count	226
Line 3: Divide Line 1 by Line 2	18425

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)	862277
Line 2: Management and General Cost (Column)	340679
Line 3: Sum of Line 1 and Line 2	1202956
Line 4: Year End Per Pupil Count	226
Line 5: Divide Line 3 by the Year End Per Pupil Count	5323

Thank you.



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

ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

ROADS Charter High School II

Contact Name: Stephanie Mendez
Contact Title: Managing Director, Finance & Operations
Contact Email: [REDACTED]
Contact Phone: [REDACTED]

Current Academic Year: 2015-16

Prior Academic Year: #NAME?

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:	288	240	0	230	0	230	0	220

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

	PRIOR YEAR #NAME? Actual Enrollment	ANNUAL BUDGET ENROLLMENT BY QUARTER						
		QUARTER 1		QUARTER 2		QUARTER 3		QUAR
		Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment
1 PRIMARY District	288	240		230		230		220

PRIMARY/OTHER	DISTRICT NAME(S)
1 PRIMARY District	NYC CHANCELLOR'S OFFICE
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)

II

8	9	10	11	12
	50	75	75	30

	ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
QUARTER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<i>Revised</i>	Actual	Actual	Actual	Actual
0	0	0	0	0
0	0	0	0	0
COMPLETELY pleted.				
	ACTUAL ENROLLMENT BY QUARTER			
QUARTER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<i>Revised Budgeted Enrollment</i>	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

**ROADS CHARTER HIGH SCHOOL
2015-16**

STAFFING PLAN - FULL TIME EQUIVALENT

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

ADMINISTRATIVE PERSONNEL FTE		ANNUAL BUDGETED FTE						
*NOTE: Enter the number of FTE positions in the "blue" cells.		Q1		Q2		Q3		Q
2014-15	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	4.9	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	0.9	1.0		1.0		1.0		1.0
Administrative Staff	2.3	2.0		2.0		2.0		2.0
TOTAL ADMINISTRATIVE STAFF	9.1	10.0	0.0	10.0	0.0	10.0	0.0	10.0
INSTRUCTIONAL PERSONNEL FTE		ANNUAL BUDGETED FTE						
*NOTE: Enter the number of FTE positions in the "blue" cells.		Q1		Q2		Q3		Q
2014-15	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original
Teachers - Regular	8.7	8.0		10.0		10.0		10.0
Teachers - SPED	7.9	10.0		10.0		10.0		10.0
Substitute Teachers	0.0	0.0		0.0		0.0		0.0
Teaching Assistants	1.6	0.0		0.0		0.0		0.0
Specialty Teachers	4.3	4.0		8.0		8.0		8.0
Aides	2.7	2.0		2.0		2.0		2.0
Therapists & Counselors	7.6	3.0		3.0		3.0		3.0
Other	0.7	2.0		2.0		2.0		2.0
TOTAL INSTRUCTIONAL	33.6	29.0	0.0	35.0	0.0	35.0	0.0	35.0
NON-INSTRUCTIONAL PERSONNEL FTE		ANNUAL BUDGETED FTE						
*NOTE: Enter the number of FTE positions in the "blue" cells.		Q1		Q2		Q3		Q
2014-15	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original
Nurse	0.0	0.0		0.0		0.0		0.0
Librarian	0.0	0.0		0.0		0.0		0.0
Custodian	0.0	0.0		0.0		0.0		0.0
Security	0.0	0.0		0.0		0.0		0.0
Other	0.0	0.0		0.0		0.0		0.0
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	39.0	0.0	45.0	0.0	45.0	0.0	45.0

ADMINISTRATIVE PERSONNEL WAGES		ACTUAL QUARTERLY WAGES				Description of Assumptions
<i>*NOTE: Enter the average salary for each category in the "blue" cells.</i>	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
<i>*NOTE: Enter the average salary for each category in the "blue" cells.</i>	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Teachers - Regular						
Teachers - SPED						
Substitute Teachers						
Teaching Assistants						
Specialty Teachers						
Aides						
Therapists & Counselors						We will begin our career ready programming during the second quarter
Other						
NON-INSTRUCTIONAL PERSONNEL WAGES		ACTUAL QUARTERLY WAGES				Description of Assumptions
<i>*NOTE: Enter the average salary for each category in the "blue" cells.</i>	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Nurse						
Librarian						
Custodian						
Security						
Other						

