



Entry 1 School Information

Created: 06/20/2016

Last updated: 08/01/2016

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Page 1

a. SCHOOL NAME AND BEDS#

(Select name from the drop down menu)

ROADS CS II (SUNY TRUSTEES) 321200861010

b. CHARTER AUTHORIZER

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

SUNY-Authorized Charter School

c. DISTRICT / CSD OF LOCATION

NYC CSD 12

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	1010 Rev. James A Polite Avenue Bronx, NY 10459			

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Seth Schoenfeld

Title	Chief Executive Officer
Emergency Phone Number (###-###-####)	

e. SCHOOL WEB ADDRESS (URL)

www.roadsschools.org

f. DATE OF INITIAL CHARTER

04/2011

g. DATE FIRST OPENED FOR INSTRUCTION

08/2012

i. TOTAL ENROLLMENT ON JUNE 30, 2016

226

j. GRADES SERVED IN SCHOOL YEAR 2015-16

Check all that apply

Grades Served	9, 10, 11, 12, Ungraded
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k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes

k2. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	ROADS Charter Schools Inc
PHYSICAL STREET ADDRESS	81 Prospect Street, Suite 7011
CITY	Brooklyn

STATE	NY
ZIP CODE	11201
EMAIL ADDRESS	

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I1. FACILITIES

Does the school maintain or operate multiple sites?

	No, just one site.
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I2. SCHOOL SITES

Please list the sites where the school will operate for the upcoming school year.

	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 Ave, Bronx, NY 10459		CSD 12	9-12	Yes	DOE space
Site 2						
Site 3						

I2a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Seth Schoenfeld			
Operational Leader	Athena Costanza			
Compliance Contact	Athena Costanza			
Complaint Contact	Seth Schoenfeld			

n1. Were there any revisions to the school's charter during the 2015-16 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Name and Position of Individual(s) Who Completed the 2015-16 Annual Report.

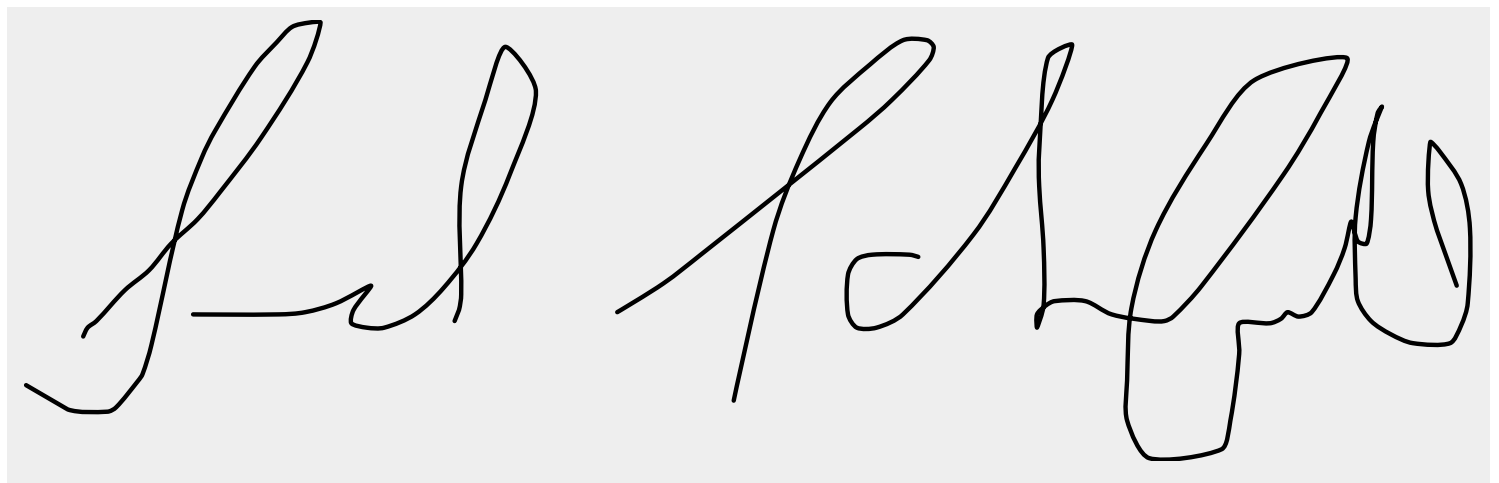
Athena Costanza School Compliance Officer

p. 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 then use the mouse on your PC or the stylist on your mobile device to sign your name).**

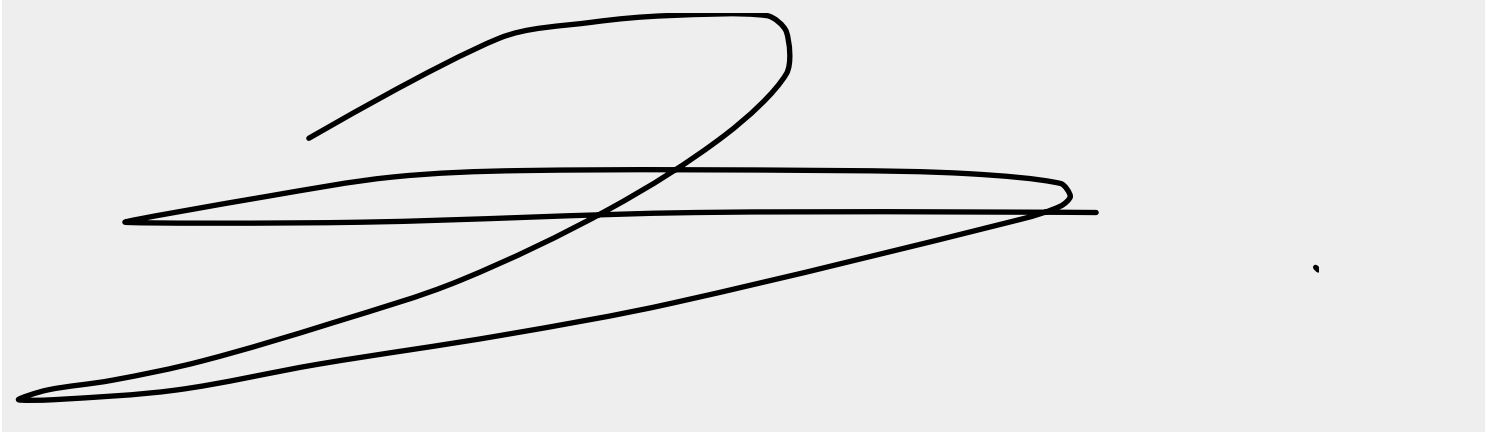
Responses Selected:

Yes

Signature, Head of Charter School

The image shows two distinct handwritten signatures in black ink on a light gray background. The signature on the left is a cursive 'A' followed by a stylized 'C'. The signature on the right is a more complex cursive script, possibly reading 'Athena Costanza'.

Signature, President of the Board of Trustees

A large, stylized handwritten signature in black ink on a light gray background. The signature consists of several sweeping, interconnected loops and lines, characteristic of a cursive or calligraphic style.

Date

2016/07/31

Thank you.



Entry 2 Link

Last updated: 07/22/2016

Page 1

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).

<https://data.nysed.gov/reportcard.php?instid=800000070534&year=2015&createreport=1&allchecked=1&enrollment=1&avgclasssize=1&freelunch=1&attendance=1&suspensions=1&teacherqual=1&teacherturnover=1&staffcounts=1&hscompleters=1&hsnoncompleters=1&postgradcompleters=1&naep=1&cohort=1®ents=1&secondELA=1&secondMATH=1&unweighted=1&gradrate=1>

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

**2015-16 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute
on:

September 15, 2016

By the Board of Trustees and Chief Executive
Officer



INTRODUCTION

Chester Asher, Principal ROADS II High School; Jacqueline Chu, Chien-Li Chung, Alysha Johnson and Carol Matthews, Consultants, prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

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

Chester Asher has served as the school leader since July 2015.

INTRODUCTION

ROADS II admits students who are 15 or 16 years of age the year that they enter our program. We provide priority enrollment to applicants who have a history of criminal justice involvement, are involved with the foster care system and/or child welfare system, or are homeless or runaway youth. The following graphs reflect how our students are the most “at-risk” of transfer high school students in New York City.

Peer Transfer High School data are from NYC DOE school quality reports and city-wide data for transfer high schools for FY14-15. (<http://schools.nyc.gov/Accountability/tools/report/default.htm>)¹

ROADS II is not your typical transfer high school. When our students are admitted into our program, they are at least one and more often two years behind their peers. Many enroll in RADS II because they cannot successfully complete middle school.

As shown in the charts above, RADS II has the third highest percent of students with disabilities among all 58 transfer high schools in New York City. According to the most recent published data from the DOE, 40 percent of RADS II students have Individualized Educational Plans (IEPs), almost twice the average rate for all other transfer high schools.² The percentage of RADS II students in self-contained classrooms is 15.2 percent, whereas the average transfer high school has 2 percent of its students in such a restrictive setting. Twenty percent of our students live in temporary housing, compared with an average rate of less than half for other transfer high schools.³ RADS II students are also more eligible for HRA than students at any other transfer high school. Sixty-five percent of our students’ families have been identified by the Human Resources Administration as eligible for public assistance.

¹ The schools listed in these charts are the “peer schools” selected by the DOE for the 2012-13 Report Card. RADS II has used this subset of Peer Transfer High Schools when reporting peer data in its Accountability Plan Progress Reports during the term of this charter. The DOE changed the way it reported school progress in 2014-15 and stopped providing comparison school data for the RADS II Peer Group. Instead, it now provides published data for “comparison groups” based on student characteristics. It has, however, published student data for all transfer high schools. See <http://schools.nyc.gov/Accountability/tools/report/default.htm> under “2014-15 School Quality Reports for transfer high schools.”

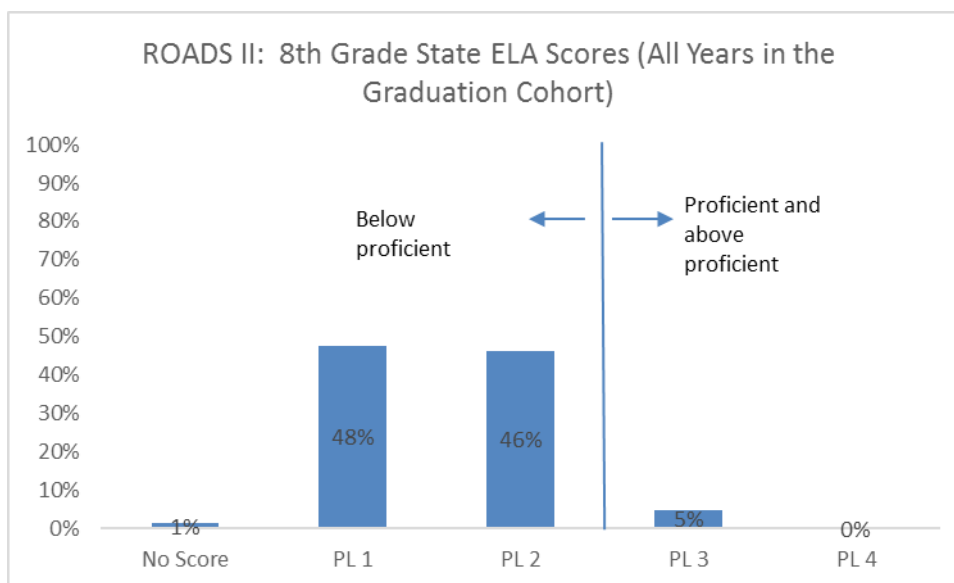
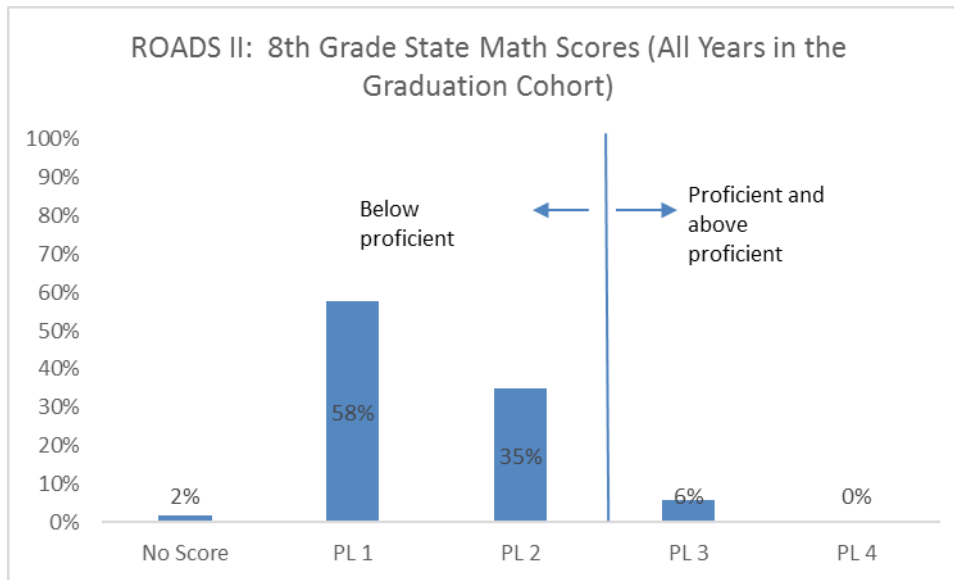
ROADS II has used this data to update student information for its 2012-13 Peer Group. The DOE is in the process of again redesigning its comparison data to provide a peer-to-peer analysis similar to what RADS II has advocated for in its new Accountability Plan. A list of the RADS II Peer Group schools can be found in the Appendix.

² The most recent *Peer Transfer High School data are from NYC DOE school quality reports and city-wide data for transfer high schools for 2014-15* (<http://schools.nyc.gov/Accountability/tools/report/default.htm>). The current IEP rate is 48 percent. The average rate for other transfer high schools is 23 percent.

³ Twenty-three percent of our current students are homeless.

INTRODUCTION

ROADS II students also have the lowest score on the 8th grade math (1.88) and the fourth lowest average score on the 8th grade ELA test (2.03) of any of the 58 transfer high schools in the city.⁴ Those tests are scored using a four-point scale---a student must attain a score of 3 in order to be considered proficient. The charts below indicate the level of ROADS II student performance on these tests.



Fifty-eight percent of ROADS II students received a level 1 score on their 8th grade math test and 48 percent received a level 1 score on their 8th grade ELA test. The majority of our students were not considered ready for high school work as they were “well below proficient” for the standards of their grade.

⁴ ROADS II’s sister school, ROADS I, has the second lowest average 8th grade math score for transfer high schools of 1.88. It has the third lowest average 8th grade ELA score (2.02).

INTRODUCTION

Our students enter ROADS II reading on average at a 5th grade level. It is not surprising that they attain far fewer credits in their first years than students at other peer transfer schools. They require extensive literacy remediation and as well as other important educational and socio-emotional supports before they are ready to master subject matter taught in a high school curriculum.

Our school is located in one of the most dangerous precincts in New York City. Twenty percent of our students are court involved. In any given month, between eight and ten ROADS II students are temporarily enrolled in involuntary youth justice and treatment programs. They cannot attend our school while in these programs, but we keep a spot open for when they can return. In addition to economic hardships and temporary homelessness, our students face many other major challenges and responsibilities. Last year, 29 students were teenage parents of young children.

Notwithstanding the obstacles that the vast majority of our students face, ROADS II has helped them experience success—both personally and academically. We are proud of our first two graduating classes and of the fact that we were able to more than triple the number of graduates this past year. Every graduate from the Class of 2016 plans to attend college or a work/trade or job training program this fall. We have refined our program based on lessons learned during our initial years and are now ready to increase the number of our graduates exponentially.

Our first six-year cohort's accomplishments this past year are impressive. Over 80 percent of the students scored proficient on the ELA and math Regents exams; 76 percent were proficient on the US History Regents exam; 70 percent scored proficient on the Science Regents exam and 69 percent obtained proficient scores on the Global History exam. ROADS II students' average proficiency rates surpass the proficiency rates of students in our peer transfer high schools in every Regents subject measured in the Accountability Plan.

Students with IEPs have made remarkable progress. In this year's 2010 cohort, 83% of the students with IEPs obtained proficient scores on the ELA and Math Regents exams, with 33% of them reaching the college and career ready standard on the math test. Sixty-six percent of the students with IEPs in the 2010 cohort scored proficient on the Science and US History Regents exams. Thirty-three percent of students with IEPs in the 2010 cohort scored proficient on the Global Regents exam.

Schoolwide, our special education students also have achieved notable results. Twenty-one percent of all students who received college and career readiness scores on the ELA Regents exam have IEPs and 43% of all students who received similar scores on the Math Regents exam are special education students. Fifty-one percent of all students who obtained proficient scores on the Science Regents exam have IEPs; 35 percent of students who obtained proficient scores on the US History Regents exam and 38 percent of those students who obtained proficient scores on the Global History exam have IEPs.

INTRODUCTION

Our succeeding six year cohorts are making good progress towards our Accountability Plan goals. Already, 79 percent of next year's cohort have obtained proficient scores on the math Regents test and 58 percent have obtained proficient scores on the ELA Regents test.

As we enter the last year of our initial charter, we are keenly focused on addressing the challenges that ROADS II has experienced during its nascent years. We have refined our model and are committed to delivering stronger and more consistent instruction and socio-emotional supports to our students. We piloted successful programs last spring that, when implemented school-wide, will help us improve student achievement. We also have learned important lessons from experiments that were not as successful. We have enhanced our model to assign a primary person to every student in the building to promote better student engagement and achievement. The same Advocate Counselor will work with students during their entire high school experience to provide continuity and consistency in discipline and socio-emotional support and help ensure their success. ACs will run small group meetings and meet individually with students to work on goal setting and discuss personal and academic challenges that arise. They will monitor attendance and help students obtain supports that they might require both in and out of school. ACs also will work with families and engage them in the process of supporting their students' success in school.

The Primary Person Model will provide the personalized support that so many of our students need in order to be successful in school. Together, ACs and their students will work on planning and problem-solving to help our students develop self-confidence and self-esteem to succeed in school and in their future careers. The School Leadership team will monitor important socio-emotional metrics gleaned through surveys as well as other objective student data and make any changes necessary during the year to ensure stronger results.

In addition to socio and economic challenges, our students also face serious academic obstacles. We have restructured our program to better target and support their needs with a particular emphasis on literacy development. This September, staff will administer the Star assessment to identify baseline skills and track student development for both literacy and math. This new program, which is aligned to state standards, will be administered at the beginning of each trimester and will provide immediate scoring and feedback for teachers to help them better monitor student progress and tailor their classroom instruction. Students will be grouped in three tiers based on their reading levels and teachers will provide scaffolded-learning opportunities to help build specific literacy skills in all subjects. We also are expanding a program of "pull out" instruction led by Reading Specialists for our lowest readers. This program was piloted last spring and fostered significant literacy gains in a very short period. This added layer of remediation will help build the necessary reading skills to ensure that all students can master classroom material.

ROADS II also has undertaken a school-wide revision of our standards-based outcome curriculum. Three seasoned former transfer high school principals and an experienced coach at ROADS Schools, Inc. will help ensure that ROADS' instructional team will have the necessary support to ensure strong and consistent classroom instruction. The standards-based Star assessment will provide timely and consistent information to help track student development in literacy and math.

INTRODUCTION

New programs introduced this past year have been successful in helping our students become more committed to their education. Our goal is to not only build job readiness skills but also foster a better understanding of the connection between learning and our students' futures. Students made good gains in attendance and academic performance through participating in the Career Pathways program this past year. Career Pathways introduces job-ready skills in a credit bearing class which compensates students for part-time work during school. The program encourages attendance by requiring that students attend all of their courses in order to get paid. In addition to helping students focus on their success in school, the program also offers an alternative to drug involvement, gang affiliation and other negative life choices.

Job training classes offered through Career Pathways last year included a culinary program, where students learned management and cooking skills; graphic design, which offered certification courses in programs such as Adobe Illustrator; and a School-Based Enterprise program, which taught management skills through running the school store. The School also offered an Internship program, where students honed important office skills and developed insights into the teaching profession. Most of the participants struggled with bad behaviors and poor performance before applying to the program. The monetary incentives helped engage students and created an increase in attendance across the board. By expanding the program and strategically engaging students throughout the year, we saw an increase in the number of students that earned credits and attended school. Students who left the program exhibited the biggest drop in both attendance and credit accumulation. Students who joined the program in trimester 3 showed the biggest improvement in credit accumulation from trimester 2 to 3.

This upcoming year, ROADS II will be offering eight different Career Pathways classes, a substantial increase over the initial programs offered last year. Subjects that will be offered include Photography, Coding, Dance, Drumline, Music Production and Journalism. The success of this program is just one example of how, when given the proper supports, our students can experience success and become more committed to achieving their academic goals.

The ROADS II Board has adopted a new protocol to ensure that the School meets the goals set forth in the Accountability Plan. This summer, the Board adopted an Action Plan that includes interim targets for school goals that will be tracked by all stakeholders. For 2016-17, our main focus is literacy development. All students are expected to improve their reading skills from 1 to 1.5 years of growth as measured by the Star assessments: our goal is to ensure that at least 75 percent of students who start the school year reading at or below a 4th grade level improve their literacy by at least 1.5 grade levels; those students who are reading between a 4th and 7th grade level gain 1.25 years of growth; and those students who are reading above an 7th grade level gain at least 1 year of growth. These annual goals are broken down into targets expected each trimester so that the Board can monitor student progress as the year proceeds and mandate changes during the school year if the interim objectives are not met.

The Action Plan addresses other important metrics such as attendance, discipline, credit attainment, Regents pass rates and graduation and breaks down goals into trimester deliverables to ensure that ROADS II is making progress towards our annual goals. We believe having shorter term goals for our students will keep them engaged and motivated to attain stronger long-term results. For example, Advocate Counselors will work individually with

INTRODUCTION

students to focus on improving their attendance rates ten percent each trimester so that we can reach our goal of 75% attendance rates for the year. Students' socio-emotional growth will also be surveyed and monitored on a trimester basis so that we can ensure that the necessary supports can be put in place quicker to help them succeed.

ROADS II also has designed a new performance-development/evaluation process for the Principal and school staff, which is aligned to the Annual Action Plan and will ensure that all staff –network and the School--are focused—and held accountable--for the same outcomes. The Star assessment and other objective metrics will provide reliable data to help monitor and evaluate our staff and programs.

ROADS II's staff professional learning and organizational growth plan focuses on an instructional area that has been identified as a priority based on an analysis of school-level, classroom, and teacher observation data collected from the previous year. For 2016-17 year, our plan will focus on literacy development and providing scaffolded instruction to support the needs of different learning styles. Two weeks were devoted to professional development before the start of school. New staff also attended an additional training on the School's core values and program. In addition, teachers spend 90 minutes four times a week devoted to common planning, reviewing and revising assessments.

As we prepare for the beginning of our fifth year, ROADS II is ready and prepared to support even stronger student achievement and results for our students. We are proud of the accomplishments of our first students and invigorated to continue to ensure even better results for those who follow in their footsteps.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12														
2012-13										138	N/A	N/A	N/A	138
2013-14										200	4	N/A	N/A	204
2014-15										165	40	19	3	227
2015-16										166	21	3	23	213

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

In keeping with College and Career Readiness Standards, the Institute has revised many of the high school measures.

These measures are in effect for any school that was renewed in 2013 or thereafter. (See the Institute's 2013 Guidelines.) Only high schools with Accountability Plans based on the Institute's 2013 Guidelines need report on the measures flagged below with the symbol "(§)" and reflecting college and career readiness standards. They may report on the other measures as optional measures.

The Institute encourages all high schools to report on the flagged (§) measures, as they represent the college and career readiness standards and will be the measures used in the high school's next Accountability Period.

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their sixth year of high school after the 9th grade. For example, the 2012 state Accountability Cohort consists of students who entered the 9th grade in the 2012-13 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2015-16 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for its accountability rules and cohort definitions: www.p12.nysed.gov/accountability/)

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

Sixth-Year High School Accountability Cohorts

Sixth Year Cohort	Year Entered 9 th Grade Anywhere	(Sixth Year) Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Six Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2013-14	2008-09	2008	N/A	N/A	N/A
2014-15	2009-10	2009	2	2	0
2015-16	2010-11	2010	18	2	16

TOTAL COHORT FOR GRADUATION

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

Sixth Year Total Cohort for Graduation

Sixth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ⁵ (b)	Graduation Cohort (a) + (b)
2013-14	2008-09	2008	N/A	N/A	N/A
2014-15	2009-10	2009	2	21	23
2015-16	2010-11	2010	5	56	61

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

Include the following section under the Accountability Plan English language arts goal.

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their sixth year in the cohort.

METHOD

ROADS II administered the New York State Regents Comprehensive English and Common Core English exams that students must pass to graduate. The exams are scored 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. Students with IEPs are considered proficient if they score at least 55 on either test. This measure examines the percent of the Accountability Cohort that meets the college and career ready standard on the exam. Students may take the exams multiple times and have 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

The N's shown above are the number of students in the cohort with and a without a ELA Regents scores. Not shown is the percent of students who scored below proficiency or do not have a Regents score for ELA.

English Regents Passing Rate with a Score of 75
by Sixth Year Accountability Cohort⁶

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2010	16	44%
2011	19	37%
2012	40	23%

EVALUATION

The 2015-16 year was the first time that ROADS II had students in the 6 year (2010) high school cohort.

⁶ Based on the highest score for each student on the English Regents exam

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

ROADS II has made great progress towards meeting this measure, with 44 percent of the high school accountability cohort obtaining the college and career readiness score of 75 or above on the ELA Regents test. When taking into consideration the “safety net” proficiency scores of students in this cohort with IEPs, the percent of proficient students nearly misses the 65 percent mark with 63 percent of the students obtaining proficient scores. When those students who scored above the 65 proficiency level are included, 81 percent of the students in the high school accountability cohort are proficient.

ADDITIONAL EVIDENCE

Five of the six students in the 2010 Cohort with IEPs received proficient scores, two meeting the college and career readiness target and the three others scoring within the “safety net” range of 55-64.

Data for other cohorts reflects steady progress towards meeting this measure. Already, 58 percent of the 2011 cohort has obtained proficient scores, 37 percent meeting the college and career readiness measure. Two students in the 2011 cohort with IEPs have received proficient scores—one of them reaching the college and career readiness standard.

ROADS II's special education students have strong results. Of note, 21 percent of all of ROADS II students who obtained a score of 75 or above have IEPs; 31 percent of those who scored within the 65-74 range also have IEPs. Thirty-two percent of all ROADS II students who received proficient scores at ROADS II have IEPs.

The above results are noteworthy when taking into consideration that students start our program reading on average at a 5th grade level. As shown in the charts in the Introduction, 94 percent of our students scored either a level 1 or 2 on the 8th grade ELA exam. In addition to having one of the highest percentages of special education students (and the highest percentage of students in restrictive settings), ROADS II also has the fourth lowest average student score on the 8th grade ELA test (2.03) of any transfer high school in the city.⁷

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	48	4%	46	7%	40	23%
2013	44	0%	48	0%	41	7%
2014			25	0%	42	5%
2015					46	2%

Goal 1: 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 readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the

⁷ See *Peer Transfer High School* data are from NYC DOE school quality reports and city-wide data for transfer high schools for 2014-15 (<http://schools.nyc.gov/Accountability/tools/report/default.htm>).

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

Regents Exam in English Language Arts (Common Core)) 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 (*i.e.*, received a performance level score 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). Students with IEPs can meet the requirement for graduation with a score of at least 55 on either test.

RESULTS

The N's shown above are all students with 8th grade scores of 1 or 2, both with and without Regents scores in ELA. The percent of students who scored below proficiency on the Regents test or do not have scores is not shown.

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

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2010	13	23%
2011	11	27%
2012	9	22%

EVALUATION

ROADS II missed the measure, with 23 percent of students in the 2010 cohort who received scores of 1 or 2 on the 8th grade ELA test scoring at or above 75 on the ELA Regents, and an additional 8 percent scoring the “safety net” score allowed for special education students. When taking into consideration the additional 31 percent of the cohort who obtained a proficient score between 65-74, the 2010 cohort has a 62 percent proficiency rate for the ELA Regents exam.

ADDITIONAL EVIDENCE

Of note is the progress of students with IEPs in the 2010 cohort. A third of those scoring at the college and career readiness level in the cohort have an IEP. Twenty-five percent of all of the students who scored 1 or 2 on the 8th grade test and received a proficient score on the ELA Regents test have IEPs.

The trend in progress of subsequent cohorts meeting this measure is positive. Already, 63 percent of the 2011 cohort has received a proficient score on the ELA Regents. Fourteen

⁸ Based on the highest score for each student on the English Regents exam

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

percent of those students who received a proficient score have IEPs. Twenty-nine percent of students with proficient scores school wide have IEPs.

Goal 1: Absolute Measure

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

METHOD

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

<http://www.p12.nysed.gov/irs/accountability/amos/documents/EAMOsforAYPDeterminationBasedon2015-16Results.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 English language arts AMO of 174 for 2015-16. Last year the AMO was 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

ROAD S II ELA			Percent of Students at Each Performance Level				Acco unt. Perf. Level
			Leve l 1	Level 2	Level 3	Level 4	
Year	Cohort	N					
FY14-15	No students in six year cohort; not reported in FY14-15						
FY15-16	2010	16	42%	26%	21%	11%	89
	2011	19	73%	13%	13%	3%	43

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

	2012	40	85%	7%	5%	2%	22
	2013	41	95%	2%	2%	0%	7

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
16	42%	26%	21%	11%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 26 & + & 21 & + & 11 & = & 58 \\
 & & & & 21 & + & 11 & = & 32 \\
 & & & & & & \text{AP} & = & 90 \\
 & & & & & & \text{L} & &
 \end{array}$$

EVALUATION

ROADS II's 2010 cohort made progress towards the 2015-16 AMO of 174. There was no data to report last year as no students were in their sixth year of high school.

ADDITIONAL EVIDENCE

The subsequent cohorts also are making steady progress towards the AMO.

Goal 1: Comparative Measure

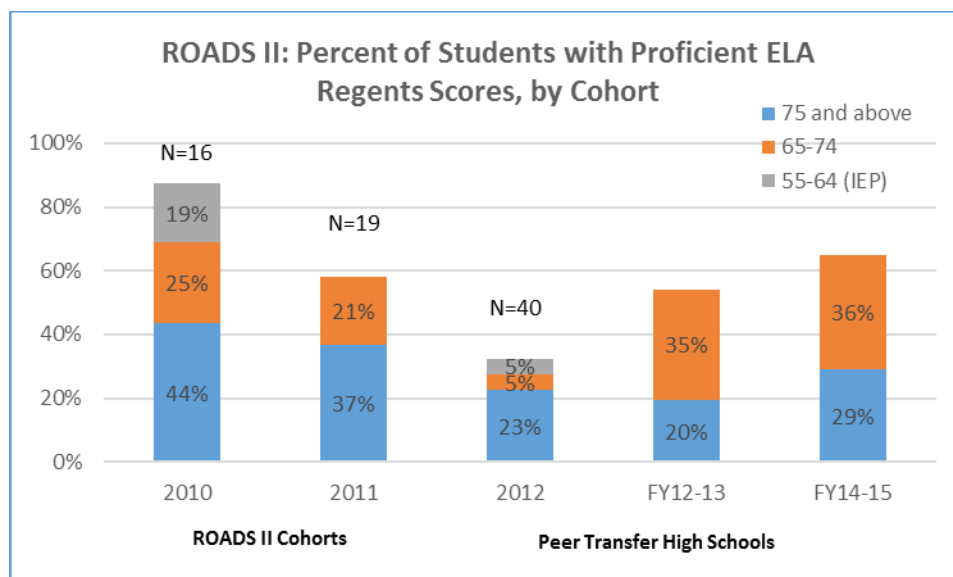
Each year, the percent of students in the high school Accountability Cohort meeting the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their sixth year in the cohort will exceed that of students in the high school Accountability 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. The peer schools are defined by the 2012-13 DOE Report Card and data has been updated using data weighted by enrollment from the 2014-15 DOE Quality Report.

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

RESULTS



The N's shown above (on the left hand side of each chart) are the number of students in the cohort, both with and without ELA Regents scores. The percent of students who scored below proficiency or did not have an ELA Regents score is not shown.

English Regents Passing Rate with a Score of 75 of Sixth-Year Accountability Cohorts by Charter School and Peer Transfer High School

Cohort	Charter School		Peer Transfer High School	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	44%	16	20%	N/A
2011	37%	19	20%	N/A
2012	23%	40	20%	N/A

EVALUATION

ROADS II met this measure for the 2010 cohort. Forty-four percent of ROPS students scored at the college and career readiness mark whereas only 29 percent of students at its peer transfer high schools met that measure for the most recent year that data is available. An additional 19% of ROPS II students with IEPs were able to obtain “safety net” proficiency scores bringing the proficiency rate for the 2010 cohort to 80 percent, compared with a 65 percent proficiency rate for peer high schools in 2014-15.

ADDITIONAL EVIDENCE

ROADS II's progress is impressive in light of the more challenging circumstances of our students—many of whom have historically struggled to find success in school and were not prepared for high school work.

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

Upcoming cohorts have thus far obtained strong results. Already the 2011 cohort has exceeded the most available data on college and career readiness average scores of peer high schools. The 2012 cohort has made steady gains towards meeting this measure, particularly with respect to the college and career readiness target—already matching the 2012-13 average percentage of our peer schools.

Goal 1: Growth Measure

Each year, the group of students at ROADS II 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 2012-13 and 2013-14. NWEA Map provides percentile scores that allow us to compare the achievement of ROADS II 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 II 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 and 2015-16 ROADS II instituted the Scantron Performance Series Reading test, which provides the school with Normal Curve Equivalent (NCE) scores. These scores compare the achievement of ROADS II 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

ROADS II	N	Average YR1	Average YR2	Target	Target Met
NWEA Reading (FY1213 to FY1314)	44	16	23	33	No
NWEA Reading (FY1314 to FY1415)	29	23	35	37	No
Scantron Reading (FY1415 to FY1516)	27	27	26	39	No

EVALUATION

ROADS II did not meet the measure. Implementing the Scantron has been incredibly challenging. Our students are easily frustrated with the length of the test and have had difficulty completing it. Because we have not successfully obtained sufficient data from this test, ROADS II has replaced it with the Star Assessment starting this fall. The Star assessment takes 30 minutes to administer and provides immediate results, including an item analysis to better help teachers inform their instruction and group students for learning.

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

Students will be administered the test at the beginning of each trimester. Thus, the School will have much more complete information about student growth for analysis during the school year as well as sufficient longitudinal data.

ADDITIONAL EVIDENCE

ROADS II administered the Qualitative Reading Inventory (QRI) assessment to track the success of a special “pull out” session led by a Reading Specialist. The QRI assessed fluency and reading comprehension for a small group of students with high literacy needs. The improvement between the baseline and end line for each student averaged 1.75 grade levels in fluency and 2.1 grade levels in reading comprehension. The chart below indicates the growth achieved by the participating students.

We plan to expand this program in 2016-17 and ensure the consistency of assessing student levels with the Star assessment.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ⁹

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
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) by the completion of their sixth year in the cohort.	Not Met
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 Met
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Not Met
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.	Met
Growth	Each year, the group of students at ROADS II 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.	Not Met

⁹ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

ACTION PLAN

ROADS II has a renewed focus on developing literacy skills for our students. This fall we will implement a three-tiered approach that provides the necessary supports to enable students to learn subject matter while they improve their literacy skills. Students will be assessed upon entry to the school and designated in one of three literacy tiers. Students who read below a 4th grade level will receive the most intensive supports, including small “pull out” sessions led by a Reading Specialist who will implement Wilson to focus on phonics and fluency. Students who are assessed as reading between a 4th and 7th grade level will be supported by “push in” support of a Reading Specialist in Integrated Co-Teaching (ICT) classrooms that pair a special education teacher “co-teaching” with a content-specialty teacher.

We will continue to hone our special education services for our students to ensure appropriate class placements. We are focusing our professional learning plan for teachers—especially our ELA and SPED teachers—on strategies, including scaffolding learning and the implementation of the Wilson reading program.

In addition to implementing the new Star assessment program to help support better instruction and curriculum development, ROADS II has re-designed its curriculum framework and developed new student outcomes that are aligned to the State standards. New term assessments also have been created and aligned to the student outcomes and the Regents tests. Teachers will continue this work and revise outcomes throughout the year based on assessments and real-time in-class data. All curriculum work is guided by the priorities set forth in the Board’s Annual Action Plan which is specifically focused on literacy outcomes for the 2016-17 school term.

GOAL 2: MATHEMATICS

Goal 2: Absolute Measure

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on the Regents Algebra I (Common Core) 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. This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their sixth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their sixth year to pass a mathematics exam. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

The N's shown above are the number of students in the cohort with and without Math Regents scores. Not shown is the percent of students who scored below proficiency or who do not have Math Regents scores.

Mathematics Regents Passing Rate with a Score of 80
by Sixth Year Accountability Cohort¹⁰

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2010	16	13%
2011	19	16%
2012	40	5%

EVALUATION

Although ROADS II did not meet the measure of 65 percent of the 2010 cohort reaching the college and career standard of scoring at least an 80 on the Regents Math exams, over 90 percent of the students in the cohort received proficient scores.

ADDITIONAL EVIDENCE

Eighty-three percent of those students with IEPs in the 2010 cohort earned proficient scores of at least 65 on the Math Regents exam.

¹⁰ Based on the highest score for each student on the Mathematics Regents exam

HIGH SCHOOL GOALS: MATHEMATICS

These results reflect great progress, particularly in light of the skill level that our students have when they are admitted to our program. As discussed above in the Introduction, 93 percent of our students start at ROADS II with level 1 or 2 scores on the 8th grade math exam. ROADS II students have the lowest average scores on the 8th grade math (1.85) of any of transfer high school in the city. Most of our students have a level 1 score on that test. A level 1 score denotes students are “well below proficient in standards for their grade. They demonstrate limited knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for Mathematics that are considered insufficient for the expectations at this grade.” Thus, there is a lot of catching up to do in order to score at a college and career readiness level on the Math Regents test.

Next year’s 2011 cohort already has outperformed this year’s six-year cohort with 79 percent obtaining a proficient score (including five percent who scored within the “safety net” range of 55-64).

Our special education students have made significant gains. Both students who reached the college and career readiness target in the 2010 cohort both have IEPs. Forty-three percent of all ROADS II students with proficient scores on the Math Regents test have IEPs; 58 percent of those students scored higher than 65 on the test (with 10 percent of them reaching the college and career readiness target).

Mathematics Regents Passing Rate with a score of 80 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	48	2%	46	4%	40	5%
2013	44	2%	48	2%	41	2%
2014			25	0%	42	0%
2015					46	0%

Goal 2: Absolute Measure

(§) Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their 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

HIGH SCHOOL GOALS: MATHEMATICS

The N's shown above are all students with 8th grade scores of 1 or 2, both with and without Regents scores in math. The percent of students who scored below proficiency on the Regents test or do have scores is not shown.

Mathematics Regents Passing Rate with a Score of 80 among Students Who Were Not Proficient in the 8th Grade by Sixth Year Accountability Cohort ¹¹

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2010	14	14%
2011	17	12%
2012	33	3%

EVALUATION

Like Absolute Measure 2(a), the first six-year cohort did not meet this measure. When the 2010 cohort's proficient scores above 65 are taken into account, however, 64 percent of the cohort was proficient on the Regents—exceeding the 50 percent requirement.

ADDITIONAL EVIDENCE

Both students who met the college and career readiness target in the 2010 cohort have IEPs. Three additional students in this cohort who scored between 65-79 also have IEPs.

Notwithstanding the challenges that our students face, already 75 percent of next year's six-year cohort who scored a level 1 or 2 on the 8th grade math test have obtained proficient scores on the Math Regents exam. Of note is the progress made by those students with IEPs in this measure. Forty-two percent of all students who scored proficient on the math Regents test have IEPs.