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

		4,465,268	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Revenue		4,465,268	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		3,406,637	1,246,161	#NAME?	#NAME?	1,348,161	#NAME?	#NAME?	1,348,161
Net Income		1,058,631	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		288	240	-	-	230	-	-	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	-	123,422	-	-	#NAME?	-	-	#NAME?	-
Instructional Management	1.00	176,043	40,000	-	#NAME?	40,000	-	#NAME?	40,000
Deans, Directors & Coordinators	6.00	293,616	112,500	-	#NAME?	112,500	-	#NAME?	112,500
CFO / Director of Finance	-	-	-	-	#NAME?	-	-	#NAME?	-
Operation / Business Manager	1.00	16,346	23,750	-	#NAME?	23,750	-	#NAME?	23,750
Administrative Staff	2.00	136,973	27,500	-	#NAME?	27,500	-	#NAME?	27,500
TOTAL ADMINISTRATIVE STAFF	10.00	746,400	203,750	-	#NAME?	203,750	-	#NAME?	203,750
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular	9.50	616,630	136,000	-	#NAME?	170,000	-	#NAME?	170,000
Teachers - SPED	10.00	399,283	175,000	-	#NAME?	175,000	-	#NAME?	175,000
Substitute Teachers	-	18,328	-	-	#NAME?	-	-	#NAME?	-
Teaching Assistants	-	-	-	-	#NAME?	-	-	#NAME?	-
Specialty Teachers	7.00	-	68,000	-	#NAME?	136,000	-	#NAME?	136,000
Aides	2.00	-	25,000	-	#NAME?	25,000	-	#NAME?	25,000
Therapists & Counselors	3.00	-	48,750	-	#NAME?	48,750	-	#NAME?	48,750
Other	2.00	-	25,000	-	#NAME?	25,000	-	#NAME?	25,000
TOTAL INSTRUCTIONAL	33.50	1,034,241	477,750	-	#NAME?	579,750	-	#NAME?	579,750
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	43.50	1,780,641	681,500	-	#NAME?	783,500	-	#NAME?	783,500
PAYROLL TAXES AND BENEFITS									
Payroll Taxes		240,237	68,502	-	#NAME?	68,502	-	#NAME?	68,502
Fringe / Employee Benefits		316,706	99,622	-	#NAME?	99,622	-	#NAME?	99,622
Retirement / Pension		43,948	8,488	-	#NAME?	8,488	-	#NAME?	8,488
TOTAL PAYROLL TAXES AND BENEFITS		600,890	176,612	-	#NAME?	176,612	-	#NAME?	176,612
TOTAL PERSONNEL SERVICE COSTS	43.50	2,381,532	858,112	-	#NAME?	960,112	-	#NAME?	960,112
CONTRACTED SERVICES									
Accounting / Audit		33,231	9,750	-	#NAME?	9,750	-	#NAME?	9,750
Legal		-	500	-	#NAME?	500	-	#NAME?	500
Management Company Fee		340,679	110,341	-	#NAME?	110,341	-	#NAME?	110,341
Nurse Services		-	-	-	#NAME?	-	-	#NAME?	-
Food Service / School Lunch		-	-	-	#NAME?	-	-	#NAME?	-
Payroll Services		15,457	2,000	-	#NAME?	2,000	-	#NAME?	2,000
Special Ed Services		-	-	-	#NAME?	-	-	#NAME?	-
Titlement Services (i.e. Title I)		-	-	-	#NAME?	-	-	#NAME?	-
Other Purchased / Professional / Consulting		115,277	30,250	-	#NAME?	30,250	-	#NAME?	30,250
TOTAL CONTRACTED SERVICES		504,645	152,841	-	#NAME?	152,841	-	#NAME?	152,841

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

Total Revenue	4,465,268	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	3,406,637	1,246,161	#NAME?	#NAME?	1,348,161	#NAME?	#NAME?	1,348,161
Net Income	1,058,631	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	288	240	-	-	230	-	-	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	288	240	-	-	230	-	-	230
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	288	240	-	-	230	-	-	230
REVENUE PER PUPIL	15,504	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
EXPENSES PER PUPIL	11,829	5,192	-	#NAME?	5,862	-	#NAME?	5,862

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	1,348,161	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	220	-	-
	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. ST be completed.				
REVENUES FROM STATE SOURCES	2015-16				
Per Pupil Revenue	Per Pupil Rate				
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
ALL OTHER School Districts: (Weighted Avg)	#N/A	#NAME?	#N/A	#N/A	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue	-	#NAME?	257,591	-	#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?	25,000	-	#NAME?
Title I	-	#NAME?	16,250	-	#NAME?
Title Funding - Other	-	#NAME?	3750	-	#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?	45,000	-	#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?

		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		#NAME?	#NAME?	1,348,161	#NAME?	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		-	-	220	-	-
		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?	112,500	-	#NAME?
CFO / Director of Finance	-	-	#NAME?	-	-	#NAME?
Operation / Business Manager	1.00	-	#NAME?	23,750	-	#NAME?
Administrative Staff	2.00	-	#NAME?	27,500	-	#NAME?
TOTAL ADMINISTRATIVE STAFF	10.00	-	#NAME?	203,750	-	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	9.50	-	#NAME?	170,000	-	#NAME?
Teachers - SPED	10.00	-	#NAME?	175,000	-	#NAME?
Substitute Teachers	-	-	#NAME?	-	-	#NAME?
Teaching Assistants	-	-	#NAME?	-	-	#NAME?
Specialty Teachers	7.00	-	#NAME?	136,000	-	#NAME?
Aides	2.00	-	#NAME?	25,000	-	#NAME?
Therapists & Counselors	3.00	-	#NAME?	48,750	-	#NAME?
Other	2.00	-	#NAME?	25,000	-	#NAME?
TOTAL INSTRUCTIONAL	33.50	-	#NAME?	579,750	-	#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	43.50	-	#NAME?	783,500	-	#NAME?
PAYROLL TAXES AND BENEFITS						
Payroll Taxes	-	-	#NAME?	68,502	-	#NAME?
Fringe / Employee Benefits	-	-	#NAME?	99,622	-	#NAME?
Retirement / Pension	-	-	#NAME?	8,488	-	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS	-	-	#NAME?	176,612	-	#NAME?
TOTAL PERSONNEL SERVICE COSTS	43.50	-	#NAME?	960,112	-	#NAME?
CONTRACTED SERVICES						
Accounting / Audit	-	-	#NAME?	9,750	-	#NAME?
Legal	-	-	#NAME?	500	-	#NAME?
Management Company Fee	-	-	#NAME?	110,341	-	#NAME?
Nurse Services	-	-	#NAME?	-	-	#NAME?
Food Service / School Lunch	-	-	#NAME?	-	-	#NAME?
Payroll Services	-	-	#NAME?	2,000	-	#NAME?
Special Ed Services	-	-	#NAME?	-	-	#NAME?
Titlement Services (i.e. Title I)	-	-	#NAME?	-	-	#NAME?
Other Purchased / Professional / Consulting	-	-	#NAME?	30,250	-	#NAME?
TOTAL CONTRACTED SERVICES	-	-	#NAME?	152,841	-	#NAME?

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	1,348,161	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	220	-	-
	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?	8,500	-	#NAME?
Special Ed Supplies & Materials	-	#NAME?	-	-	#NAME?
Textbooks / Workbooks	-	#NAME?	5,250	-	#NAME?
Supplies & Materials other	-	#NAME?	-	-	#NAME?
Equipment / Furniture	-	#NAME?	21,308	-	#NAME?
Telephone	-	#NAME?	1,914	-	#NAME?
Technology	-	#NAME?	5,656	-	#NAME?
Student Testing & Assessment	-	#NAME?	-	-	#NAME?
Field Trips	-	#NAME?	12,675	-	#NAME?
Transportation (student)	-	#NAME?	2,388	-	#NAME?
Student Services - other	-	#NAME?	92,750	-	#NAME?
Office Expense	-	#NAME?	19,250	-	#NAME?
Staff Development	-	#NAME?	-	-	#NAME?
Staff Recruitment	-	#NAME?	2,500	-	#NAME?
Student Recruitment / Marketing	-	#NAME?	-	-	#NAME?
School Meals / Lunch	-	#NAME?	1,125	-	#NAME?
Travel (Staff)	-	#NAME?	344	-	#NAME?
Fundraising	-	#NAME?	-	-	#NAME?
Other	-	#NAME?	9,300	-	#NAME?
TOTAL SCHOOL OPERATIONS	-	#NAME?	182,959	-	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	-	#NAME?	15,000	-	#NAME?
Janitorial	-	#NAME?	-	-	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	-	#NAME?	8,750	-	#NAME?
Repairs & Maintenance	-	#NAME?	2,250	-	#NAME?
Equipment / Furniture	-	#NAME?	-	-	#NAME?
Security	-	#NAME?	-	-	#NAME?
Utilities	-	#NAME?	-	-	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	-	#NAME?	26,000	-	#NAME?
DEPRECIATION & AMORTIZATION	-	#NAME?	20,000	-	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	6,250	-	#NAME?
TOTAL EXPENSES	-	#NAME?	1,348,161	-	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	1,348,161	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	220	-	-
	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	-	-	220	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-
TOTAL ENROLLMENT	-	-	220	-	-
REVENUE PER PUPIL	-	#NAME?	#NAME?	-	#NAME?
EXPENSES PER PUPIL	-	#NAME?	6,128	-	#NAME?

ROADS CHARTER HIGH
Budget / Operatin
2015-16

		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		5,290,645	#NAME?	#NAME?	(1,884,009)	#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?	123,422	#NAME?
Instructional Management	1.00	160,000	#NAME?	#NAME?	16,043	#NAME?
Deans, Directors & Coordinators	6.00	450,000	#NAME?	#NAME?	(156,384)	#NAME?
CFO / Director of Finance	-	-	#NAME?	#NAME?	-	#NAME?
Operation / Business Manager	1.00	95,000	#NAME?	#NAME?	(78,654)	#NAME?
Administrative Staff	2.00	110,000	#NAME?	#NAME?	26,973	#NAME?
TOTAL ADMINISTRATIVE STAFF	10.00	815,000	#NAME?	#NAME?	(68,600)	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	9.50	646,000	#NAME?	#NAME?	(29,370)	#NAME?
Teachers - SPED	10.00	700,000	#NAME?	#NAME?	(300,717)	#NAME?
Substitute Teachers	-	-	#NAME?	#NAME?	18,328	#NAME?
Teaching Assistants	-	-	#NAME?	#NAME?	-	#NAME?
Specialty Teachers	7.00	476,000	#NAME?	#NAME?	(476,000)	#NAME?
Aides	2.00	100,000	#NAME?	#NAME?	(100,000)	#NAME?
Therapists & Counselors	3.00	195,000	#NAME?	#NAME?	(195,000)	#NAME?
Other	2.00	100,000	#NAME?	#NAME?	(100,000)	#NAME?
TOTAL INSTRUCTIONAL	33.50	2,217,000	#NAME?	#NAME?	(1,182,759)	#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	43.50	3,032,000	#NAME?	#NAME?	(1,251,359)	#NAME?
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		274,008	#NAME?	#NAME?	(33,771)	#NAME?
Fringe / Employee Benefits		398,488	#NAME?	#NAME?	(81,782)	#NAME?
Retirement / Pension		33,951	#NAME?	#NAME?	9,997	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		706,447	#NAME?	#NAME?	(105,556)	#NAME?
TOTAL PERSONNEL SERVICE COSTS	43.50	3,738,447	#NAME?	#NAME?	(1,356,915)	#NAME?
CONTRACTED SERVICES						
Accounting / Audit		39,000	#NAME?	#NAME?	(5,769)	#NAME?
Legal		2,000	#NAME?	#NAME?	(2,000)	#NAME?
Management Company Fee		441,364	#NAME?	#NAME?	(100,685)	#NAME?
Nurse Services		-	#NAME?	#NAME?	-	#NAME?
Food Service / School Lunch		-	#NAME?	#NAME?	-	#NAME?
Payroll Services		8,000	#NAME?	#NAME?	7,457	#NAME?
Special Ed Services		-	#NAME?	#NAME?	-	#NAME?
Titlment Services (i.e. Title I)		-	#NAME?	#NAME?	-	#NAME?
Other Purchased / Professional / Consulting		121,000	#NAME?	#NAME?	(5,723)	#NAME?
TOTAL CONTRACTED SERVICES		611,364	#NAME?	#NAME?	(106,719)	#NAME?