Goal 2: Absolute Measure

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

METHOD

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department'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/irs/accountability/amos/documents/EAMOsforAYPDeterminationBasedon2015-16Results.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

¹¹ Based on the highest score for each student on the Mathematics Regents exam

HIGH SCHOOL GOALS: MATHEMATICS

in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the mathematics AMO of 163 for 2014-15 and 159 for 2015-16.

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

ROADS II Math			Percent of Students at Each Performance Level				Account. Perf. Level
Year	Cohort	N	Level 1	Level 2	Level 3	Level 4	
FY14-15	No students in 6 year cohort; not reported in FY14-15						
FY15-16	2010	16	6%	81%	13%	0%	106
	2011	19	26%	58%	16%	0%	89
	2012	40	53%	43%	5%	0%	53
	2013	41	80%	17%	2%	0%	22

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
16	6%	81%	13%	0%

$$\begin{array}{rclclclcl}
 \text{PI} & = & 81 & + & 13 & + & 0 & = & 94 \\
 & & & & 13 & + & 0 & = & 106 \\
 & & & & & & \text{APL} & = & 107
 \end{array}$$

EVALUATION

ROADS's 2010 cohort is making progress towards the AMO of 159.

ADDITIONAL EVIDENCE

Subsequent cohorts also are making progress towards the AMO.

HIGH SCHOOL GOALS: MATHEMATICS

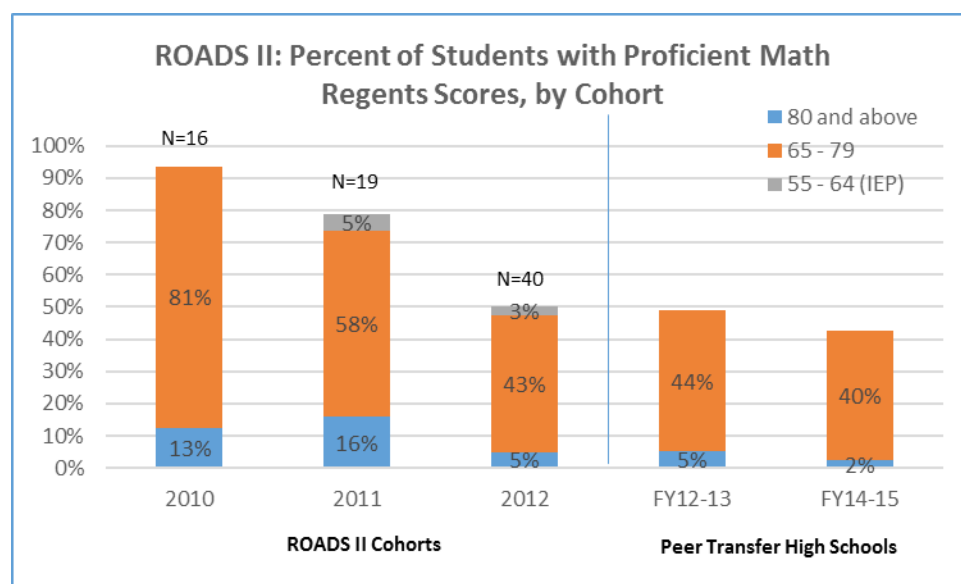
Goal 2: Comparative Measure

Each year, the percent to 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. The most recent NYC DOE 6-year cohort data for peer transfer high schools is provided in the 2014-15 Quality Reports. ROADS used the peer group from its 2012-13 DOE Report Card and updated the student data from the 2014-15 Quality Reports. The DOE did not provide 2013-14 data.

RESULTS



The N's shown above are the number of students in the cohort with and without Math Regents scores. Not shown is the percent of students who scored below proficiency or did not have Math Regents scores.

Mathematics Regents Passing Rate with a Score of 80 of Sixth-Year Accountability Cohorts by Charter School and Peer Transfer High School

Cohort	Charter School		Peer Transfer High School	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	13%	16	5%	N/A
2011	16%	19	5%	N/A
2012	5%	40	5%	N/A

HIGH SCHOOL GOALS: MATHEMATICS

EVALUATION

ROADS II met this measure, with 13 percent of the 2010 cohort meeting or exceeding the college and career readiness target whereas peer high schools only averaged a 2 percent rate meeting the target.

ADDITIONAL EVIDENCE

Our students are admitted to ROADS II with the lowest average score on the 8th grade math exam of all 58 transfer high schools, yet, based on the most up-to-date DOE data, we are able to help them become proficient on the Math Regents test at over twice the rate of our peers.

The 2011 cohort has made even better progress in terms of reaching college and career readiness on this exam than our current cohort. Already 79 percent of these students have obtained proficient scores, compared to 42 percent of our peer schools. These results are even more impressive in light of the additional challenges facing our students.

Goal 1: Growth Measure

Each year, the group of students at ROADS II 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 have 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 II 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 II 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 II instituted the Scantron Performance Series Reading test, which provides the school with Normal Curve Equivalent (NCE) scores. These scores compare the achievement of ROADS II 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

ROADS II	N	Average YR1	Average YR2	Target	Target Met
NWEA Math (FY1213 to FY1314)	49	11	20	31	No

HIGH SCHOOL GOALS: MATHEMATICS

NWEA Math (FY1314 to FY1415)	8	4	23	27	No
Scantron Algebra (FY1415 to FY1516)	3	46	31	48	No

EVALUATION

ROADS II did not meet this measure.

ADDITIONAL EVIDENCE

Implementing the Scantron has been incredibly challenging because our students become frustrated easily and have difficulty completing the test. Because of the lack of data that we have been able to collect, the School has replaced Scantron with the Star Assessment starting this fall. The Star assessment takes 30 minutes to administer and provides immediate results, including item analysis to better help teachers inform their instruction and group students for learning. Students will be administered the test at the beginning of each trimester and the School should have much more complete information about student growth for analysis during the school year and to assess longitudinal growth.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ¹²

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
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 Met
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 Met
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their sixth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Not Met
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.	Met
Growth	Each year, the group of students in 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 have already achieved an NCE of 50 in the previous year will show an increase in their average NCE	Not Met

¹² If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

HIGH SCHOOL GOALS: MATHEMATICS

ACTION PLAN

Although our results indicate that our students are making good progress, we need to do more to ensure that they can reach the college and career readiness target. As discussed under Goal 2(d), ROADS II results are not unlike other Peer Transfer High Schools with respect to college and career readiness attainment. However, we are focused on trying to better support our students to reach these goals.

ROADS II's approach to math instruction in 2016-17 will be similar to our approach to literacy. The majority of math classes will be taught in the ICT model. Based on Star math assessments at the beginning of each trimester, students will be grouped into three tiers depending upon their level of mastery in the subject. Those students in Tier 3 whose skills are below a 4th grade level will receive additional support focused on foundational skills practice. Students in Tier 2 who are reading between a 4th and 7th grade level will receive instruction through a Guided Math workshop approach, where small groups will practice focused skills. Tier 1 students will work independently on math practice tasks working at their own pace. Teachers will use the Star assessment which will be administered at the beginning of each term to track student progress and differentiate their instruction in the classroom. The differentiated approach will allow more data directed specific interventions daily.

GOAL 3: SCIENCE

Goal 3: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their 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 for the first time in SY 2014-15. 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 sixth 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 sixth year to pass a science exam. Once students pass an exam, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

The n's shown above are the number of students in the cohort with and a without a science Regents scores. Not shown is the percent of students who scored below proficiency or do not have a score for science.

Science Regents Passing Rate with a Score of 65
by Sixth Year Accountability Cohort¹³

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	16	57%
2011	19	37%
2012	40	16%

EVALUATION

ROADS II nearly met this measure: 70 percent of the 2010 cohort obtained proficient scores on this test.

ADDITIONAL EVIDENCE

ROADS II special education students have made great progress. Sixty-seven percent of students with IEPs in the 2010 cohort were proficient on this exam. School-wide, 51 percent of students who were proficient on this exam had IEPs.

¹³ Based on the highest score for each student on any science Regents exam

HIGH SCHOOL GOALS: SCIENCE

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	48	0%	48	2%	40	16%
2013	44	0%	48	2%	41	12%
2014			25	0%	42	5%
2015					46	4%

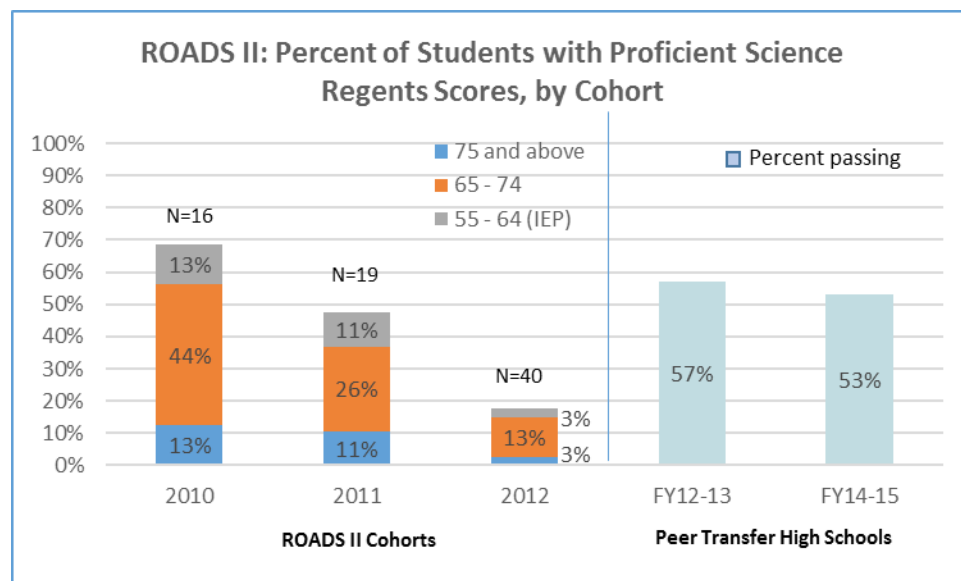
Goal 3: Comparative Measure

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

METHOD

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

RESULTS



The N's shown above are the number of students in the cohort with and without a science Regents scores. Not shown is the percent of students who scored below proficiency or do not have a Regents score for science.

HIGH SCHOOL GOALS: SCIENCE

of the High School Total Cohort by Charter School and Peer Transfer High School

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	57%	16	57%	N/A
2011	37%	19	57%	N/A
2012	16%	40	57%	N/A

EVALUATION

ROADS II met this measure with 70 percent of the 2010 cohort obtaining proficient scores, compared to the most recent rate of 53 percent for peer high school students.

ADDITIONAL EVIDENCE

Student progress in peer schools has actually dropped during the charter period. ROADS II students are showing good progress with already 48 percent of students in the 2011 cohort obtaining proficient scores on the exam.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their sixth year in	Not Met
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.	Met

ACTION PLAN

Although ROADS II has shown good progress, we know that our students can achieve even stronger results.

Our science curricula prepare students for success in high school, college, and beyond. The courses are aligned to common core standards and, when applicable, the Regents exams. Our Regents courses include lab components, which require the application of content and therefore deepen students' understanding of the material. Beyond our courses that prepare students for the Regents, we also offer courses such as Forensics and Anatomy. As with all of our courses, there is a focus on discussion and questioning—structures we use to push the rigor and promote higher-order thinking. Additionally, we use stations as both a means to engage students and differentiate instruction. Students are grouped in stations based on data that is collected from weekly assessments, midterms, and finals. Student

HIGH SCHOOL GOALS: SCIENCE

grades are mastery-based, as determined by their mastery of the ten outcomes in each trimester-long course.

A benchmark assessment will be given to students at the beginning of the course to gauge student understanding of the core concepts. Students will be administered an assessment at the midpoint of the course to determine growth and at the end of the trimester. Most classes are taught in the Integrated Collaborative Teaching (ICT) model, with a special education and general education teacher working together to identify students who need additional supports. Students will work independently and in small groups to expand their experiential learning in labs and projects. This preparation will provide students with varied ways to show mastery of the course outcomes.

While most of the science class will be devoted to content and fulfilling lab requirements, students also will receive literacy supports while working in smaller facilitated stations. Teachers will focus on developing cross-curricular literacy skills when students conduct text-based research and write up their lab reports. Students will be provided practice in decoding and analyzing non-fiction texts in preparation for the Regents exam. Short and long answer questions for the Science Regents exam will be taught in a format that will provide students a context and guide to counter test anxiety. Students that are in our Tier 3, or high-risk readers, will receive support through either a “push-in” or “pull-out” model led by a literacy specialist at their teacher’s request, and supported in a specific “scientific-text-specific” guided reading group for a portion of the period.

GOAL 4: SOCIAL STUDIES

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their 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 sixth year in the cohort. Students may have taken the exams multiple times and have 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

The N's shown above are the number of students in the cohort with and a without a US History Regents scores. Not shown is the percent of students who scored below proficiency or do not have a Regents score for US History.

U.S. History Regents Passing Rate with a Score of 65
by Sixth Year Accountability Cohort¹⁴

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	16	57%
2011	19	31%
2012	40	18%

EVALUATION

ROADS II met the measure when taking into consideration the “safety net” scores of students in the cohort with IEPs. Seventy-six percent of the 2010 cohort obtained proficient scores on the test.

ADDITIONAL EVIDENCE

ROADS II administered the U.S. History Regents exam for the first time in SY 2014-15. Typically, students take the US History Regents exam later in their high school experience. Already nearly 40 percent of the 2011 cohort have obtained proficient scores on this test. Proceeding cohorts also show progress towards meeting proficiency. Thirty-five percent of all ROADS II students who have scored

¹⁴ Based on the highest score for each student on a science Regents exam

HIGH SCHOOL GOALS: SOCIAL STUDIES

proficient on this exam have IEPs. Twenty-five percent of those IEP students received scores of 75 or higher.

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	48	0%	46	7%	40	18%
2013	44	0%	48	0%	41	7%
2014			25	0%	42	5%
2015					46	0%

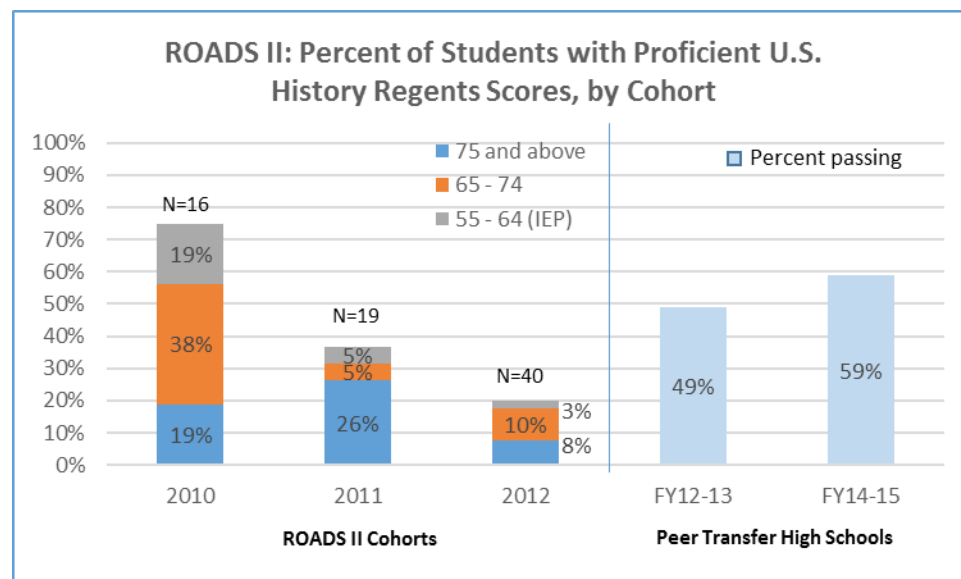
Goal 4: Comparative Measure

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

METHOD

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

RESULTS



The N's shown above (on the left hand side of each chart) are the number of students in the cohort, both with and without US History Regents scores. The percent of students who scored below proficiency or did not have an US History Regents score is not shown.

HIGH SCHOOL GOALS: SOCIAL STUDIES

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

Cohort	Charter School		Peer Transfer High School	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	57%	16	49%	N/A
2011	31%	19	49%	N/A
2012	18%	40	49%	N/A

EVALUATION

ROADS II met this measure when taking into consideration the “safety net” scores of some students with IEPs. Over 70 percent of the 2010 cohort was proficient on the exam, compared to the most recent average proficiency rate of 59 percent for peer transfer schools.

ADDITIONAL EVIDENCE

Although typically students take this test later in high school, upcoming cohorts have made good progress in passing the test. Already nearly 40 percent of next year’s six-year cohort have received proficient scores, an increase from 11 percent in 2014-15.

Goal 4: Absolute Measure

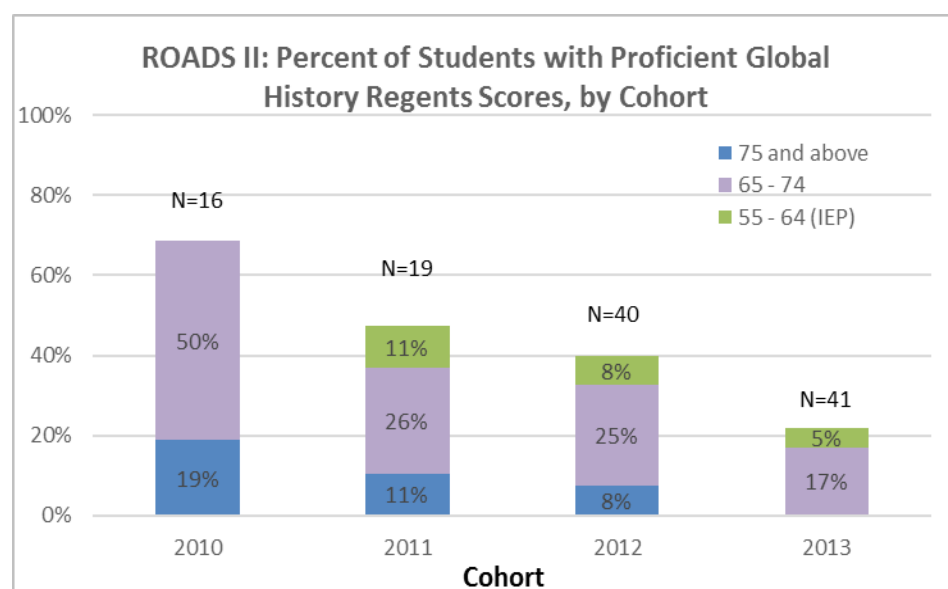
Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their sixth year in the cohort.

HIGH SCHOOL GOALS: SOCIAL STUDIES

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



The N's shown above are the number of students in the cohort with and without Global History Regents scores. Not shown is the percent of students who scored below proficiency or do not have a Regents score for Global History.

Global History Regents Passing Rate with a Score of 65 by Sixth Year Accountability Cohort¹⁵

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	16	69%
2011	19	37%
2012	40	33%

¹⁵ Based on the highest score for each student on a science Regents exam

HIGH SCHOOL GOALS: SOCIAL STUDIES

EVALUATION

ROADS II just missed this measure, with 69% of students meeting the target proficiency scores. Eleven of the 16 students in the 2010 cohort met the measure, with three obtaining scores at or above 75. Twenty-five percent of the students who scored within the 65-74 range have IEPs.

ADDITIONAL EVIDENCE

ROADS II's subsequent cohorts are making steady progress towards meeting with goal. Already 48 percent of next year's 2011 cohort have received proficient scores on this exam. The 2012 cohort also has strong results: 42 percent of those students are proficient. Last year was the first time RADS II administered this exam. We have increased the number of students with scores of 75 or above by 150 percent from last year.

Students with IEPs have strong results. Thirty-eight percent of all RADS II students with proficient scores have IEPs.

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	48	0%	46	17%	40	33%
2013	44	0%	48	6%	41	17%
2014			25	4%	42	5%
2015					46	7%

Goal 4: Comparative Measure

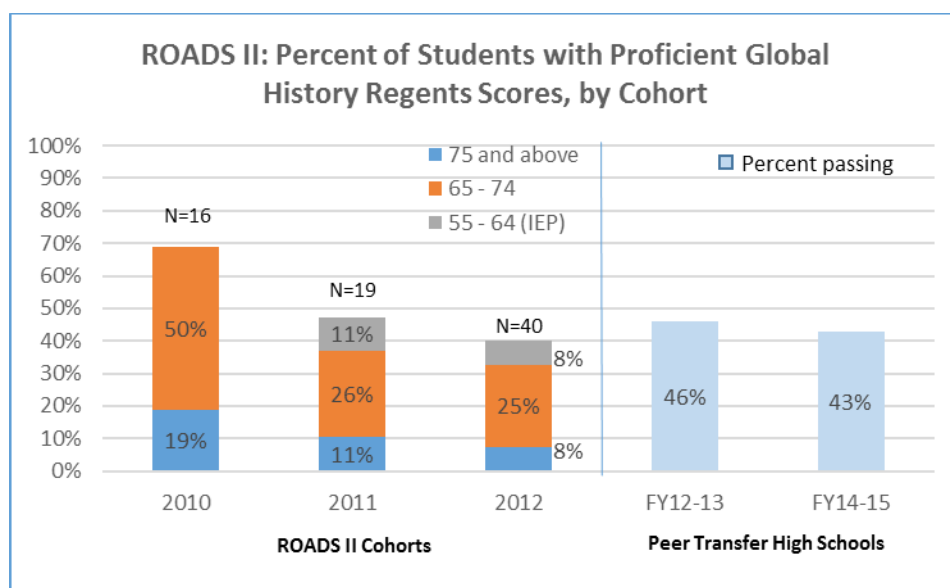
Each year, the percent of students in the high school Accountability Cohort passing a Regents Global History exam with a score of 65 or above after their sixth year will exceed that of students in the high school Accountability Cohort from peer transfer high schools.

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.

HIGH SCHOOL GOALS: SOCIAL STUDIES

RESULTS



The N's shown above (on the left hand side of each chart) are the number of students in the cohort, both with and without Global History Regents scores. The percent of students who scored below proficiency or did not have a Global History Regents score is not shown.

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

Cohort	Charter School		Peer Transfer High School	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2010	69%	16	46%	N/A
2011	37%	19	46%	N/A
2012	33%	40	46%	N/A

EVALUATION

ROADS II met this measure with 69 percent of the 2010 cohort receiving proficient scores on the Global History Regents exam, compared with 43 percent of students in peer schools obtaining similar scores.

ADDITIONAL EVIDENCE

Whereas students in peer schools' proficiency rates have actually decreased during the period of our charter, ROADS II student proficiency rates show continued growth. Already next year's 2011 cohort has met the proficiency rates of students at peer schools for 2014-15. The 2012 cohort has practically met the same rate.

HIGH SCHOOL GOALS: SOCIAL STUDIES

SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their sixth year in the cohort.	Met
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.	Almost Met
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.	Met
Comparative	Each year, the percent of students in the high school Accountability Cohort passing the New York State Regents Global History exam with a score of 65 or above after their sixth year will exceed that of the students in the high school Accountability Cohort from peer transfer	Met

ACTION PLAN

ROADS II students' results on the History Regents exams are impressive in light of the literacy remediation that so many of them require.

Our social studies curricula prepare students for success in high school, college, and beyond. The courses are aligned to common core standards and, when applicable, the Regents exams. Beyond our courses that prepare students for the Regents, we also offer courses such as Economics, Government, Civics, and a course on Darwin, Marx, and Freud. As with all of our courses, there is a focus on discussion and questioning—structures we use to push the rigor and promote higher-order thinking. Additionally, we use stations as both a means to engage students and differentiate instruction. Students are grouped in stations based on data that is collected from weekly assessments, midterms, and finals. Student grades are mastery-based, as determined by their mastery of the ten outcomes in each trimester-long course.

Tier 3 students will receive additional literacy support (push-in or pull-out) by a reading specialist at their teacher's request, and may be scheduled into a specific "historical-text-specific" guided reading group for a portion of the period.

NCLB

Goal 4: NCLB

Write the school's Accountability Plan NCLB goal here.

Goal 4: Absolute Measure

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

METHOD

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

RESULTS

According to ESEA Accountability Designation Reports available here:

<http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

ROADS II Charter School was in Good Standing for 2015-16.

EVALUATION

ROADS II has met this measure throughout its charter period through 2015-16.

NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing

GOAL 5: HIGH SCHOOL GRADUATION

Goal 5: 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 for each year. 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.

PROMOTION REQUIREMENTS

As the ROADS model is specifically designed to meet the needs of disconnected youth, we strive to create and maintain a supportive personalized environment where every student feels the connection and encouragement to learn from caring adults. ROADS also focuses on providing an engaging curriculum that will help our students better understand the world of work and develop key skills that will enable them to enjoy success in their intended careers.

The ROADS model is designed to be individualized and create a self-paced learning community that combines various modalities and takes into account a variety of different strategies and learning styles; therefore, by its nature and model, ROADS is innately well situated to retain and graduate students from all backgrounds, including students with disabilities, ELL students, and students who qualify for free and reduced-price lunch.

As with all high schools, ROADS students are required to earn 44 academic credits and pass five Regents in order to graduate. Where our promotion policy differs is that we focus on individual student mastery and progression rather than cohort matriculation. Therefore, we are ungraded and our students have the opportunity to earn upwards of sixteen credits per academic year. All of our classes are designed to offer students ten outcomes. Students are required to master seven outcomes in order to be awarded credit. Furthermore, we have multiple graduation dates throughout the year in order to accommodate any student who completes the requisite credits and Regent exams at a time outside of the tradition June graduation.

Required Course Completion	
Subject	Credits
English	8
Social Studies	8
ü Global History	4
ü U.S. History	2
ü Economics	1

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

ü Government	1
Science	6
ü Life Science	2
ü Physical Science	2
ü Life Science or Physical Science	2
Mathematics	6
ü Algebra (2 credits)	4
ü Geometry (2 Advanced Math credits)	2
ü Additional Math Credits (2 Advanced Math or Algebra)	2
Languages Other Than English	2
Visual Art, Music, Dance, and/or Theater	2
Physical Education (Students must be enrolled in gym each quarter they are enrolled in school)	4 (8x for .5 credit)
Health Education	1
Electives (Based on Engagement Pathway Selection)	7
Total	44
(4 + 1) Regents Option	
Comprehensive English (#1)	
Mathematics (#2)	
Social Studies (#3)	
Science (#4)	
And	
the +1 option or a 2nd test in (1) :	
Math, Social Studies, Science or CTE (Career Technical Education)	

RESULTS

ROADS II	Total Number of Students*	% of students with Attendance 80% and above	% of students with Attendance 75% and above	% of students with Attendance 65% and above	% of students with Attendance 55% and above
FY1213	164	16%	24%	37%	48%
FY1314	224	15%	21%	33%	50%
FY1415	257	16%	20%	30%	42%
FY1516	255	17%	24%	33%	41%

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

Percent of Students Promoted by Cohort in 2015-16

Cohort Designation	Number in Cohort	Percent Advancing to Next Credit Tier
2012	56	28%
2013	57	26%
2014	85	18%
2015	69	5%

EVALUATION

This measure was not met.

ADDITIONAL EVIDENCE

Although only 24 percent of the Graduation cohort have an attendance rate of at least 75%, 17 percent have an attendance rate of 80% or more.

Goal 5: 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 2014, the 2011 cohort completed its third year. In August of 2015, the 2012 cohort completed its third year. In August of 2016, the 2013 cohort will complete its third year.

RESULTS

ROADS II

YR3 Cohort	School Year	Number in Cohort	Passed at least two Regents		Passed at least one Regents	
			N	%	N	%
2011	FY13-14	63	4	6%	17	27%
2012	FY14-15	101	9	9%	18	18%
2013	FY15-16	90	8	9%	16	18%

Percent of Students in their Third Year Passing Two Regents Exams by Cohort

Year Three Cohort	Number in Cohort	Percent Passing Two Regents
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HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

2012	101	9%
2013	90	9%
2014	N/A	N/A

EVALUATION

ROADS II did not meet this goal.

ADDITIONAL EVIDENCE

The school has made progress in its third year, increasing the percentage of students in the Graduation Cohort to pass at least two regents to 9 percent in 2014-15 and 2015-16. As previously discussed, our students start at ROADS II with much more significant academic needs than most high school students, therefore, it takes them longer to catch up so they have the necessary skills to successfully pass Regents subjects and exams.

Goal 5: 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 and 2010 cohorts 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 II

Cohort	Graduates	Graduation Cohort	% Graduated
2010	13	61	21%
2011	8	70	11%
2012	7	111	6%
2013	4	90	4%
Total	32	332	10%

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

Cohort Designation	Number in Cohort	Percent Graduating
2010	61	21%
2011	70	11%

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

2012	111	6%
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EVALUATION

This measure was not met.

ADDITIONAL EVIDENCE

ROADS II has made progress towards our goal with 21 percent of the Graduation Cohort meeting the measure. Thus far ROADS II has 32 graduates, 13 of whom graduated early.

Goal 5: Comparative Measure

Each year, students' average credit accumulation in NYC DOE benchmarked credit categories will exceed that of peer transfer high schools.

METHOD

ROADS II 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 II's student population. They are determined by the NYC DOE published peer index for 2012-13.

RESULTS

ROADS II	Begin Year with 0-11 Credits			Begin Year with 11.01-22 Credits		
Year	ROADS II N	ROADS II Avg of Credits Earned	Peer Transfer HS Average	ROADS II N	ROADS II Avg of Credits Earned	Peer Transfer HS Average
2012-13						
2013-14	184	3.18	7.08	28	8.64	8.51
2014-15	151	2.97	6.97	52	6.69	8.22
2015-16	208	2.06	6.97	48	3.49	8.22

ROADS II	Begin Year with 22.01-33 Credits			Begin Year with 33.01-38 Credits		
Year	ROADS II N	ROADS II Avg of Credits Earned	Peer Transfer HS Average	ROADS II N	ROADS II Avg of Credits Earned	Peer Transfer HS Average
2012-13						
2013-14	4	9.38	9.84	0	NA	9.85
2014-15	21	11.50	9.76	3	10.17	8.71
2015-16	30	7.03	9.76	14	3.43	8.71

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

Percent of Students in the Total Graduation Cohort who Graduate in Six Years Compared to Peer Transfer High School

Cohort Designation	Charter School		Peer Transfer High School	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2010	61	21%	N/A	30%
2011	70	11%	N/A	30%
2012	111	6%	N/A	30%

EVALUATION

ROADS II did not meet the measure.

ADDITIONAL EVIDENCE

ROADS II's slower credit accumulation rate in the first category is not surprising in light of the significant remediation that the vast majority of our students require when they start at our school. As discussed above under Goals 1 through 4, the average ROADS II students reads at a fifth grade level when he or she starts our program. Forty percent of our students have special education needs, which make remediation even more challenging. Over 15 percent of our students require substantial supports in a more restrictive setting. ROADS II has made great progress in helping our students essentially "catch up" with credit accumulation by the third classifications. Because our students are self-paced, they likely sit for less credits in the fourth category because they already have obtained most of the credits necessary to graduate. Thus, they oftentimes do not sit for a full year of coursework. Instead, they graduate at multiple points during the school year.

Goal 5: 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 during the period of the charter from SY 2012-13 to SY 2015-16. It provides the average of the difference between 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 II for 40 or more days in school years 2013-14 and 2014-15.

RESULTS

	Number of Students	Maximum Membership Days	Average % Days in Attendance	YtY Change in Attendance	YtY Change in Attendance for Peer Transf
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HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

					er High School s
ROADS II					
FY1213	164	178	53.7%		-2.5%
FY1314	224	173	49.7%	-4.1%	
FY1415	257	170	47.3%	-2.3%	-4.3%
FY1516	255	168	43.7%	-3.7%	

EVALUATION

This measure was met. The table shows the average change in attendance each year of the charter for ROADS II students compared to the average year-to-year change in attendance at peer transfer high schools in SY 2012-13 and 2014-15 (the most recently published results for transfer high schools). The table shows that attendance decreased by an average of -3.7% in SY 2015-16 compared to an average decline in student attendance of -4.3% at peer transfer high schools.

Goal 5: 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.

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

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

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

ROADS II's completion rate is 9.7 percent compared to a 19 percent completion rate of our peer schools.

EVALUATION

ROADS II did not meet the measure.

ADDITIONAL EVIDENCE

Last year ROADS II's completion rate was 6.0 percent, compared to its peer average completion rate of 17.6 percent.

Goal 5: Comparative Measure

Each year, the percent of students in the sixth year of the high school Total Graduation Cohort graduation will exceed that of the cohort from peer transfer high schools.

METHOD

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

RESULTS

ROADS II			
Cohort	Graduates	Graduation Cohort	% Graduated

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

2010	13	61	21%
2011	8	70	11%
2012	7	111	6%
2013	4	90	4%

Peer Transfer High Schools			
Report Year	Graduation Deadline Year	Graduation Rate	Graduation Rate for Most At-Risk Students
FY12-13 Progress Report	2013	30%	26%
FY14-15 Quality Review	2015	51%	31%

EVALUATION

ROADS II did not meet the measure. The graduate rate for the 2010 Graduation cohort is 21% compared to a 51% graduation rate for peer transfer high schools.

ADDITIONAL EVIDENCE

According to the DOE Educator's Guide for the 2014-15 QRIs, students are considered "most at risk" based on their age as of December 31 of their entry year and the credits and Regents that they earned before they start at a school. For students aged 16, the criteria is under 11 credits and zero Regents passed. ROADS II admits students aged 15 and 16 and has no credit or Regents pass rate requirements. At least half of ROADS II students fit the definition of "most at risk" as defined by this guide, while the remaining students face the same challenges at a slightly younger age. In light of their additional "at-risk" factors (including involvement in the criminal justice, foster care/child welfare systems, temporary housing, and being twice as likely to receive special education services), we believe that ROADS II's graduation rate should be more appropriately compared to the rate of the most at-risk students (31 percent) for this measure.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Type	Measure	Outcome
Absolute	Each Year, 75 percent of students will have an attendance rate of 75 percent for the year.	Not Met
Absolute	Each year, 75 percent of students in the third high school Total	Not Met

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

	Graduation Cohort will score at proficient on at least two different New York State Regents exams required for graduation.	
Absolute	Each year, 75 percent of students in the sixth year high school Total Graduation Cohort will graduate.	Not Met
Comparative	Each year, students' average credit accumulation in NYC DOE benchmarked credit-categories will exceed that of peer transfer high schools.	Not Met
Comparative	Each year, students' year-to-year percent change in attendance will exceed that of peer transfer high schools.	Met
Comparative	Each year, the average completion rate for remaining Regents required for graduation will exceed that of peer transfer high schools.	Not Met
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 Met

ACTION PLAN

Student attendance and behavior incidents have historically challenged ROADS II's ability to establish a culture of engagement and success. Our past efforts to raise student attendance have not been successful. This past year ROADS II dedicated two staff members as Attendance Outreach Coordinators to address this concern. Although they met with success, they were unable to engage with enough students and families. Similarly, two staff members devoted to ensuring consistent discipline was not totally effective.

We have subsequently invested heavily in creating a staff model that provides a primary person to every student. This proven model ensures that every student has at least one caring adult who they trust and can support them in setting and reaching all of their goals. The Primary Person Model will address both of these challenges head on. A pilot of this model was implemented in trimester three of last year and proved successful, as the 30 participating students increased their attendance 14.5% while the rest of the school continued to trend downward.

This fall, Advocate Counselors will provide individualized supports to approximately 25 students—a much more manageable case load than half of our student enrollment. ACs will provide more extensive supports both in and outside of the classroom: they will assist teachers towards adapting to student needs, implementing socio-emotional interventions, and providing an individualized focus to best meet the needs of every student. Advocate Counselors also will work individually with their students to create strategies that will help them successfully complete their studies and pass required Regents exams. They also will address non-academic concerns. This student-adult relationship will become the foundation of the school and ensure all students have the opportunity to achieve their and our goals.

This past year ROADS II worked with a consultant to refine our grading rubrics to ensure consistency across the program. We have redesigned our curriculum to promote rigor and access for all students. We are keenly focused on improving our credit attainment goals as part of the 2016-17 Action Plan.

HIGH SCHOOL GOALS: COLLEGE PREPARATION

GOAL 6: COLLEGE PREPARATION

Goal 6: Comparative Measure

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

METHOD

N/A

RESULTS

N/A

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2013-14	N/A	N/A	N/A		N/A	
2014-15	N/A	N/A	N/A		N/A	
2015-16	N/A	N/A	N/A		N/A	

EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

Goal 7: Comparative Measure

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

METHOD

N/A

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

HIGH SCHOOL GOALS: COLLEGE PREPARATION

For the ACT include this description: The ACT is a national college admissions and placement examination. Students receive scaled scores in reading, mathematics, English and science. Scaled scores range from 1 to 36 on each section; the school averages the three separate scores to calculate a student's composite score. As students may choose to take the test multiple times during the year, the school reports on only a student's highest scaled score for each section. The school compares its average to the New York State average for all 12th grade test takers in the given year.

RESULTS

N/A

12th Grade SAT/ACT Performance by School Year

School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2013-14	N/A	N/A	N/A		N/A	
2014-15	N/A	N/A	N/A		N/A	
2015-16	N/A	N/A	N/A		N/A	

EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

Goal 7: Comparative Measure

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

METHOD

ROADS II administered the New York State Regents Comprehensive English and Common Core English exams that students must pass to graduate. The exams are scored 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. Students with IEPs are considered proficient if they score at least 55 on either test. This measure examines the percent of the Accountability Cohort that meets the college and career ready standard on the exam. Students may take the exams multiple times and have 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.

HIGH SCHOOL GOALS: COLLEGE PREPARATION

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. This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their sixth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their sixth year to pass a mathematics exam. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

This measure addresses those students who have graduated from ROADS II who met the college and career readiness standard for both exams and compares the percentage to students in peer schools based upon the 2012-13 Progress Report with data from the 2014-15 Quality Report.

RESULTS

ROADS II

Percent of ROADS II Graduates that have College Ready Scores on ELA and Math	9%
Peer Transfer High School College Readiness Rate (including enrollment) from FY14-15 NYC DOE Quality Review	17%

Percent of Graduates Meeting the Aspirational Performance Measure¹⁶

Cohort	Charter School	Peer Transfer High Schools	Statewide ¹⁷
2010	8%	17%	38.1
2011	13%	17%	40.0
2012	13%	17%	N/A

EVALUATION

ROADS II did not meet this measure.

Goal 6: Absolute Measure

(§) The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.

METHOD

N/A

RESULTS

N/A

¹⁶ Schools can retrieve state level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

¹⁷ Statewide results for the 2011 cohort are not yet available.

HIGH SCHOOL GOALS: COLLEGE PREPARATION

Percent of Graduates with a Regents Diploma with Advanced Designation¹⁸

Cohor t	Charter School	School District ¹⁹
2010	N/A	N/A
2011	N/A	N/A
2012	N/A	N/A

EVALUATION

N/A

Goal 7: Absolute Measure

(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (“AP”) exam, a College Level Examination Program (“CLEP”) exam or a college level course, or by acquiring certification based on industry standard requirements.

METHOD

N/A

RESULTS

One student took the SAT; the result cannot be reported under FERPA.

Four took the ACT; the results cannot be reported under FERPA.

One student completed an industry standard requirement.

Graduates Passing a Course Demonstrating College Preparation

Cohor t	Number of Graduates	Percent Passing the Equivalent OF a College Level Course ²⁰
2010	13	N/A
2011	8	N/A
2012	7	N/A

EVALUATION

ROADS II did not meet this measure.

18 Schools can retrieve information about diplomas conferred from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

19 District results for the 2011 cohort are not yet available.

20 Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

HIGH SCHOOL GOALS: COLLEGE PREPARATION

ADDITIONAL EVIDENCE

Job training classes offered through Career Pathways last year included a culinary program, where students learned management and cooking skills; graphic design, which offered certification courses in programs such as Adobe Illustrator; and a School-Based Enterprise program, which taught management skills through running the school store. The School also offered an Internship program, where students honed important office skills and developed insights into the teaching profession.