**ROADS CHARTER HIGH
Budget / Operatin
2015-16**

	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
	5,290,645	#NAME?	#NAME?	(1,884,009)	#NAME?
	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Revenue					
Total Expenses					
Net Income					
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	34,000	#NAME?	#NAME?	2,831	#NAME?
Special Ed Supplies & Materials	-	#NAME?	#NAME?	-	#NAME?
Textbooks / Workbooks	21,000	#NAME?	#NAME?	(4,041)	#NAME?
Supplies & Materials other	-	#NAME?	#NAME?	-	#NAME?
Equipment / Furniture	85,230	#NAME?	#NAME?	(5,141)	#NAME?
Telephone	7,655	#NAME?	#NAME?	27,347	#NAME?
Technology	22,625	#NAME?	#NAME?	18,611	#NAME?
Student Testing & Assessment	-	#NAME?	#NAME?	1,528	#NAME?
Field Trips	50,700	#NAME?	#NAME?	21,769	#NAME?
Transportation (student)	9,550	#NAME?	#NAME?	7,791	#NAME?
Student Services - other	371,000	#NAME?	#NAME?	(356,224)	#NAME?
Office Expense	77,000	#NAME?	#NAME?	(7,924)	#NAME?
Staff Development	-	#NAME?	#NAME?	-	#NAME?
Staff Recruitment	10,000	#NAME?	#NAME?	(2,935)	#NAME?
Student Recruitment / Marketing	-	#NAME?	#NAME?	140	#NAME?
School Meals / Lunch	4,500	#NAME?	#NAME?	(2,379)	#NAME?
Travel (Staff)	1,375	#NAME?	#NAME?	7,280	#NAME?
Fundraising	-	#NAME?	#NAME?	-	#NAME?
Other	37,200	#NAME?	#NAME?	(22,985)	#NAME?
TOTAL SCHOOL OPERATIONS	731,835	#NAME?	#NAME?	(314,332)	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	60,000	#NAME?	#NAME?	(27,362)	#NAME?
Janitorial	-	#NAME?	#NAME?	-	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	35,000	#NAME?	#NAME?	(15,978)	#NAME?
Repairs & Maintenance	9,000	#NAME?	#NAME?	(3,327)	#NAME?
Equipment / Furniture	-	#NAME?	#NAME?	-	#NAME?
Security	-	#NAME?	#NAME?	-	#NAME?
Utilities	-	#NAME?	#NAME?	-	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	104,000	#NAME?	#NAME?	(46,666)	#NAME?
DEPRECIATION & AMORTIZATION	80,000	#NAME?	#NAME?	(59,377)	#NAME?
RESERVES / CONTINGENCY	25,000	#NAME?	#NAME?	-	#NAME?
TOTAL EXPENSES	5,290,645	#NAME?	#NAME?	(1,884,009)	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

H SCHOOL II
g Plan

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions
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	9.50
Teachers - SPED	10.00
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	7.00
Aides	2.00
Therapists & Counselors	3.00
Other	2.00
TOTAL INSTRUCTIONAL	33.50

NON-INSTRUCTIONAL PERSONNEL COSTS	
Nurse	-
Librarian	-
Custodian	-
Security	-
Other	-
TOTAL NON-INSTRUCTIONAL	-

SUBTOTAL PERSONNEL SERVICE COSTS	43.50
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PAYROLL TAXES AND BENEFITS	
Payroll Taxes	
Fringe / Employee Benefits	
Retirement / Pension	
TOTAL PAYROLL TAXES AND BENEFITS	

TOTAL PERSONNEL SERVICE COSTS	43.50
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CONTRACTED SERVICES	
Accounting / Audit	
Legal	
Management Company Fee	
Nurse Services	
Food Service / School Lunch	
Payroll Services	
Special Ed Services	
Titement Services (i.e. Title I)	
Other Purchased / Professional / Consulting	
TOTAL CONTRACTED SERVICES	

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment
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

DESCRIPTION OF ASSUMPTIONS

H SCHOOL II
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

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ALL OTHER School Districts: (Weighted Avg)

TOTAL ENROLLMENT

REVENUE PER PUPIL

EXPENSES PER PUPIL

**ROADS CHARTER HIGH SCHOOL II
BALANCE SHEET
2015-16**

	<u>Prior Year</u>	Q1	Q2	Q3	Q4
	<u>#NAME?</u>	As of 9/30	As of 12/31	As of 3/31	As of 6/30
ASSETS					
CURRENT ASSETS					
Cash and cash equivalents	\$885,100	\$-	\$-	\$-	\$-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	79,530	-	-	-	-
Prepaid Expenses	1,515	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	966,145	-	-	-	-
PROPERTY, BUILDING AND EQUIPMENT, net	293,572	-	-	-	-
OTHER ASSETS	(163,991)	-	-	-	-
TOTAL ASSETS	1,095,726	-	-	-	-
LIABILITIES AND NET ASSETS					
CURRENT LIABILITIES					
Accounts payable and accrued expenses	\$(187,082)	\$-	\$-	\$-	\$-
Accrued payroll and benefits	5,635	-	-	-	-
Deferred Revenue	331,360	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	23	-	-	-	-
TOTAL CURRENT LIABILITIES	149,936	-	-	-	-
LONG-TERM DEBT and NOTES PAYABLE, net current maturities	-	-	-	-	-
TOTAL LIABILITIES	149,936	-	-	-	-
NET ASSETS					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	149,936	-	-	-	-

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

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

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

EXPENSES

		Quarter 0					
		No. of Positions					
ADMINISTRATIVE STAFF PERSONNEL COSTS							
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 Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance

EXPENSES		Quarter 0							
		No. of Positions							
ADMINISTRATIVE STAFF PERSONNEL COSTS									
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?	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed					
	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 Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	3rd 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?	-
-	#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?

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

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

TOTALS AND VARIANCE ANALYSIS

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

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget
--	--------	----------------------------------	---------------------------	---------------------	------------------------------	-----------------------------------	----------------------------

ENROLLMENT - *School Districts Are Linked To Above Entries*	* Enrollment Data 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
NYC CHANCELLOR'S OFFICE	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
ALL OTHER School Districts: (Count = 0)	-	-	-			-	-
TOTAL ENROLLMENT	-	-	-			-	-
REVENUE PER PUPIL	-	-	-			-	-
EXPENSES PER PUPIL	-	-	-			-	-

DL II

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	5,290,645	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual vs. Original Budget TY		PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
	Original Budget - TY	Original Budget TY	Actual CY	Actual PY

EXPENSES		Quarter 0 No. of Positions	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?
Instructional Management	#NAME?	160,000	#NAME?	#NAME?	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?	450,000	#NAME?	#NAME?	#NAME?	#NAME?
CFO / Director of Finance	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?
Operation / Business Manager	#NAME?	95,000	#NAME?	#NAME?	#NAME?	#NAME?
Administrative Staff	#NAME?	110,000	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	#NAME?	815,000	#NAME?	#NAME?	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	#NAME?	646,000	#NAME?	#NAME?	#NAME?	#NAME?
Teachers - SPED	#NAME?	700,000	#NAME?	#NAME?	#NAME?	#NAME?
Substitute Teachers	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?
Teaching Assistants	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?
Specialty Teachers	#NAME?	476,000	#NAME?	#NAME?	#NAME?	#NAME?
Aides	#NAME?	100,000	#NAME?	#NAME?	#NAME?	#NAME?
Therapists & Counselors	#NAME?	195,000	#NAME?	#NAME?	#NAME?	#NAME?
Other	#NAME?	100,000	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	#NAME?	2,217,000	#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?	3,032,000	#NAME?	#NAME?	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		274,008	#NAME?	#NAME?	#NAME?	#NAME?
Fringe / Employee Benefits		398,488	#NAME?	#NAME?	#NAME?	#NAME?
Retirement / Pension		33,951	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		706,447	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS	#NAME?	3,738,447	#NAME?	#NAME?	#NAME?	#NAME?
CONTRACTED SERVICES						
Accounting / Audit		39,000	#NAME?	#NAME?	#NAME?	#NAME?
Legal		2,000	#NAME?	#NAME?	#NAME?	#NAME?
Management Company Fee		441,364	#NAME?	#NAME?	#NAME?	#NAME?
Nurse Services		-	#NAME?	#NAME?	#NAME?	#NAME?
Food Service / School Lunch		-	#NAME?	#NAME?	#NAME?	#NAME?
Payroll Services		8,000	#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		121,000	#NAME?	#NAME?	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES		611,364	#NAME?	#NAME?	#NAME?	#NAME?

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	5,290,645	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	
\$				
*NOTE: Enrollment, Revenue and Expenditure 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	34,000	#NAME?	#NAME?	#NAME?
Special Ed Supplies & Materials	-	#NAME?	#NAME?	#NAME?
Textbooks / Workbooks	21,000	#NAME?	#NAME?	#NAME?
Supplies & Materials other	-	#NAME?	#NAME?	#NAME?
Equipment / Furniture	85,230	#NAME?	#NAME?	#NAME?
Telephone	7,655	#NAME?	#NAME?	#NAME?
Technology	22,625	#NAME?	#NAME?	#NAME?
Student Testing & Assessment	-	#NAME?	#NAME?	#NAME?
Field Trips	50,700	#NAME?	#NAME?	#NAME?
Transportation (student)	9,550	#NAME?	#NAME?	#NAME?
Student Services - other	371,000	#NAME?	#NAME?	#NAME?
Office Expense	77,000	#NAME?	#NAME?	#NAME?
Staff Development	-	#NAME?	#NAME?	#NAME?
Staff Recruitment	10,000	#NAME?	#NAME?	#NAME?
Student Recruitment / Marketing	-	#NAME?	#NAME?	#NAME?
School Meals / Lunch	4,500	#NAME?	#NAME?	#NAME?
Travel (Staff)	1,375	#NAME?	#NAME?	#NAME?
Fundraising	-	#NAME?	#NAME?	#NAME?
Other	37,200	#NAME?	#NAME?	#NAME?
TOTAL SCHOOL OPERATIONS	731,835	#NAME?	#NAME?	#NAME?
FACILITY OPERATION & MAINTENANCE				
Insurance	60,000	#NAME?	#NAME?	#NAME?
Janitorial	-	#NAME?	#NAME?	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	35,000	#NAME?	#NAME?	#NAME?
Repairs & Maintenance	9,000	#NAME?	#NAME?	#NAME?
Equipment / Furniture	-	#NAME?	#NAME?	#NAME?
Security	-	#NAME?	#NAME?	#NAME?
Utilities	-	#NAME?	#NAME?	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	104,000	#NAME?	#NAME?	#NAME?
DEPRECIATION & AMORTIZATION	80,000	#NAME?	#NAME?	#NAME?
RESERVES / CONTINGENCY	25,000	#NAME?	#NAME?	#NAME?
TOTAL EXPENSES	5,290,645	#NAME?	#NAME?	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?