This upcoming year, ROADS II will be offering eight different Career Pathways classes, a substantial increase over the initial programs offered last year. Subjects that will be offered include Photography, Coding, Dance, Drumline, Music Production and Journalism.

Goal 7: Absolute Measure

(§) Each year, 75 percent of graduating students will matriculate in a college or university, begin an industry apprenticeship, or enter the military.

METHOD

N/A

RESULTS

Nineteen of the 25 graduates this year have been accepted and are either enrolled, are deferring until the spring 2017 or are undecided about whether to enroll in either a 2 or 4-year college. Four graduates are pursuing trade school or job training programs. An additional two graduates are in the process of applying to college.

EVALUATION

ROADS II met this measure with at least 76 percent of graduates matriculating in college or beginning a trade/job training program this fall.

ADDITIONAL EVIDENCE

ROADS II also met this measure for last year's graduates. Five of the seven graduates from last year's class are attending college and one has applied to a SUNY. One graduate, who just had a baby, intends to participate in a work/trade or job training program in the near future.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	N/A
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	N/A
Comparative	The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better	Not Met

HIGH SCHOOL GOALS: COLLEGE PREPARATION

	on the English Regents exam, will exceed that of peer transfer high schools.	
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course, or by acquiring certification based on industry standard requirements.	Not Met
Absolute	Each year, 75 percent of graduating students will matriculate in a college or university, begin an industry apprenticeship, or enter the military.	Met

ACTION PLAN

ROADS II seeks to promote academic success by ensuring that disconnected youth—overage, under-credited students—graduate from high school prepared to excel in their academic, professional and personal lives. We expose students to college and career pathways in the workplace to help them connect the importance of their studies with their future success. Fundamentally, our goal is to provide opportunities to access college as an option and help our students plan for their future if they do not intend to attend college.

ROADS II has dedicated staff members who oversee programming and support for the School's college and career program. In addition to meeting with individual students, they run workshops for families covering topics such as the college application process, FAFSA and CUNY admissions requirements. ROADS II holds monthly meetings with potential graduates to help support them through the college process. The School also runs a Career Day and Speakers series to introduce our students to potential career paths.

ROADS II students learn about post-secondary opportunities by visiting colleges and attending career-oriented tours. This past year we took 81 students to see and meet with admissions representatives at nine institutions, including City College, Harvard, USC, UCLA and the Culinary Institute of Arts. School staff work individually with students to support their college and scholarship applications. Coop-Tech offers classes that provide students with cutting edge trade skills and technology training. Graduates of these programs can take part in the Department of Education's Work Based Learning Program (WBL), which provides job readiness skills of basic safety, OSHA procedures, and CPR. If recommended by a ROADS II staff member, students can participate in a full internship opportunity and build a portfolio to expand their skills for future employment. ROADS II's partnerships with Year-up and Opportunities for a Better Tomorrow also provide opportunities for students to develop marketable job skills and receive stipends for work.

The ROADS II Career Pathways program also introduces our students who might not be interested in post-secondary studies a way to obtain important skills for their chosen future careers. By requiring strict attendance and academic requirements, the program helps reinforce the importance of goal setting for our students. Most of the students who enrolled in the pilot program last year struggled with bad behaviors and poor performance before becoming participants. The course, which introduces job-ready skills in a credit bearing class, required students to attend all of their other classes in order to get paid for part-time work during school. We saw an increase in the number of students that earned credits and attended school. Students who joined the program in trimester 3 showed the biggest improvement in credit accumulation from trimester 2 to 3.

HIGH SCHOOL GOALS: COLLEGE PREPARATION

This upcoming year, ROADS II will be offering eight different Career Pathways classes, a substantial increase over the initial programs offered last year. Subjects that will be offered include Photography, Coding, Dance, Drumline, Music Production and Journalism. The success of this program is just one example of how, when given the proper supports, all students can experience success.

APPENDIX B: OPTIONAL GOALS

APPENDIX B: OPTIONAL GOALS

Goal S: Absolute Measure

Each year, 75% of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

METHOD

ROADS II implemented surveys to parents during Summer School Orientation requesting feedback on our School's program for the 2015-16 school year. ROADS I administered a hard-copy survey to a group of 17 parents.

RESULTS

It is clear that the ROADS II parents are aware of extracurricular and post-secondary planning opportunities presented by ROADS, and feel that the staff is supporting the needs of their students. Parents have high opinions of how their students' behavior has improved in a positive way. Parents at ROADS II overall feel very positively about the services provided by the School, quality of education and relationship between teachers to student, and teachers to parents.

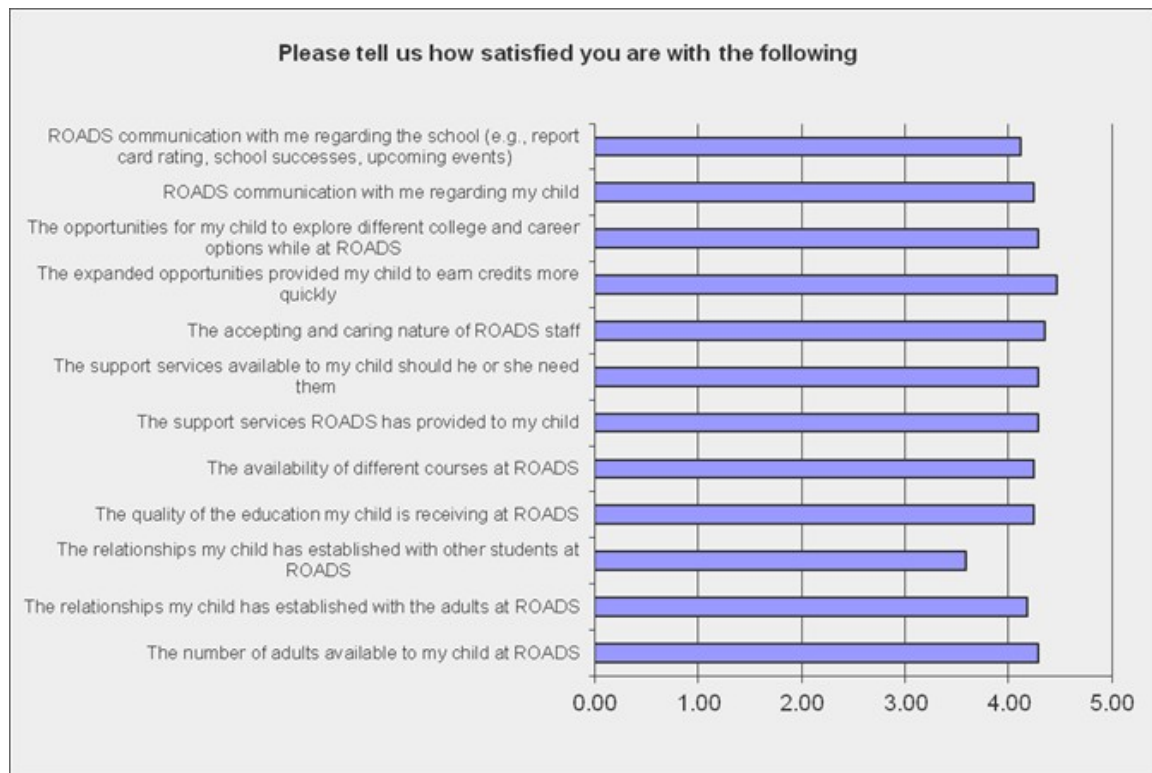
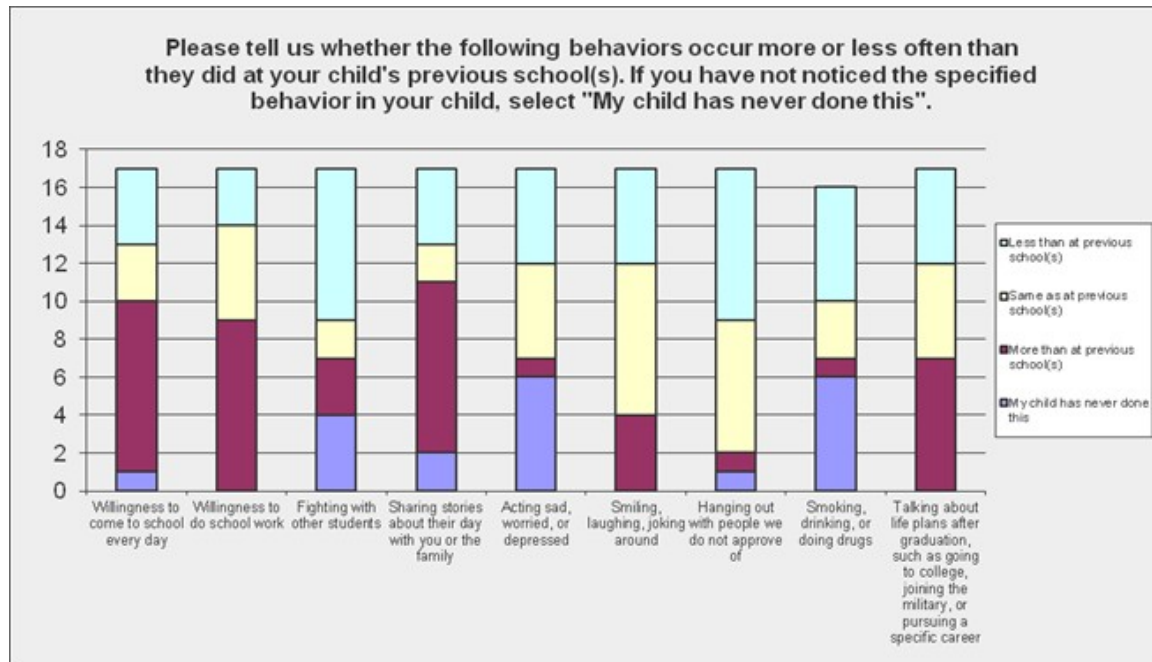
2015-16 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
17	17	100%

2015-16 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Reported student spoke more willing to come to school	53%
Reported student shared more about day with family	53%
Reported student more willing to do school work	53%
Parent is satisfied with number of adults available to student	88%
Parent is satisfied with relationships between adults and students	82%
Parent is satisfied with availability of different courses	88%
Parent is satisfied with quality of education	88%
Parent is satisfied with support services available	88%
Parent is satisfied with post-secondary opportunities	88%
Parent is satisfied with expanded opportunities to earn credits	94%
Parent is satisfied with communication between parents and school	82%
Parent is satisfied with accepting and caring nature at ROADS	88%

APPENDIX B: OPTIONAL GOALS



EVALUATION

ROADS II is close to meeting this measure, or has met this measure.

APPENDIX B: OPTIONAL GOALS



APPENDIX C: SUPPLEMENTARY TABLES

APPENDIX C: SUPPLEMENTARY TABLES

HIGH SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

Growth Measure

Each year, the group of students in their second year in the school who have taken a norm-referenced reading test for two years will reduce by one-half the difference between the average of their first year in the school and an NCE of 50. If the cohort already achieved an average NCE of 50 in the first year, it will show an increase in their average NCE.

METHOD

See Goal 1.

RESULTS

See Goal 1.

First to Second Year Cohort Growth on the Norm Referenced Reading Test

School Year	Number	Average NCE			Target Achieved
		First Year Baseline	Second Year Target	Second Year Result	
2012-13 to 2013-14	44	16	33	23	No
2013-14 to 2014-15	29	23	37	35	No
2014-15 to 2015-16	27	27	39	26	No

EVALUATION

See Goal 1.

ADDITIONAL EVIDENCE

See Goal 1.

HIGH SCHOOLS: SUBJECT AREA MEASURES

Cohort Passing Rate by Regents Mathematics Exam

Exam	Cohort
------	--------

APPENDIX C: SUPPLEMENTARY TABLES

	2009	2010	2011	2012
Integrated Algebra	N/A	94%	79%	50%
Geometry	N/A	N/A	Number too small to report	Number too small to report
Algebra 2	N/A	N/A	N/A	N/A

Cohort Passing Rate by Regents Science Exam

Exam	Cohort			
	2009	2010	2011	2012
Living Environment	N/A	38%	32%	13%
Earth Science	N/A	19%	21%	5%
Chemistry	N/A	N/A	N/A	N/A
Physics	N/A	N/A	N/A	N/A



Entry 4 Expenditures per Child

Last updated: 08/01/2016

Page 1

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 2015-16 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: <http://www.p12.nysed.gov/psc/AuditGuide.html>

Line 1: Total Expenditures	4875317
Line 2: Year End FTE student enrollment	212
Line 3: Divide Line 1 by Line 2	22945

2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2015-16 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. 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 officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. 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. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:

The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:

<http://www.p12.nysed.gov/psc/AuditGuide.html>

Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	517179
Line 2: Management and General Cost (Column)	118506
Line 3: Sum of Line 1 and Line 2	635685
Line 5: Divide Line 3 by the Year End FTE student enrollment	2992

Thank you.



Entry 6a Audited Statements

Last updated: 11/01/2016

Regents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information requested and upload the independent auditor's report and internal controls reports as one combined file.

Page 1

School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Seth Schoenfeld, CEO		

Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Jimmy Vora, MBAF CPAs, LLC			4

If Applicable:

	Outsourced Financial Services Firm Name	Outsourced Financial Services Contact	Outsourced Financial Services Email	Outsourced Financial Services Phone	Years Working With This Firm
	Charter School Business Managment				1

Please upload as one combined file:

- a. the independent auditor's report on financial statements and notes; and
- b. reports on internal controls over financial reporting and compliance

<https://nysed-cso-reports.fluidreview.com/media/assets/survey-uploads/84001/7116208-F7wWrRhhE3/ROADS%20FY16%20audit%20merged.pdf>

ROADS CHARTER SCHOOL I

FINANCIAL STATEMENTS

JUNE 30, 2016

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR JUNE 30, 2015)

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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
ROADS Charter School I

Report on the Financial Statements

We have audited the accompanying financial statements of ROADS Charter School I (the "School"), which comprise the statement of financial position as of June 30, 2016, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of ROADS Charter School I as of June 30, 2016, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited ROADS Charter School I's 2015 financial statements and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 30, 2015. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2015, 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 28, 2016, 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 28, 2016

ROADS CHARTER SCHOOL I
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2016
(WITH SUMMARIZED COMPARATIVE INFORMATION FOR JUNE 30, 2015)

ASSETS	2016	2015
Cash	\$ 241,651	\$ 204,965
Cash-restricted	75,024	-
Grants receivable	171,234	127,786
Due from related parties	285,073	296,084
Prepaid expenses and other assets	40,753	20,008
Property and equipment, net	35,742	25,366
	\$ 849,477	\$ 674,209
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable and accrued expenses	\$ 277,219	\$ 42,548
Accrued salaries and other payroll related expenses	364,009	269,511
Due to related parties	34,308	-
Due to NYC Department of Education	1,265	189,675
	676,801	501,734
NET ASSETS		
Unrestricted	172,676	172,475
	\$ 849,477	\$ 674,209

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

ROADS CHARTER SCHOOL I
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2016
(WITH SUMMARIZED COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2015)

	2016	2015
OPERATING REVENUE		
State and local per pupil operating revenue	\$ 4,507,213	\$ 3,566,666
Government grants and contracts	<u>210,675</u>	<u>143,982</u>
	<u>4,717,888</u>	<u>3,710,648</u>
EXPENSES		
Program	4,126,031	3,392,315
Management	<u>592,321</u>	<u>542,322</u>
	<u>4,718,352</u>	<u>3,934,637</u>
DEFICIENCY FROM SCHOOL OPERATIONS	<u>(464)</u>	<u>(223,989)</u>
SUPPORT AND OTHER INCOME		
In-kind program services	-	249,666
Interest and other income	<u>665</u>	<u>5,524</u>
	<u>665</u>	<u>255,190</u>
CHANGE IN NET ASSETS	201	31,201
NET ASSETS - BEGINNING OF YEAR	<u>172,475</u>	<u>141,274</u>
NET ASSETS - END OF YEAR	<u>\$ 172,676</u>	<u>\$ 172,475</u>

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

ROADS CHARTER SCHOOL I
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2016

(WITH SUMMARIZED COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2015)

Personnel services costs:		No. of Positions							
Instructional personnel	41	\$	2,031,705	\$	620,639	\$	2,652,344	\$	2,652,344
Non-instructional personnel	5		-		-		-		337,975
Total salaries and wages	46		2,031,705		620,639		2,652,344		2,990,319
Payroll taxes and employee benefits			497,432		151,453		648,885		731,303
Advertising and recruiting			7,094		2,160		9,254		10,429
Outside services			57,786		32,039		89,825		144,990
Management fees - network			306,581		93,344		399,925		450,721
Equipment			13,205		4,021		17,226		19,414
Insurance			41,270		12,565		53,835		60,673
Student services			76,918		59,558		136,476		136,476
Postage and shipping			-		-		-		3,463
Printing			2,317		705		3,022		3,406
Office supplies and instructional materials			36,336		28,136		64,472		93,186
Professional development			14,208		4,326		18,534		20,888
Miscellaneous			-		-		-		11,396
Telephone and communications			7,002		2,132		9,134		10,294
Depreciation and amortization			13,019		10,080		23,099		31,394
		\$	3,104,873	\$	1,021,158	\$	4,126,031	\$	4,718,352

ROADS CHARTER SCHOOL I
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2016
(WITH SUMMARIZED COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2015)

	2016	2015
CASH FLOWS FROM OPERATING ACTIVITIES		
Cash received from operating revenue	\$ 4,411,006	\$ 3,840,338
Other cash received	665	255,190
Cash paid to employees and suppliers	<u>(4,333,215)</u>	<u>(4,055,162)</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES	78,456	40,366
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property and equipment	<u>(41,770)</u>	<u>-</u>
NET INCREASE IN CASH	36,686	40,366
CASH - BEGINNING OF YEAR	<u>204,965</u>	<u>164,599</u>
CASH - END OF YEAR	<u>\$ 241,651</u>	<u>\$ 204,965</u>
Reconciliation of change in net assets to net cash provided by operating activities:		
Change in net assets	\$ 201	\$ 31,201
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation and amortization	31,394	58,972
Changes in operating assets and liabilities:		
Cash-restricted	(75,024)	-
Grants receivable	(43,448)	(35,907)
Due from related parties	11,011	(270,631)
Prepaid expenses and other assets	(20,745)	48,836
Accounts payable and accrued expenses	234,671	12,097
Accrued salaries and other payroll related expenses	94,498	30,201
Due to related parties	34,308	-
Due to NYC Department of Education	<u>(188,410)</u>	<u>165,597</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES	<u>\$ 78,456</u>	<u>\$ 40,366</u>

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

ROADS CHARTER SCHOOL I

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2016

1. NATURE OF THE ORGANIZATION

ROADS Charter School I (the "School") is a New York State, not-for-profit educational corporation that was incorporated on April 5, 2011 to operate a charter school pursuant to Article 56 of the Educational Law of the State of New York. The School was granted a provisional charter on April 5, 2011, valid for a term of five years and renewable by the Board of Regents of the University of the State of New York. The School's provisional charter is set to expire at the end of the 2016-17 school year. The School is currently going through the process of charter renewal.

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

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

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

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

2. SIGNIFICANT ACCOUNTING POLICIES

Financial Statement Presentation

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

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

These classes are defined as follows:

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

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

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

ROADS CHARTER SCHOOL I

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2016

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Cash Restricted

A restricted fund of \$75,024 is held aside to cover debts in the event of the School's dissolution as required by The State University of New York.

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 \$171,234 and \$127,786 at June 30, 2016 and 2015, respectively. The School has determined that no allowance for uncollectible accounts is necessary at June 30, 2016 and 2015. 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. There were no donated services received during the year ended June 30, 2016. Donated services received were \$249,666 for the year ended June 30, 2015 and is reflected as income in that year (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.