DL II

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	5,290,645	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	\$	Actual vs. Original Budget - TY	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				-	-



Annual Report Requirement
for SUNY Authorized Charter Schools
ROADS CHARTER HIGH SCHOOL II
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: 07/29/2015

Last updated: 07/31/2015

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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 2 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. Automatic 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: 07/29/2015

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
	20	13	15

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
	7	3	4

Thank you



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

Charter School Name:	ROADS II Charter High 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, CPAs 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 (<i>if not applicable fill in "N/A"</i>):
Management Letter	
Management Letter Response	
Form 990	An extension has been filed
Federal Single Audit (A-133) ¹	
Corrective Action Plan	N/A

Please also send an ELECTRONIC copy of: 1.) This transmittal 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
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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 II

FINANCIAL STATEMENTS

JUNE 30, 2015

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR JUNE 30, 2014)

ROADS CHARTER SCHOOL II

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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
ROADS Charter School II

Report on the Financial Statements

We have audited the accompanying financial statements of ROADS Charter School II (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 II 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 II'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 II
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2015
(WITH SUMMARIZED COMPARATIVE INFORMATION FOR JUNE 30, 2014)

ASSETS	2015	2014
Cash	\$ 837,763	\$ 614,840
Grants receivable	89,485	80,305
Prepaid expenses and other assets	17,131	106,428
Property and equipment, net	76,214	150,129
Due from related parties	104,526	-
	<u>\$ 1,125,119</u>	<u>\$ 951,702</u>
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable and accrued expenses	\$ 192,449	\$ 77,985
Accrued salaries and other payroll related expenses	138,103	211,266
Due to NYC Department of Education	161,316	40,649
Due to related parties	33	2,674
	<u>491,901</u>	<u>332,574</u>
NET ASSETS		
Unrestricted	<u>633,218</u>	<u>619,128</u>
	<u>\$ 1,125,119</u>	<u>\$ 951,702</u>

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

ROADS CHARTER SCHOOL II
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	\$ 4,456,041	\$ 3,804,066
Government grants and contracts	<u>204,937</u>	<u>189,475</u>
	<u>4,660,978</u>	<u>3,993,541</u>
EXPENSES		
Program	3,887,750	3,294,849
Management	<u>759,138</u>	<u>831,523</u>
	<u>4,646,888</u>	<u>4,126,372</u>
SURPLUS (DEFICIENCY) FROM SCHOOL OPERATIONS	<u>14,090</u>	<u>(132,831)</u>
SUPPORT AND OTHER INCOME		
In-kind program services	-	197,523
Contributions and other grants	-	54
Interest and other income	<u>-</u>	<u>1,585</u>
	<u>-</u>	<u>199,162</u>
CHANGE IN NET ASSETS	14,090	66,331
NET ASSETS - BEGINNING OF YEAR	<u>619,128</u>	<u>552,797</u>
NET ASSETS - END OF YEAR	<u>\$ 633,218</u>	<u>\$ 619,128</u>

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

ROADS CHARTER SCHOOL II
 STATEMENT OF FUNCTIONAL EXPENSES
 FOR THE YEAR ENDED JUNE 30, 2015
 (WITH SUMMARIZED COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2014)

	No. of Positions	Program Services			Total Program	Supporting Services Management and General	2015		2014	
		General Education	Special Education							
Personnel services costs:										
Instructional personnel	34	\$ 1,114,852	\$ 1,255,816	\$ 2,370,668	\$ -	\$ -	2,370,668	\$ 2,040,283	2,040,283	\$ 2,040,283
Non-instructional personnel	9	-	-	-	-	471,349	471,349	403,170	403,170	403,170
Total salaries and wages		1,114,852	1,255,816	2,370,668		471,349	2,842,017	2,443,453	2,443,453	2,443,453
Payroll taxes and employee benefits		244,032	274,889	518,921		103,175	622,096	525,709	525,709	525,709
Advertising and recruiting		2,830	3,189	6,019		1,197	7,216	3,052	3,052	3,052
Outside services		51,526	58,040	109,566		21,784	131,350	98,803	98,803	98,803
Management fees		174,799	196,901	371,700		73,904	445,604	197,523	197,523	197,523
Equipment		9,682	10,908	20,590		4,094	24,684	168,788	168,788	168,788
Insurance		12,803	14,422	27,225		5,413	32,638	33,039	33,039	33,039
Student services		65,630	45,637	111,267		-	111,267	112,934	112,934	112,934
Postage and shipping		2,676	3,014	5,690		1,131	6,821	3,460	3,460	3,460
Printing		5,931	6,681	12,612		2,508	15,120	17,348	17,348	17,348
Office supplies and instructional materials		105,682	119,044	224,726		44,681	269,407	267,144	267,144	267,144
Professional development		22,155	24,955	47,110		9,367	56,477	148,709	148,709	148,709
Miscellaneous		-	-	-		8,276	8,276	580	580	580
Telephone and communications		-	-	-		-	-	-	-	-
Depreciation		28,995	32,661	61,656		12,259	73,915	90,715	90,715	90,715
Theft of property and equipment		-	-	-		-	-	-	-	-
		\$ 1,841,593	\$ 2,046,157	\$ 3,887,750		\$ 759,138	\$ 4,646,888	\$ 4,126,372	\$ 4,126,372	\$ 4,126,372

The accompanying notes are an integral part of these financial statements

ROADS CHARTER SCHOOL II
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	\$ 4,769,824	\$ 3,956,016
Other cash received	-	199,162
Cash paid to employees and suppliers	<u>(4,546,901)</u>	<u>(4,031,445)</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES	<u>222,923</u>	<u>123,733</u>
CASH FLOW FROM INVESTING ACTIVITIES		
Purchase of property and equipment	<u>-</u>	<u>(25,193)</u>
NET CASH USED IN INVESTING ACTIVITIES	<u>-</u>	<u>(25,193)</u>
NET INCREASE IN CASH	222,923	98,540
CASH - BEGINNING OF YEAR	<u>614,840</u>	<u>516,300</u>
CASH - END OF YEAR	<u>\$ 837,763</u>	<u>\$ 614,840</u>
Reconciliation of change in net assets to net cash provided by operating activities:		
Change in net assets	\$ 14,090	\$ 66,331
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	73,915	90,715
Theft of property and equipment	-	15,115
Changes in operating assets and liabilities:		
Grants receivable	(9,180)	(17,137)
Prepaid expenses and other assets	89,297	(62,879)
Due from related parties	(104,526)	12,958
Accounts payable and accrued expenses	114,464	(93,546)
Accrued salaries and other payroll related expenses	(73,163)	132,564
Due to NYC Department of Education	120,667	(23,062)
Due to related parties	<u>(2,641)</u>	<u>2,674</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES	<u>\$ 222,923</u>	<u>\$ 123,733</u>

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

ROADS CHARTER SCHOOL II

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

1. NATURE OF THE ORGANIZATION

ROADS Charter School II (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 the Bronx 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 the statement of financial position and that the amounts of change in each of those classes of net assets be displayed in the 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.

ROADS CHARTER SCHOOL II

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015

3. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

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 \$89,485 and \$80,305 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.

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 \$0 and \$197,523 for the years ended June 30, 2015 and 2014, respectively, and are reflected as income in the respective years (Note 5).

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 \$854 and \$1,032 advertising costs for the years ended June 30, 2015 and 2014, respectively, which is included in the accompanying statement of functional expenses under advertising and recruiting.

ROADS CHARTER SCHOOL II

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Functional Allocation of Expenses

The costs of providing the various programs and other activities have been summarized on a functional basis. 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.

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.

ROADS CHARTER SCHOOL II

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

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. 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:

	<u>2015</u>	<u>2014</u>
Charter School Planning Grant	\$ -	\$ 8,000
Title I	82,493	65,313
Title II	6,992	6,992
	<u>\$ 89,485</u>	<u>\$ 80,305</u>

4. PROPERTY AND EQUIPMENT

Property and equipment consist of the following at June 30:

	<u>2014</u>	<u>2013</u>	Estimated Useful Lives
Furniture and fixtures	\$ 111,657	\$ 111,657	5 years
Equipment	135,740	135,740	3 years
Software	46,101	46,101	3 years
	<u>293,498</u>	<u>293,498</u>	
Less: accumulated depreciation and amortization	<u>(217,284)</u>	<u>(143,369)</u>	
	<u>\$ 76,214</u>	<u>\$ 150,129</u>	

Depreciation and amortization expense for the years ended June 30, 2015 and 2014 was \$73,915 and \$90,715, respectively. For the year ended June 30, 2014, equipment with a cost basis of \$30,945 and accumulated depreciation of \$15,830 was stolen, resulting in a net loss of \$15,115.

ROADS CHARTER SCHOOL II

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

5. 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 \$445,604 and \$197,523, respectively. For the year ended June 30, 2014, the School accounted for \$197,523 of such services as donated services and recognized the fee as both income and expense in the accompanying financial statements.

At June 30, 2015, the balance due from Roads Inc. amounted to \$104,526. At June 30, 2014, the balance due to Roads Inc. amounted to \$2,641. These amounts are comprised of expenses paid by Roads Inc. on behalf of the School, and vice versa.

For operational efficiency and purchasing power, the School also shares expenses with Roads Charter School I ("Roads I"), which is related by common management. At June 30, 2015 and 2014, the balance due to Roads I from the School amounted to \$33.

6. 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 1010 Rev. James A Polite Ave, Bronx, New York, and is not responsible for rent, utilities, custodial services, maintenance, or school safety. Approximately 10,700 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 \$13,946, respectively.

7. 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 \$50,007 and \$41,539, respectively, which is included in payroll taxes and employee benefits in the accompanying statement of functional expenses.

8. 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.

ROADS CHARTER SCHOOL II

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

9. 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 limit of \$250,000.

The School received approximately 96% and 91% of its total revenue from per pupil funding from the NYCDOE for the years ended June 30, 2015 and 2014, respectively.

Two major grantors accounted for 100% of grants receivable at June 30, 2015. Three major grantors accounted for 100% of grants receivable at June 30, 2014.

Two vendors accounted for approximately 73% of accounts payable at June 30, 2015. Four vendors accounted for approximately 64% of accounts payable at June 30, 2014.



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 II

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 II (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.

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

ROADS Charter School II'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

ROADS CHARTER SCHOOL II

SCHEDULE OF FINDINGS AND RESPONSES
June 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

ROADS CHARTER SCHOOL II

SCHEDULE OF FINDINGS AND RESPONSES June 30, 2015

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.

ROADS CHARTER SCHOOL II

SCHEDULE OF FINDINGS AND RESPONSES June 30, 2015

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 II

SCHEDULE OF PRIOR AUDIT FINDINGS
June 30, 2015

Section II - Financial Statement Findings

Finding No. 2014-01

Condition:

Laptops and related equipment used by the students with a carrying value of \$15,115 and \$24,315 for the year ended June 30, 2014 and the period ended June 30, 2013 was stolen.

Current Status:

The finding has been corrected.

ROADS Charter School II

Communication With Those Charged With Governance

OCTOBER 30, 2015



October 30, 2015

To the Audit Committee
ROADS Charter School II

We have audited the financial statements of ROADS Charter School II (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 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 II. 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 II.

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 II 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.