ROADS CHARTER SCHOOL I

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2016

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Impairment

The School reviews long-lived assets to determine whether there has been any permanent impairment whenever events or circumstances indicate the carrying amount of an asset may not be recoverable. If the sum of the expected future undiscounted cash flows is less than the carrying amount of the assets, the School recognizes an impairment loss. No impairment losses were recognized for the years ended June 30, 2016 and 2015.

Advertising

The School expenses advertising costs as incurred. The School incurred \$1,237 of advertising for the year ended June 30, 2016, which is included in the accompanying statement of functional expenses under advertising and recruiting.

Functional Allocation of Expenses

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

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 28, 2016, which is the date the financial statements were available to be issued.

Comparative Financial Information

The June 30, 2016 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, 2015 are presented. As a result, the June 30, 2015 comparative information does not include sufficient detail to constitute a presentation in conformity with U.S. GAAP. Accordingly, such June 30, 2015 information should be read in conjunction with the School's financial statements for the year ended June 30, 2015, 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 and New York State jurisdictions. The School is subject to federal, state, or local income tax examination for all fiscal years in which informational returns were filed.

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.

ROADS CHARTER SCHOOL I

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2016

2. SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Income Taxes (Continued)

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 income tax as other expense.

Recent Accounting Pronouncements

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.

In February 2016, the FASB issued an accounting standard update which amends existing lease guidance. The update requires lessees to recognize a right-of-use asset and related lease liability for many operating leases now currently off-balance sheet under current U.S. GAAP. Accounting by lessors remains largely unchanged from current U.S. GAAP. The update is effective using a modified retrospective approach for fiscal years beginning after December 15, 2019, and for interim periods within fiscal years beginning after December 15, 2020, with early application permitted. The School is currently evaluating the effect the update will have on its financial statements.

In August 2016, the FASB issued an accounting standard update which aims to improve information provided to creditors, donors, grantors, and others while also reducing complexity and costs. The update is the first phase of a project regarding not-for-profits which aims to improve and simplify net asset classification requirements and improve the information presented and disclosed in financial statements about liquidity, cash flows, and financial performance. The update is effective retrospectively for financial statements issued for fiscal years beginning after December 15, 2017, and interim periods within fiscal years beginning after December 15, 2018, with earlier application permitted. The School is currently evaluating the effect the update will have on its financial statements.

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>2016</u>	<u>2015</u>
Charter School Planning Grant	\$ 2,130	\$ 2,130
Title I	58,724	66,660
Title II	6,400	6,646
IDEA	52,350	52,350
Other state funding	51,630	-
	<u>\$ 171,234</u>	<u>\$ 127,786</u>

ROADS CHARTER SCHOOL I

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2016

4. PROPERTY AND EQUIPMENT

Property and equipment consist of the following at June 30:

	<u>2016</u>	<u>2015</u>	<u>Estimated Useful Lives</u>
Furniture and fixtures	\$ 32,037	\$ 32,038	5 years
Equipment	172,283	130,513	3 years
Software	<u>27,340</u>	<u>27,339</u>	3 years
	231,660	189,890	
Less: accumulated depreciation and amortization	<u>(195,918)</u>	<u>(164,524)</u>	
	<u>\$ 35,742</u>	<u>\$ 25,366</u>	

Depreciation and amortization expense was \$31,394 and \$58,972 for the years ended June 30, 2016 and 2015, respectively.

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 pays 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, 2016 and 2015, the School incurred management fees of \$450,721 and \$356,666, respectively. For the year ended June 30, 2015, the School accounted for \$249,666 of such services as donated services and recognized the fee as both income and expense in the accompanying financial statements. There were no donated services for the year ended June 30, 2016.

The balance due from Roads Inc. amounted to \$281,998 and \$296,051 for the years ended June 30, 2016 and 2015, respectively. The balance due to Roads Inc. amounted to \$34,308 for the year ended June 30, 2016.

For operational efficiency and purchasing power, the School also shares expenses with Roads Charter School II ("Roads II"), which is related by common management. At June 30, 2016 and 2015, the balance due from Roads II was \$3,075 and \$33, respectively.

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 1495 Herkimer Street, Brooklyn, New York, and is not responsible for rent, utilities, custodial services, maintenance, or school safety. Approximately 15,000 square feet is allocated to the School. The Agreement commenced on July 1, 2012 at a cost of \$1 per year. In accordance with industry standards, the amount has not been recorded. The School will be responsible for any overtime-related costs for services provided beyond the regular opening hours.

ROADS CHARTER SCHOOL I

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2016

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, 2016 and 2015, pension expense for the School was \$34,542 and \$32,645, 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.

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 insured limits of \$250,000.

The School received approximately 96% of its total revenue from per pupil funding from the NYCDOE for each of the years ended June 30, 2016 and 2015.

Three major grantors accounted for 99% and two major grantors accounted for 98% of grants receivable at June 30, 2016 and 2015, respectively.

Two vendors accounted for 59% and three vendors accounted for 91% of accounts payable at June 30, 2016 and 2015, respectively.



Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With Government Auditing Standards

To the Board of Trustees
ROADS Charter School I

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of ROADS Charter School I (the "School"), which comprise the statement of financial position as of June 30, 2016, 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 28, 2016.

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 no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of the School in a separate letter dated October 28, 2016.

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 28, 2016

ROADS Charter School I

Communication With Those Charged With Governance

OCTOBER 28, 2016



October 28, 2016

To the Audit Committee
ROADS Charter School I

We have audited the financial statements of ROADS Charter School I (the "School") for the year ended June 30, 2016 and are prepared to issue our report thereon dated October 28, 2016. Professional standards require that we provide you with the following information related to our audit. This letter is divided into two sections: 1) required communications from the auditors to those with audit oversight responsibilities and 2) opportunities for strengthening internal controls or enhancing operating efficiency and our related recommendations.

REQUIRED COMMUNICATIONS

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

As stated in our engagement letter dated April 14, 2016, our responsibility, as described by professional standards, is to express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities. Our responsibility is to plan and perform the audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement. As part of our audit, we considered the internal control of ROADS Charter School I. Such considerations were solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control. We are responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures specifically to identify such matters.

B. Planned Scope and Timing of the Audit:

We performed the audit according to the planned scope and timing previously communicated to you in our meeting about planning matters on June 2016.

C. Auditor Independence:

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

D. Qualitative Aspects of Accounting Practices:

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

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, 2016, ROADS Charter School I recorded grants receivable of \$171,234. Management concluded that no allowance for doubtful accounts was necessary. Management calculated based on the assessment of the credit-worthiness of the School's grantors, the aged basis of the receivables, as well as economic conditions and historical information. Based on our audit procedures which included a discussion with School's management, we concur with management's conclusion.

Functional Statement Allocation:

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

Depreciation:

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

F. Sensitive Disclosures Affecting the Financial Statements:

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

The disclosure of 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 8 audit adjustments (2 reclassification adjustments and 6 prepared by client) that decreased net assets by approximately \$2,000. In the prior year, there were 19 audit adjustments (1 reclassification adjustment and 10 prepared by client) that increased net assets by approximately \$136,000.

- To decrease net assets by approximately \$9,500 to write off balances of asset accounts from prior years that were running.
- To increase net assets by approximately \$10,700 to adjust accumulated depreciation expense that was over depreciated in the prior year.
- To decrease net assets by approximately \$16,400 to record student stipends relating to the Summer Program of 2015 not previously accounted for in the prior year.
- To correct intercompany balances approximately by \$30,000 creating no increase or decrease in net assets.

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 28, 2016.

J. Management Consultations with Other Independent Accountants:

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

K. Other Audit Findings or Issues:

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

OPPORTUNITIES FOR STRENGTHENING INTERNAL CONTROLS OR ENHANCING OPERATING EFFICIENCY

Payroll Reconciliation:

Sound internal controls mandate that reconciliation be performed between IRS Form 941 *Employers Quarterly Federal Tax Return* and the School's general ledger. We noted that during the fiscal year ended June 30, 2016 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.

Cash Disbursements:

During our cash disbursements testing we noticed that certain controls established for cash disbursements were not completed as required by internal policy, such as creation of purchase request form/purchase order, approved invoice/packing slip, copy of cancelled check, signature authorizing disbursement. The School was also unable to provide copies of voided checks. We recommend that the School adhere to its Fiscal Policies and Procedures and keep copies of voided checks.

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.

Intercompany:

During our audit, we noted that several adjustments were needed to reconcile the intercompany accounts of Roads I, Roads II, and Roads Inc. We recommend that the School maintain up to date intercompany reconciliations and review intercompany transactions on a monthly basis.

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

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

Very truly yours,

MBAF CPAs, LLC

MBAF CPA's, LLC



GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

TEMPLATE TABS




1- GRAY tab contains the Instructions

Instructions	Provides description of tabs and input requirements.
Funding by District	Charter School Tuition Rates

2- BLUE tabs require input of information

1.) Name of School	>Select school name from list. >Enter contact information.
2.) Enrollment	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter
4.) Yearly Budget	Enter Yearly Budget information. Includes: >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
5.) Balance Sheet	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"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 Actual Quarterly Report information . Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
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 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
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ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

ROADS Charter School II -

SCHOOL

Name:	ROADS Charter School II
-------	-------------------------

CONTACT INFORMATION -

Contact Name:	Chester Asher
Contact Title:	Principal
Contact Email:	
Contact Phone:	

REPORT PERIOD -

Current Academic Year:	2016-17
Prior Academic Year:	Err:508

**ROADS CHARTER SCHOOL II
2016-17**

ENROLLMENT BY GRADES								
GRADES	K	1	2	3	4	5	6	7
INITIAL BUDGETED ENROLLMENT								
TOTAL ENROLLMENT = 220								

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:		0	1	0	1	0	1		
NUMBER OF STUDENTS ENROLLED:		0	220	0	220	0	220		
			*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns affected quarter(s) must be completed on tabs 2, 3 and 4.						
		PRIOR YEAR Err:508	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
PRIMARY/OTHER	DISTRICT NAME(S)	Actual Enrollment	220		220		220		220
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) →								

8	9	10	11	12
	120	50	25	25

	ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
TER 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
Column(s) for the				
	ACTUAL ENROLLMENT BY QUARTER			
TER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<i>Revised</i> Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

STAFFING PLAN F

***NOTE:** Enter the number of FTE positions in the "blue" cells.

***NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the "REVISED" column blank. If budget revisions ARE made, the entire "REVISED" budget columns for the affected

ADMINISTRATIVE PERSONNEL FTE		ANNUAL BUDGETED FTE				
	PRIOR YEAR	Q1		Q2		Q3
	Err:508	Original	Revised	Original	Revised	Original
	ACTUAL					
Executive Management						
Instructional Management		1.0		1.0		1.0
Deans, Directors & Coordinators		10.5		10.5		10.5
CFO / Director of Finance						
Operation / Business Manager		2.0		2.0		2.0
Administrative Staff		1.5		1.5		1.5
TOTAL ADMINISTRATIVE STAFF	0.0	15.0	0.0	15.0	0.0	15.0

INSTRUCTIONAL PERSONNEL FTE		ANNUAL BUDGETED FTE				
	PRIOR YEAR	Q1		Q2		Q3
	Err:508	Original	Revised	Original	Revised	Original
	ACTUAL					
Teachers - Regular		6.0		6.0		6.0
Teachers - SPED		10.0		10.0		10.0
Substitute Teachers						
Teaching Assistants						
Specialty Teachers		6.0		6.0		6.0
Aides						
Therapists & Counselors		4.0		4.0		4.0
Other						
TOTAL INSTRUCTIONAL	0.0	26.0	0.0	26.0	0.0	26.0

NON INSTRUCTIONAL PERSONNEL FTE		ANNUAL BUDGETED FTE				
	PRIOR YEAR	Q1		Q2		Q3
	Err:508	Original	Revised	Original	Revised	Original
	ACTUAL					
Nurse						
Librarian						
Custodian						
Security						
Other						
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	0.0

TOTAL PERSONNEL SERVICE FTE	0.0	41.0	0.0	41.0	0.0	41.0
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**CHARTER SCHOOL II -
2016-17 -**

FULL TIME EQUIVALENT ("FTE")

***NOTE:** Enter the number of FTE positions in the "blue" cells.

The 'REVISED' Column(s) COMPLETELY BLANK. If the quarter(s) must be completed on tabs 2, 3

***NOTE:** Each quarter, the actual FTE should be input.

ADMINISTRATIVE PERSONNEL FTE				ACTUAL QUARTERLY FTE			
	3	Q4		Q1	Q2	Q3	Q4
	Revised	Original	Revised	Actual	Actual	Actual	Actual
Executive Management							
Instructional Management		1.0					
Deans, Directors & Coordinators		10.5					
CFO / Director of Finance							
Operation / Business Manager		2.0					
Administrative Staff		1.5					
TOTAL ADMINISTRATIVE STAFF	0.0	15.0	0.0	0.0	0.0	0.0	0.0

INSTRUCTIONAL PERSONNEL FTE				ACTUAL QUARTERLY FTE			
	3	Q4		Q1	Q2	Q3	Q4
	Revised	Original	Revised	Actual	Actual	Actual	Actual
Teachers - Regular		6.0					
Teachers - SPED		10.0					
Substitute Teachers							
Teaching Assistants							
Specialty Teachers		6.0					
Aides							
Therapists & Counselors		4.0					
Other							
TOTAL INSTRUCTIONAL	0.0	26.0	0.0	0.0	0.0	0.0	0.0

NON INSTRUCTIONAL PERSONNEL FTE				ACTUAL QUARTERLY FTE			
	3	Q4		Q1	Q2	Q3	Q4
	Revised	Original	Revised	Actual	Actual	Actual	Actual
Nurse							
Librarian							
Custodian							
Security							
Other							
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	0.0	0.0

TOTAL PERSONNEL SERVICE FTE	0.0	41.0	0.0	0.0	0.0	0.0	0.0
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***NOTE:** Enter the number of FTE positions in the "blue" cells.

***NOTE:** State the assumptions that are being made for personnel FTE levels.

ADMINISTRATIVE PERSONNEL FTE	Description of Assumptions
Executive Management	
Instructional Management	
Deans, Directors & Coordinators	
CFO / Director of Finance	
Operation / Business Manager	
Administrative Staff	
TOTAL ADMINISTRATIVE STAFF	

INSTRUCTIONAL PERSONNEL FTE	Description of Assumptions
Teachers - Regular	
Teachers - SPED	
Substitute Teachers	
Teaching Assistants	
Specialty Teachers	
Aides	
Therapists & Counselors	
Other	
TOTAL INSTRUCTIONAL	

NON INSTRUCTIONAL PERSONNEL FTE	Description of Assumptions
Nurse	
Librarian	
Custodian	
Security	
Other	
TOTAL NON-INSTRUCTIONAL	

TOTAL PERSONNEL SERVICE FTE	
-----------------------------	--

		ROADS CHARTER SCHOOL II Budget / Operating Plan 2016-17							
Total Revenue		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		-	1,117,675	#NAME?	#NAME?	1,117,675	#NAME?	#NAME?	1,117,675
Net Income		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		-	220	-	-	220	-	-	220
		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 -
		Err:508	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
		Allocate Per Pupil Revenue by Quarter	*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISE' If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s)						
REVENUE		2016-17	PPR %/Qtr->	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%
REVENUES FROM STATE SOURCES		Per Pupil Rate	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
NYC CHANCELLOR'S OFFICE		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-		#N/A	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-		#N/A	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-		#N/A	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-		#N/A	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-		#N/A	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-		#N/A	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-		#N/A	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-		#N/A	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-		#N/A	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-		#N/A	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-		#N/A	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-		#N/A	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-		#N/A	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-		#N/A	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
ALL OTHER School Districts: (Weighted Avg)		#N/A	#N/A	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)		#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue			300,453		#NAME?	300,453		#NAME?	300,453
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?	#NAME?
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs			17,500		#NAME?	17,500		#NAME?	17,500
Title I			21,750		#NAME?	21,750		#NAME?	21,750
Title Funding - Other			2,125		#NAME?	2,125		#NAME?	2,125
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			-	41,375	-	#NAME?	41,375	-	#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			4,372		#NAME?	4,372		#NAME?	4,372
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	4,372	-	#NAME?	4,372	-	#NAME?
TOTAL REVENUE			-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

		ROADS CHARTER SCHOOL II Budget / Operating Plan 2016-17							
Total Revenue		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		-	1,117,675	#NAME?	#NAME?	1,117,675	#NAME?	#NAME?	1,117,675
Net Income		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		-	220	-	-	220	-	-	220
		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 -
		Err:508	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
									Revised Budget
EXPENSES									
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions							
Executive Management		-			#NAME?			#NAME?	
Instructional Management		1.00	38,625		#NAME?	38,625		#NAME?	38,625
Deans, Directors & Coordinators		10.50	168,120		#NAME?	168,120		#NAME?	168,120
CFO / Director of Finance		-			#NAME?			#NAME?	
Operation / Business Manager		2.00	30,183		#NAME?	30,183		#NAME?	30,183
Administrative Staff		1.50	21,466		#NAME?	21,466		#NAME?	21,466
TOTAL ADMINISTRATIVE STAFF		15.00	-	258,394	-	#NAME?	258,394	-	#NAME?
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular		6.00	108,866		#NAME?	108,866		#NAME?	108,866
Teachers - SPED		10.00	185,415		#NAME?	185,415		#NAME?	185,415
Substitute Teachers		-			#NAME?			#NAME?	
Teaching Assistants		-			#NAME?			#NAME?	
Specialty Teachers		6.00	84,375		#NAME?	84,375		#NAME?	84,375
Aides		-			#NAME?			#NAME?	
Therapists & Counselors		4.00	87,688		#NAME?	87,688		#NAME?	87,688
Other		-			#NAME?			#NAME?	
TOTAL INSTRUCTIONAL		26.00	-	466,344	-	#NAME?	466,344	-	#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		41.00	-	724,737	-	#NAME?	724,737	-	#NAME?
PAYROLL TAXES AND BENEFITS									
Payroll Taxes			67,741		#NAME?	67,741		#NAME?	67,741
Fringe / Employee Benefits			91,625		#NAME?	91,625		#NAME?	91,625
Retirement / Pension			12,689		#NAME?	12,689		#NAME?	12,689
TOTAL PAYROLL TAXES AND BENEFITS			-	172,056	-	#NAME?	172,056	-	#NAME?
TOTAL PERSONNEL SERVICE COSTS		41.00	-	896,793	-	#NAME?	896,793	-	#NAME?
CONTRACTED SERVICES									
Accounting / Audit			5,250		#NAME?	5,250		#NAME?	5,250
Legal			500		#NAME?	500		#NAME?	500
Management Company Fee			107,194		#NAME?	107,194		#NAME?	107,194
Nurse Services					#NAME?			#NAME?	
Food Service / School Lunch					#NAME?			#NAME?	
Payroll Services			2,710		#NAME?	2,710		#NAME?	2,710
Special Ed Services					#NAME?			#NAME?	
Titlement Services (i.e. Title I)					#NAME?			#NAME?	
Other Purchased / Professional / Consulting			19,250		#NAME?	19,250		#NAME?	19,250
TOTAL CONTRACTED SERVICES			-	134,904	-	#NAME?	134,904	-	#NAME?