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 II recorded grants receivable of \$89,485. 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(s) affecting the financial statements were:

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 20 audit adjustments (3 reclassification adjustments and 5 prepared by client) that decreased net assets by approximately \$166,000. In the prior year, there were 5 audit adjustments (2 reclassification adjustment and 1 prepared by client) that increased net assets by approximately \$138,000

The most significant adjustments were:

- To reclass a related party receivable that was included in accounts payable for approximately \$197,500.
- To decrease net assets by approximately \$161,000 to adjust per pupil revenues per final reconciliation provided by NYCDOE.
- To increase cash by approximately \$74,000 for an outstanding check that was voided subsequent to year end.
- To decrease net assets by approximately \$31,000 to adjust management fees per the final per pupil revenues.
- To increase net assets by approximately \$22,000 to adjust expenses recorded for fiscal year 2016.

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

Please note: Comments with an asterisk (*) was communicated in the prior fiscal year.

***Student File Testing:**

The School's Policies and Procedures require various forms to be maintained in each student file. Our testing of the student files revealed an instance where one student was missing proof of residency.

Accordingly, we recommend that policies be implemented to ensure compliance with the School's established protocol as well as the authority regulators.

Cash Disbursement Testing:

Our testing of cash disbursements revealed an instance where only a copy of the check issued was available. The School was unable to provide the proper documentation for review

Accordingly, we recommend that policies be implemented to ensure compliance with the School's established protocol.

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 II 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 CPAs, 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/d320e73a938ba2f586>

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 II (SUNY TRUSTEES) 321200861010

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

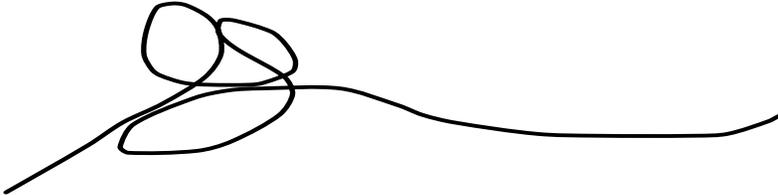
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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

A handwritten signature in black ink, consisting of a series of loops and a long horizontal stroke extending to the right.

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/bcf5b0ec602b84707c>

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 II (SUNY TRUSTEES) 321200861010

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

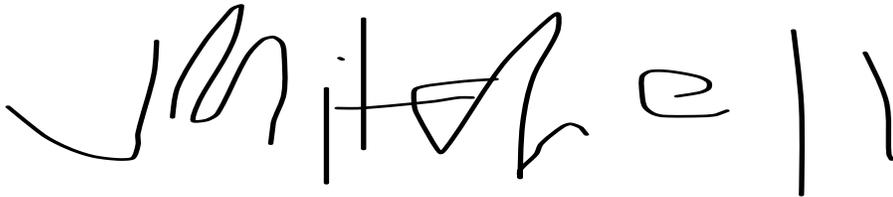
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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

A handwritten signature in black ink, appearing to read "J. M. H. E. | |". The signature is written in a cursive, stylized font.

Thank you.

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

Created Thursday, August 27, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/7a8e7fbb7721b720cb>

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]
[REDACTED]	10006

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 II (SUNY TRUSTEES) 321200861010

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

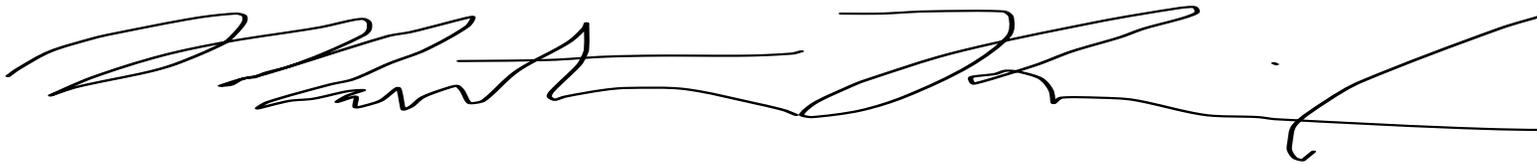
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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

A handwritten signature in black ink, appearing to be "Paul A. Johnson", written across the page.

Thank you.

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

Created Friday, October 30, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/69bc3d78b41ae0c173>

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 II (SUNY TRUSTEES) 321200861010

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

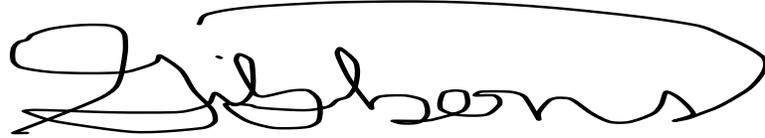
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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

A handwritten signature in black ink that appears to read "Tracy". The letters are stylized and connected, with a large loop under the 'y'.A handwritten signature in black ink that appears to read "Gibson". The letters are highly stylized and cursive, with a large loop at the end.

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/3ec1ad82f636bea3f4>

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 II (SUNY TRUSTEES) 321200861010

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

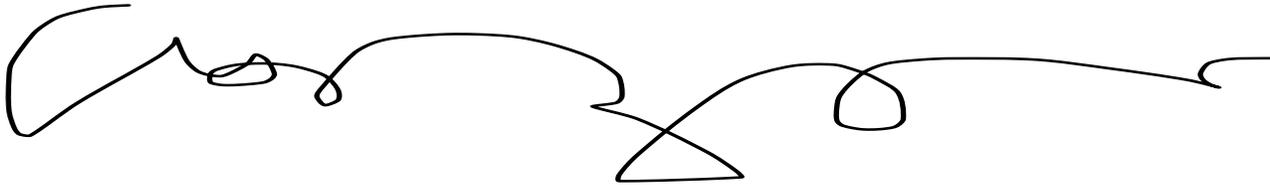
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke.

Thank you.