ROADS CHARTER SCHOOL II Budget / Operating Plan 2016-17									
Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	1,117,675	#NAME?	#NAME?	1,117,675	#NAME?	#NAME?	1,117,675	#NAME?
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	220	-	-	220	-	-	220	-
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 -	
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget
	Err:508								
SCHOOL OPERATIONS									
Board Expenses				#NAME?			#NAME?		
Classroom / Teaching Supplies & Materials		5,250		#NAME?	5,250		#NAME?	5,250	
Special Ed Supplies & Materials				#NAME?			#NAME?		
Textbooks / Workbooks		1,250		#NAME?	1,250		#NAME?	1,250	
Supplies & Materials other				#NAME?			#NAME?		
Equipment / Furniture				#NAME?			#NAME?		
Telephone		7,500		#NAME?	7,500		#NAME?	7,500	
Technology				#NAME?			#NAME?		
Student Testing & Assessment				#NAME?			#NAME?		
Field Trips		8,750		#NAME?	8,750		#NAME?	8,750	
Transportation (student)		500		#NAME?	500		#NAME?	500	
Student Services - other		11,000		#NAME?	11,000		#NAME?	11,000	
Office Expense		8,000		#NAME?	8,000		#NAME?	8,000	
Staff Development				#NAME?			#NAME?		
Staff Recruitment		2,750		#NAME?	2,750		#NAME?	2,750	
Student Recruitment / Marketing				#NAME?			#NAME?		
School Meals / Lunch		1,125		#NAME?	1,125		#NAME?	1,125	
Travel (Staff)		250		#NAME?	250		#NAME?	250	
Fundraising				#NAME?			#NAME?		
Other		375		#NAME?	375		#NAME?	375	
TOTAL SCHOOL OPERATIONS	-	46,750	-	#NAME?	46,750	-	#NAME?	46,750	-
FACILITY OPERATION & MAINTENANCE									
Insurance		11,270		#NAME?	11,270		#NAME?	11,270	
Janitorial				#NAME?			#NAME?		
Building and Land Rent / Lease / Facility Finance Interest		2,500.00		#NAME?	2,500.00		#NAME?	2,500.00	
Repairs & Maintenance		1,000		#NAME?	1,000		#NAME?	1,000	
Equipment / Furniture				#NAME?			#NAME?		
Security				#NAME?			#NAME?		
Utilities				#NAME?			#NAME?		
TOTAL FACILITY OPERATION & MAINTENANCE	-	14,770	-	#NAME?	14,770	-	#NAME?	14,770	-
DEPRECIATION & AMORTIZATION -									
RESERVES / CONTINGENCY -		24,458		#NAME?	24,458		#NAME?	24,458	
				#NAME?			#NAME?		
TOTAL EXPENSES	-	1,117,675	-	#NAME?	1,117,675	-	#NAME?	1,117,675	-
NET INCOME	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

	ROADS CHARTER SCHOOL II - Budget / Operating Plan - 2016-17 -									
Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	1,117,675	#NAME?	#NAME?	1,117,675	#NAME?	#NAME?	1,117,675	#NAME?	#NAME?
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	220	-	-	220	-	-	220	-	-
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 -		
	Err:508	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	
ENROLLMENT - *School Districts Are Linked To Above Entries*										
Number of Districts:	-	1	-	-	1	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	-	220	-	-	220	-	-	220	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	220	-	-	220	-	-	220	-	-
REVENUE PER PUPIL	-	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-	-
EXPENSES PER PUPIL	-	5,080	-	#NAME?	5,080	-	#NAME?	5,080	-	-

Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		#NAME?	1,117,675	#NAME?	#NAME?	4,470,698
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		-	220	-	-	
		3/31	4th Quarter - 4/1 - 6/30			
		Variance	Original Budget	Revised Budget	Variance	Original Budget
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions				
Executive Management	-	#NAME?			#NAME?	-
Instructional Management	1.00	#NAME?	38,625		#NAME?	154,500
Deans, Directors & Coordinators	10.50	#NAME?	168,120		#NAME?	672,478
CFO / Director of Finance	-	#NAME?			#NAME?	-
Operation / Business Manager	2.00	#NAME?	30,183		#NAME?	120,733
Administrative Staff	1.50	#NAME?	21,466		#NAME?	85,864
TOTAL ADMINISTRATIVE STAFF	15.00	#NAME?	258,394	-	#NAME?	1,033,575
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	6.00	#NAME?	108,866		#NAME?	435,463
Teachers - SPED	10.00	#NAME?	185,415		#NAME?	741,661
Substitute Teachers	-	#NAME?			#NAME?	-
Teaching Assistants	-	#NAME?			#NAME?	-
Specialty Teachers	6.00	#NAME?	84,375		#NAME?	337,500
Aides	-	#NAME?			#NAME?	-
Therapists & Counselors	4.00	#NAME?	87,688		#NAME?	350,750
Other	-	#NAME?			#NAME?	-
TOTAL INSTRUCTIONAL	26.00	#NAME?	466,344	-	#NAME?	1,865,374
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	41.00	#NAME?	724,737	-	#NAME?	2,898,949
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		#NAME?	67,741		#NAME?	270,965
Fringe / Employee Benefits		#NAME?	91,625		#NAME?	366,501
Retirement / Pension		#NAME?	12,689		#NAME?	50,756
TOTAL PAYROLL TAXES AND BENEFITS		#NAME?	172,056	-	#NAME?	688,222
TOTAL PERSONNEL SERVICE COSTS	41.00	#NAME?	896,793	-	#NAME?	3,587,171
CONTRACTED SERVICES						
Accounting / Audit		#NAME?	5,250		#NAME?	21,000
Legal		#NAME?	500		#NAME?	2,000
Management Company Fee		#NAME?	107,194		#NAME?	428,775
Nurse Services		#NAME?			#NAME?	-
Food Service / School Lunch		#NAME?			#NAME?	-
Payroll Services		#NAME?	2,710		#NAME?	10,839
Special Ed Services		#NAME?			#NAME?	-
Titlement Services (i.e. Title I)		#NAME?			#NAME?	-
Other Purchased / Professional / Consulting		#NAME?	19,250		#NAME?	77,000
TOTAL CONTRACTED SERVICES		#NAME?	134,904	-	#NAME?	539,614

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	1,117,675	#NAME?	#NAME?	4,470,698
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	220	-	-	-
	3/31	4th Quarter - 4/1 - 6/30			
	Variance	Original Budget	Revised Budget	Variance	Original Budget
SCHOOL OPERATIONS					
Board Expenses	#NAME?			#NAME?	-
Classroom / Teaching Supplies & Materials	#NAME?	5,250		#NAME?	21,000
Special Ed Supplies & Materials	#NAME?			#NAME?	-
Textbooks / Workbooks	#NAME?	1,250		#NAME?	5,000
Supplies & Materials other	#NAME?			#NAME?	-
Equipment / Furniture	#NAME?			#NAME?	-
Telephone	#NAME?	7,500		#NAME?	30,000
Technology	#NAME?			#NAME?	-
Student Testing & Assessment	#NAME?			#NAME?	-
Field Trips	#NAME?	8,750		#NAME?	35,000
Transportation (student)	#NAME?	500		#NAME?	2,000
Student Services - other	#NAME?	11,000		#NAME?	44,000
Office Expense	#NAME?	8,000		#NAME?	32,000
Staff Development	#NAME?			#NAME?	-
Staff Recruitment	#NAME?	2,750		#NAME?	11,000
Student Recruitment / Marketing	#NAME?			#NAME?	-
School Meals / Lunch	#NAME?	1,125		#NAME?	4,500
Travel (Staff)	#NAME?	250		#NAME?	1,000
Fundraising	#NAME?			#NAME?	-
Other	#NAME?	375		#NAME?	1,500
TOTAL SCHOOL OPERATIONS	#NAME?	46,750	-	#NAME?	187,000
FACILITY OPERATION & MAINTENANCE					
Insurance	#NAME?	11,270		#NAME?	45,080
Janitorial	#NAME?			#NAME?	-
Building and Land Rent / Lease / Facility Finance Interest	#NAME?	2,500.00		#NAME?	10,000
Repairs & Maintenance	#NAME?	1,000		#NAME?	4,000
Equipment / Furniture	#NAME?			#NAME?	-
Security	#NAME?			#NAME?	-
Utilities	#NAME?			#NAME?	-
TOTAL FACILITY OPERATION & MAINTENANCE	#NAME?	14,770	-	#NAME?	59,080
DEPRECIATION & AMORTIZATION	#NAME?	24,458		#NAME?	97,833
RESERVES / CONTINGENCY	#NAME?			#NAME?	-
TOTAL EXPENSES	#NAME?	1,117,675	-	#NAME?	4,470,698
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	1,117,675	#NAME?	#NAME?	4,470,698
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	220	-	-	
	3/31	4th Quarter - 4/1 - 6/30			
	Variance	Original Budget	Revised Budget	Variance	Original Budget
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?	5,080	-	#NAME?	

**ROADS CHARTER SCHOOL II
BALANCE SHEET
2016-17**

	<u>Prior Year</u>	Q1	Q2	Q3	Q4
	<u>Err:508</u>	<u>As of 9/30</u>	<u>As of 12/31</u>	<u>As of 3/31</u>	<u>As of 6/30</u>
<u>ASSETS</u>					
<u>CURRENT ASSETS</u>					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	-	-	-	-	-
<u>OTHER ASSETS</u>	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
<u>CURRENT LIABILITIES</u>					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
<u>NET ASSETS</u>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

Total Revenue	-	#NAME?	-	-	#NAME?	-	-
Total Expenses	-	#NAME?	-	-	#NAME?	-	-
Net Income	-	#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	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue	CY Per Pupil Rate						
NYC CHANCELLOR'S OFFICE	#NAME?	-	-	#NAME?	-	-	
-	#N/A	-	-	#NAME?	-	-	
-	#N/A	-	-	#NAME?	-	-	
-	#N/A	-	-	#NAME?	-	-	
-	#N/A	-	-	#NAME?	-	-	
-	#N/A	-	-	#NAME?	-	-	
-	#N/A	-	-	#NAME?	-	-	
-	#N/A	-	-	#NAME?	-	-	
-	#N/A	-	-	#NAME?	-	-	
-	#N/A	-	-	#NAME?	-	-	
-	#N/A	-	-	#NAME?	-	-	
-	#N/A	-	-	#NAME?	-	-	
-	#N/A	-	-	#NAME?	-	-	
-	#N/A	-	-	#NAME?	-	-	
-	#N/A	-	-	#NAME?	-	-	
-	#N/A	-	-	#NAME?	-	-	
-	#N/A	-	-	#NAME?	-	-	
ALL OTHER School Districts: (Count = 0)	#NAME?	-	-	#NAME?	-	-	
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	-	-	#NAME?	-	-	
Special Education Revenue							
Grants							
Stimulus							
DYCD (Department of Youth and Community Development)							
Other							
Other							
TOTAL REVENUE FROM STATE SOURCES							

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs							
Title I							
Title Funding - Other							
School Food Service (Free Lunch)							
Grants							
Charter School Program (CSP) Planning & Implementation							
Other							
Other							
TOTAL REVENUE FROM FEDERAL SOURCES							

LOCAL and OTHER REVENUE

Contributions and Donations							
Fundraising							
Erate Reimbursement							
Earnings on Investments							
Interest Income							
Food Service (Income from meals)							
Text Book							
OTHER							
TOTAL REVENUE FROM LOCAL and OTHER SOURCES							

TOTAL REVENUE	-	#NAME?	-	-	#NAME?	-	-
---------------	---	--------	---	---	--------	---	---

Total Revenue	-	#NAME?	-	-	#NAME?	-	-
Total Expenses	-	#NAME?	-	-	#NAME?	-	-
Net Income	-	#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	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual

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

2016-17

Total Revenue	-	#NAME?	-	-	#NAME?	-	-
Total Expenses	-	#NAME?	-	-	#NAME?	-	-
Net Income	-	#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	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual

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

Total Revenue	-	#NAME?	-	-	#NAME?	-	-
Total Expenses	-	#NAME?	-	-	#NAME?	-	-
Net Income	-	#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	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual

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

DL II n									
Total Revenue		#NAME?	-	-	#NAME?	-			
Total Expenses		#NAME?	-	-	#NAME?	-			
Net Income		#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		
REVENUE									
REVENUES FROM STATE SOURCES									
Per Pupil Revenue		CY Per Pupil Rate							
NYC CHANCELLOR'S OFFICE		#NAME?	#NAME?	-		#NAME?		-	
-		#N/A	#NAME?	-		#NAME?		-	
-		#N/A	#NAME?	-		#NAME?		-	
-		#N/A	#NAME?	-		#NAME?		-	
-		#N/A	#NAME?	-		#NAME?		-	
-		#N/A	#NAME?	-		#NAME?		-	
-		#N/A	#NAME?	-		#NAME?		-	
-		#N/A	#NAME?	-		#NAME?		-	
-		#N/A	#NAME?	-		#NAME?		-	
-		#N/A	#NAME?	-		#NAME?		-	
-		#N/A	#NAME?	-		#NAME?		-	
-		#N/A	#NAME?	-		#NAME?		-	
-		#N/A	#NAME?	-		#NAME?		-	
-		#N/A	#NAME?	-		#NAME?		-	
-		#N/A	#NAME?	-		#NAME?		-	
ALL OTHER School Districts: (Count = 0)		#N/A	#NAME?	-		#NAME?		-	
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)		#NAME?	#NAME?	-	-	#NAME?		-	
Special Education Revenue			#NAME?	-		#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?		-	
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs			#NAME?	-		#NAME?		-	
Title I			#NAME?	-		#NAME?		-	
Title Funding - Other			#NAME?	-		#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?	-	-	#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?				

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

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

DL II					
n					
Total Revenue	#NAME?	-	-	#NAME?	-
Total Expenses	#NAME?	-	-	#NAME?	-
Net Income	#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?	-
ALL OTHER School Districts: (Count = 0)	#NAME?	-	-	#NAME?	-
TOTAL ENROLLMENT	#NAME?	-	-	#NAME?	-
REVENUE PER PUPIL	#NAME?	-	-	#NAME?	-
EXPENSES PER PUPIL	#NAME?	-	-	#NAME?	-

				ROADS CHARTER SCHOOL I							
				Budget / Operating Plan							
				2016-17							
Total Revenue	-	-	-	#NAME?	#NAME?	-	-				
Total Expenses	-	-	-	#NAME?	#NAME?	-	-				
Net Income	-	-	-	#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				TOTALS AND VARIANCE ANALYSIS							
				Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	
REVENUE											
REVENUES FROM STATE SOURCES											
Per Pupil Revenue				CY Per Pupil Rate							
NYC CHANCELLOR'S OFFICE				#NAME?	-	-	-	#NAME?	#NAME?	-	-
-				#N/A	-	-	-	#NAME?	#NAME?	-	-
-				#N/A	-	-	-	#NAME?	#NAME?	-	-
-				#N/A	-	-	-	#NAME?	#NAME?	-	-
-				#N/A	-	-	-	#NAME?	#NAME?	-	-
-				#N/A	-	-	-	#NAME?	#NAME?	-	-
-				#N/A	-	-	-	#NAME?	#NAME?	-	-
-				#N/A	-	-	-	#NAME?	#NAME?	-	-
-				#N/A	-	-	-	#NAME?	#NAME?	-	-
-				#N/A	-	-	-	#NAME?	#NAME?	-	-
-				#N/A	-	-	-	#NAME?	#NAME?	-	-
-				#N/A	-	-	-	#NAME?	#NAME?	-	-
-				#N/A	-	-	-	#NAME?	#NAME?	-	-
-				#N/A	-	-	-	#NAME?	#NAME?	-	-
-				#N/A	-	-	-	#NAME?	#NAME?	-	-
-				#N/A	-	-	-	#NAME?	#NAME?	-	-
-				#N/A	-	-	-	#NAME?	#NAME?	-	-
ALL OTHER School Districts: (Count = 0)				#N/A	-	-	-	#NAME?	#NAME?	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)				#NAME?	-	-	-	#NAME?	#NAME?	-	-
Special Education Revenue					-	-	-	#NAME?	#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?	-	-
REVENUE FROM FEDERAL FUNDING											
IDEA Special Needs					-	-	-	#NAME?	#NAME?	-	-
Title I					-	-	-	#NAME?	#NAME?	-	-
Title Funding - Other					-	-	-	#NAME?	#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?	#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?	-	-

				ROADS CHARTER SCHOOL I			
				Budget / Operating Plan			
				2016-17			
Total Revenue	-	-	-	#NAME?	#NAME?	-	-
Total Expenses	-	-	-	#NAME?	#NAME?	-	-
Net Income	-	-	-	#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				TOTALS AND VARIANCE ANALYSIS			
				Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management							
Instructional Management							
Deans, Directors & Coordinators							
CFO / Director of Finance							
Operation / Business Manager							
Administrative Staff							
TOTAL ADMINISTRATIVE STAFF							
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular							
Teachers - SPED							
Substitute Teachers							
Teaching Assistants							
Specialty Teachers							
Aides							
Therapists & Counselors							
Other							
TOTAL INSTRUCTIONAL							
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse							
Librarian							
Custodian							
Security							
Other							
TOTAL NON-INSTRUCTIONAL							
SUBTOTAL PERSONNEL SERVICE COSTS							
PAYROLL TAXES AND BENEFITS							
Payroll Taxes							
Fringe / Employee Benefits							
Retirement / Pension							
TOTAL PAYROLL TAXES AND BENEFITS							
TOTAL PERSONNEL SERVICE COSTS							
CONTRACTED SERVICES							
Accounting / Audit							
Legal							
Management Company Fee							
Nurse Services							
Food Service / School Lunch							
Payroll Services							
Special Ed Services							
Titlement Services (i.e. Title I)							
Other Purchased / Professional / Consulting							
TOTAL CONTRACTED SERVICES							

				ROADS CHARTER SCHOOL I			
				Budget / Operating Plan			
				2016-17			
Total Revenue	-	-	-	#NAME?	#NAME?	-	-
Total Expenses	-	-	-	#NAME?	#NAME?	-	-
Net Income	-	-	-	#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				TOTALS AND VARIANCE ANALYSIS			
				Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Actual vs. Original Budget
SCHOOL OPERATIONS							
Board Expenses	-	-	-	#NAME?	#NAME?	-	-
Classroom / Teaching Supplies & Materials	-	-	-	#NAME?	#NAME?	-	-
Special Ed Supplies & Materials	-	-	-	#NAME?	#NAME?	-	-
Textbooks / Workbooks	-	-	-	#NAME?	#NAME?	-	-
Supplies & Materials other	-	-	-	#NAME?	#NAME?	-	-
Equipment / Furniture	-	-	-	#NAME?	#NAME?	-	-
Telephone	-	-	-	#NAME?	#NAME?	-	-
Technology	-	-	-	#NAME?	#NAME?	-	-
Student Testing & Assessment	-	-	-	#NAME?	#NAME?	-	-
Field Trips	-	-	-	#NAME?	#NAME?	-	-
Transportation (student)	-	-	-	#NAME?	#NAME?	-	-
Student Services - other	-	-	-	#NAME?	#NAME?	-	-
Office Expense	-	-	-	#NAME?	#NAME?	-	-
Staff Development	-	-	-	#NAME?	#NAME?	-	-
Staff Recruitment	-	-	-	#NAME?	#NAME?	-	-
Student Recruitment / Marketing	-	-	-	#NAME?	#NAME?	-	-
School Meals / Lunch	-	-	-	#NAME?	#NAME?	-	-
Travel (Staff)	-	-	-	#NAME?	#NAME?	-	-
Fundraising	-	-	-	#NAME?	#NAME?	-	-
Other	-	-	-	#NAME?	#NAME?	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	#NAME?	#NAME?	-	-
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	#NAME?	#NAME?	-	-
Janitorial	-	-	-	#NAME?	#NAME?	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	#NAME?	#NAME?	-	-
Repairs & Maintenance	-	-	-	#NAME?	#NAME?	-	-
Equipment / Furniture	-	-	-	#NAME?	#NAME?	-	-
Security	-	-	-	#NAME?	#NAME?	-	-
Utilities	-	-	-	#NAME?	#NAME?	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	#NAME?	#NAME?	-	-
DEPRECIATION & AMORTIZATION				-	-	-	-
RESERVES / CONTINGENCY				-	-	-	-
TOTAL EXPENSES	-	-	-	#NAME?	#NAME?	-	-
NET INCOME	-	-	-	#NAME?	#NAME?	-	-

				ROADS CHARTER SCHOOL I			
				Budget / Operating Plan			
				2016-17			
Total Revenue	-	-	-	#NAME?	#NAME?	-	-
Total Expenses	-	-	-	#NAME?	#NAME?	-	-
Net Income	-	-	-	#NAME?	#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	vs.	Actual	Original
				Current		vs.	Original
				Budget		Current	Budget
				(Current		Budget	(Current
				Quarter)		TY	Quarter)
				Actual			Actual
							vs.
							Original
							Budget
ENROLLMENT - *School Districts Are Linked To Above Entries*				* Enrollment Data Based on Last Actual Quarter Completed			
NYC CHANCELLOR'S OFFICE				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
-				-	-	-	-
ALL OTHER School Districts: (Count = 0)				-	-	-	-
TOTAL ENROLLMENT				-	-	-	-
REVENUE PER PUPIL				-	-	-	-
EXPENSES PER PUPIL				-	-	-	-

Total Revenue	#NAME?	#NAME?	-	-
Total Expenses	4,470,698	4,470,698	-	-
Net Income	#NAME?	#NAME?	-	-
Actual Student Enrollment			-	
5				
*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	PT Actual (PT TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY

EXPENSES				
ADMINISTRATIVE STAFF PERSONNEL COSTS				
	Quarter 0 No. of Positions			
Executive Management	#NAME?	-	-	-
Instructional Management	#NAME?	154,500	154,500	-
Deans, Directors & Coordinators	#NAME?	672,478	672,478	-
CFO / Director of Finance	#NAME?	-	-	-
Operation / Business Manager	#NAME?	120,733	120,733	-
Administrative Staff	#NAME?	85,864	85,864	-
TOTAL ADMINISTRATIVE STAFF	#NAME?	1,033,575	1,033,575	-
INSTRUCTIONAL PERSONNEL COSTS				
Teachers - Regular	#NAME?	435,463	435,463	-
Teachers - SPED	#NAME?	741,661	741,661	-
Substitute Teachers	#NAME?	-	-	-
Teaching Assistants	#NAME?	-	-	-
Specialty Teachers	#NAME?	337,500	337,500	-
Aides	#NAME?	-	-	-
Therapists & Counselors	#NAME?	350,750	350,750	-
Other	#NAME?	-	-	-
TOTAL INSTRUCTIONAL	#NAME?	1,865,374	1,865,374	-
NON-INSTRUCTIONAL PERSONNEL COSTS				
Nurse	#NAME?	-	-	-
Librarian	#NAME?	-	-	-
Custodian	#NAME?	-	-	-
Security	#NAME?	-	-	-
Other	#NAME?	-	-	-
TOTAL NON-INSTRUCTIONAL	#NAME?	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	#NAME?	2,898,949	2,898,949	-
PAYROLL TAXES AND BENEFITS				
Payroll Taxes		270,965	270,965	-
Fringe / Employee Benefits		366,501	366,501	-
Retirement / Pension		50,756	50,756	-
TOTAL PAYROLL TAXES AND BENEFITS		688,222	688,222	-
TOTAL PERSONNEL SERVICE COSTS	#NAME?	3,587,171	3,587,171	-
CONTRACTED SERVICES				
Accounting / Audit		21,000	21,000	-
Legal		2,000	2,000	-
Management Company Fee		428,775	428,775	-
Nurse Services		-	-	-
Food Service / School Lunch		-	-	-
Payroll Services		10,839	10,839	-
Special Ed Services		-	-	-
Titlement Services (i.e. Title I)		-	-	-
Other Purchased / Professional / Consulting		77,000	77,000	-
TOTAL CONTRACTED SERVICES		539,614	539,614	-

Total Revenue	#NAME?	#NAME?	-	-
Total Expenses	4,470,698	4,470,698	-	-
Net Income	#NAME?	#NAME?	-	-
Actual Student Enrollment			-	
5				
*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	PT Actual (PT TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
SCHOOL OPERATIONS				
Board Expenses	-	-	-	-
Classroom / Teaching Supplies & Materials	21,000	21,000	-	-
Special Ed Supplies & Materials	-	-	-	-
Textbooks / Workbooks	5,000	5,000	-	-
Supplies & Materials other	-	-	-	-
Equipment / Furniture	-	-	-	-
Telephone	30,000	30,000	-	-
Technology	-	-	-	-
Student Testing & Assessment	-	-	-	-
Field Trips	35,000	35,000	-	-
Transportation (student)	2,000	2,000	-	-
Student Services - other	44,000	44,000	-	-
Office Expense	32,000	32,000	-	-
Staff Development	-	-	-	-
Staff Recruitment	11,000	11,000	-	-
Student Recruitment / Marketing	-	-	-	-
School Meals / Lunch	4,500	4,500	-	-
Travel (Staff)	1,000	1,000	-	-
Fundraising	-	-	-	-
Other	1,500	1,500	-	-
TOTAL SCHOOL OPERATIONS	187,000	187,000	-	-
FACILITY OPERATION & MAINTENANCE				
Insurance	45,080	45,080	-	-
Janitorial	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	10,000	10,000	-	-
Repairs & Maintenance	4,000	4,000	-	-
Equipment / Furniture	-	-	-	-
Security	-	-	-	-
Utilities	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	59,080	59,080	-	-
DEPRECIATION & AMORTIZATION	97,833	97,833	-	-
RESERVES / CONTINGENCY	-	-	-	-
TOTAL EXPENSES	4,470,698	4,470,698	-	-
NET INCOME	#NAME?	#NAME?	-	-

II				
----	--	--	--	--

Total Revenue	#NAME?	#NAME?	-	-
Total Expenses	4,470,698	4,470,698	-	-
Net Income	#NAME?	#NAME?	-	-
Actual Student Enrollment			-	
		5		
*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	Actual CY vs. Actual PY
		Actual (TY / No. of COMPLETED Actual CY Quarters		

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



Charter Schools Institute
The State University of New York

Annual Report Requirement
for SUNY Authorized Charter Schools
ROADS CHARTER SCHOOL II
2016-17

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**



Charter Schools Institute
The State University of New York

FOR INSTITUTE USE ONLY

FILING FOR SCHOOL

YEAR: _____

DATE RECEIVED: _____

**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: ROADS CHARTER School 2
2. Trustee's name (print): STACY GIBBONS
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____

COMPLIANCE LEAD

4. Home address: _____

5. Business address: _____

6. Daytime phone: _____

7. E-mail: _____


8. Is Trustee an employee of the education corporation? ☐ Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

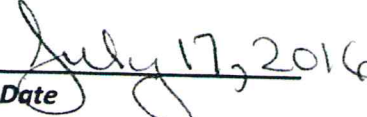
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None	None		
Please write "None" if applicable. Do not leave this space blank.			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p><i>None</i></p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				


 Signature


 Date



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: ROADS CHARTER SCHOOL II
2. Trustee's name (print): JEFFREY LI
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
CHAIR

4. Home address: _____

5. Business Address: _____

6. Daytime phone: _____

7. E-mail: _____

8. Is Trustee an employee of the education corporation? ____ Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<u>NONE</u>			
Please write "None" if applicable. Do not leave this space blank.			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				
None				


Signature

6/22/2016
Date



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: ROADS Charter High School II
2. Trustee's name (print): Martin Kurzweil
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Vice chair

4. Home address: _____
5. Business address: _____
6. Daytime phone: _____
7. E-mail: _____

8. Is Trustee an employee of the education corporation? ____ Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
NONE			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
NONE				



Signature

July 1, 2016

Date



Charter Schools Institute
The State University of New York

FOR INSTITUTE USE ONLY

FILING FOR SCHOOL
YEAR: _____

DATE RECEIVED: _____

**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: _____ ROADS _____
2. Trustee's name (print): _____ Carrie Braddock _____
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____

4. Home address: _____

5. Business Address: _____

6. Daytime phone: _____

7. E-mail: _____

8. Is Trustee an employee of the education corporation? ____ Yes. ____ ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
NONE			
Please write "None" if applicable. Do not leave this space blank.			

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10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p>NONE</p>				

Carrie Braddock
Signature

7/12/16
Date



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: ROADS Charter School II
2. Trustee's name (print): Ashley L. Dills
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): treasurer


4. Home address: _____
5. Business Address: _____
6. Daytime phone: _____
7. E-mail: _____

8. Is Trustee an employee of the education corporation? ____ Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

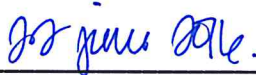
Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None.			
Please write "None" if applicable. Do not leave this space blank.			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write “None.”

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p style="text-align: center;">  Please write “None” if applicable. Do not leave this space blank. </p>				



Signature



Date



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**


1. Name of education corporation: ROADS Charter High School
2. Trustee's name (print): Mark T. GALLOGLY
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): ~~Chair~~ Board Member
4. Home address: _____
5. Business Address: _____
6. Daytime phone: _____
7. E-mail: _____
8. Is Trustee an employee of the education corporation? ____ Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

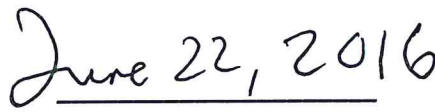
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	<u>None</u>		
Please write "None" if applicable. Do not leave this space blank.			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				


 Signature


 Date



FOR INSTITUTE USE ONLY

FILING FOR SCHOOL

YEAR: _____

DATE RECEIVED: _____

**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: ROADS Charter High School II
2. Trustee's name (print): Jane Mitchell
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____

4. Home address: _____

5. Business Address: _____

6. Daytime phone: _____

7. E-mail: _____

8. Is Trustee an employee of the education corporation? ☐ Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
NONE			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write “None.”

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
NONE				



Signature

7-12-2016

Date



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Roads Charter School II
2. Trustee's name (print): Gwendolyn M. Baker
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____

4. Home address: _____
5. Business Address: _____
6. Daytime phone: _____
7. E-mail: _____

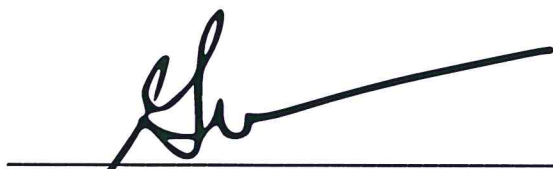
8. Is Trustee an employee of the education corporation? ____Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None			
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				
None				



 Signature

June 23, 2016

 Date



Last updated: 07/30/2016

Page 1

1. Current Board Member Information

A 10x10 grid with a black vertical bar in the second column and a black horizontal bar in the second row. The grid is composed of 10 columns and 10 rows. The second column is entirely black, and the second row is entirely black. The intersection of these two bars is also black. The remaining cells in the grid are white.

							May 2019
6	Carrie Braddock		Trustee/Member	Executive, School Performance	Yes	Strategy, Policy	1 term, 3 years; term expires September 2016
7	Gwen Baker		Trustee/Member	School Performance	Yes	Education, Technology, Fundraising	2 terms, 3 years each; term expires May 2019
8	Stacy Gibbons		Trustee/Member	Finance and Audit	Yes	Management, Healthcare	2 terms, 3 years each; term expires May 2019
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

2. Total Number of Members on June 30, 2015

8

3. Total Number of Members Joining the Board 2015-16 School Year

0

4. Total Number of Members Departing the Board during the 2015-16 School Year

0

5. Number of Voting Members 2015-16, as set by the by-laws, resolution or minutes

25

6. Number of Board Meetings Conducted in the 2015-16 School Year

9

7. Number of Board Meetings Scheduled for the 2016-17 School Year

11

Thank you.

2015-16 Enrollment & Recruitment Efforts

ROADS Charter School 2 (ROADS Bronx) 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 level 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 priced lunch (FRPL), have Individual Education Plans (IEPs) and whose primary language is other than English.

By the end of our current charter, ROADS Bronx will have grown to serve 678 students in grades 9-12. Enrollment and recruitment targets at the time of renewal based on Community School District (CSD) 12 are below:

	Enrollment Target	15-16 Actuals	Retention Target	15-16 Actuals
Economically Disadvantaged	89.7%	73.0%	89.2%	84.0%
Students with disabilities	18.7%	50.0%	88.8%	83.9%
English Language Learners	22.5%	14.0%	87.7%	92.0%

ROADS Bronx's enrollment and retention efforts to date have resulted in the school far exceeding its enrollment targets for students with disabilities and surpassing its retention targets for English Language Learners (ELLs). The school continues to make progress toward meeting its enrollment target for students who receive FRPL and ELLs and its retention target for students with disabilities and students who receive FRPL.

The school's efforts resulting in these outcomes are described below.

Overall Enrollment Efforts

To ensure we enroll the students identified in our mission and those identified in our renewal enrollment and retention targets, ROADS Bronx leverages the support of ROADS Charter Schools to annually employ a targeted student enrollment plan. This targeted campaign includes attending school fairs and individual middle and high school recruiting events, conducting in/person, email and mail outreach to community based organizations in the surrounding school neighborhood as well as conducting direct outreach in the community through media campaigns and the posting of information about the school in the community and on the ROADS Bronx website.

Overall, to recruit for the 2016-17 academic year ROADS Bronx conducted outreach to well over 1200 guidance counselors, school leaders, socials workers and community organization representatives.

In 2015-16, our efforts to specifically target students with disabilities and students who receive FRPL included outreach to various social workers and representatives at social service

agencies such as the New York City Administration for Child Services, Catholic Charities and Good Shepherd, foster care and child welfare agencies, homeless shelters, and other community-based organizations serving our target student population.

In addition to these efforts, we also obtained referrals from the New York City Department of Education's District 79 and its Referral Centers for High School Alternatives, centers with a mission to reconnect disconnected youth with schools. They referred us to students transitioning out of programs for incarcerated youth who were also eligible for special education services and/or FRPL.

In 2015-16, to attract a large population of ELLs to ROADS Bronx, the recruitment team followed a very similar process to the ones described above. Major variances focused on targeting organizations serving immigrant populations and families who speak a language other than English in the home. To support these efforts and ensure the community of non-English speaking families had access to the opportunity ROADS Bronx afforded, the recruitment team translated all enrollment materials into Mandarin and Spanish and provided translators at all recruitment events.

Below is a list of organizations targeted since the school's opening who serve a large population of families that are economically disadvantaged, speak a language other than English and have students eligible for special education services.

Jewish Child Care Association	Administration for Children's Services
Passages Academy	Esperanza
Alternative Education Fair	Bronx Alliance Middle School
Legal Aid Society	Lutheran Social Services of New York
Sheltering Arms Children and Family Services	Jeffrey M. Rapport School for Career Development
Bronx Environmental Exploration School	Department of Probation
Restart Academy	Bronx Latin School

Overall Retention Efforts

At ROADS Bronx our mission is to ensure that over-age, under-credited students graduate from high school thoroughly prepared to excel academically, professionally, and personally. Every component of the school's model is constructed to support an entire population of academically struggling students. We do this through teachers who build and nurture strong relationships with students and hold them to high expectations. This is supported by our belief that every child can achieve academic, professional, and personal success with the right structure and support. To accomplish this, each student develops an Individual Life Plan (ILP) to goal set and monitor performance throughout their high school career. Students also participate in CREW, a mentor-led small peer group which meets twice a week and teaches students the professional and academic skills necessary for success in college and beyond. ROADS Bronx also offers students the opportunity to join a work-study program, Youth Court, the Summer of Service program, and a host of after school clubs and sports teams.

To further service and support ELLs, a certified English-as-a Second-Language (ESL) teacher pushes into classrooms to provide direct language acquisition and literacy instruction to ELLs on

a small group and one-on-one basis. This instruction also supports ELLs to fully transition into English speaking courses. The ESL teacher successfully aids students who speak Spanish, Haitian, Creole, French and Mandarin. All ELL services are overseen by the Director of Curriculum and Instruction and the Special Education Coordinator who meet regularly with the ESL teacher to review student data and track progress. In addition, the ESL teacher collaborates daily with general education teachers to maximize learning time and instructional effectiveness.

Teachers regularly communicate details on all services provided and student progress with families to engage them in supporting students. In addition, ROADS Bronx translates all family communication into the student's home language including verbal communication. This is done by leveraging an automated call system to leave messages in the home language and by employing an administrative and teaching staff proficient in our student's home languages enabling the school to conduct all meetings in the native language of families.

To support students with disabilities, ROADS Bronx employs 12 highly qualified special education teachers. All core classes are ICT classrooms providing a 15:1 student teacher ratio where a general education and special education teacher work together to increase student learning. All teachers are trained to differentiate instruction for students with learning and emotional disabilities. The Special Education Coordinator oversees all services for students with disabilities include any counseling services received by the on-site Social Workers and Guidance Counselors. In addition to in classroom supports delivered by ICT teachers, depending upon their IEP some students may also receive SETTS. In addition, we offer programming to build students' "Habits of Work" and "Personal Development," with the expectation that developing these skills will help retain at-risk students at ROADS.

Please view evidence of our recruitment efforts on the following pages.

▶ APPLICATION FOR SCHOOL YEAR 2016-2017 // Application Deadline: Postmarked by 5PM Wednesday, April 15, 2016

PLEASE NOTE: The items marked with an asterisk () are required in order to apply to this charter school. All other items are optional.

*SCHOOL SELECTION YOU MAY APPLY TO MORE THAN ONE

☐ ROADS Charter I Brooklyn (1495 Herkimer St., Brooklyn, NY 11233) ☐ ROADS Charter II Bronx (1010 Rev. James A. Polite Ave., Bronx, NY 10459)

*ELIGIBILITY

ROADS is open to students who were:

☐ Born in 2001 and is in the 8th grade

☐ Born in 2000 and is in the 8th or 9th grade

☐ High school credits (Should be 0-11 credits):

In order to be considered for the lottery, applications must be received by April 15, 2016. All applications received after April 15th will be placed on the waitlist. Students that apply for the 2016-2017 School Year (SY) will be eligible for admissions throughout the school year until a seat becomes available. If an applicant turns 17 years old while on the 2016- 2017 (SY) admissions waitlist they will still be eligible for the third trimester of 2017. If you have questions about our rolling admissions policy, please contact: enroll@roadsschools.org.

STUDENT INFORMATION

*Name: _____
*First *Middle *Last Name

*Gender: ☐ Male ☐ Female *Birth Date: (mm/dd/yyyy) _____ Community School District (if known): _____

Current School Name: _____

Student Social Security Number: _____ NYC Student ID (OSIS #): _____

PARENT/GUARDIAN INFORMATION

*Name: _____
*First *Last *Relationship to Student

*Address: _____
*Street *Apartment *City *State *Zip Code

Primary Phone: _____ Second Phone: _____ Email Address: _____

Secondary Contact Name: _____ Relationship to Student: _____ Telephone: _____

SIBLINGS

Siblings receive a preference in the lottery. A separate application must be completed for each child. A sibling is defined as a brother or sister (including half-siblings, step-siblings and foster-siblings) who live in the same household.

Do you have a sibling **currently attending** the same ROADS Charter High School (s) to which you are applying? ☐ Yes ☐ No

*Name: _____
*First *Last

Date of Birth: _____ School: _____

Do you have a sibling **applying** to the same ROADS Charter High School (s) to which you are applying? ☐ Yes ☐ No

*Name: _____
*First *Last

Date of Birth: _____ School: _____

PREFERENCES

ROADS Charter High Schools do not discriminate against any student or limit the admission of any student on the basis of ethnicity, national origin, religion, gender, disability, intellectual ability, measure of achievement or aptitude, athletic ability, or any other ground that would be unlawful if done by a school. No admission test, interview, essay, attendance at an information session, etc., is required to receive or submit an application. However, ROADS Charter High Schools provide an academic program specifically designed for students who are: involved in the Child Protection System; in temporary housing or homeless; or have been involved in the juvenile or adult justice system. These preferences have been approved by the School's authorizer and are permissible. ROADS reserves the right to request proof of any lottery preference indicated below.

PLEASE CHECK ALL THAT APPLY:

☐ Is in temporary housing or homeless. If checked, ROADS will contact you to help you determine your CSD.

☐ Is currently involved in the child protection system (foster care or child preventive services). If so, please complete the following:

Secondary Contact Name: _____ Relationship to Student: _____ Telephone: _____

☐ Has ever been involved in the juvenile or adult justice system. If so, ROADS will contact you to verify this preference.

SIGNATURES

I affirm that the information contained in this application is true, complete, and accurate to the best of my knowledge. I understand that providing incorrect lottery preference information may cause my child to lose his or her seat and be placed on the waitlist.

*Signature of Parent or Guardian: _____ Date: _____

We strive to provide the best education possible to overage, under-credited students. As part of its evaluation process, ROADS is requesting your consent to access identifiable student level data from the New York City Department of Education and/or your child's previous and future school district. This includes attendance, behavior infractions, credit accumulation, course history, GPA, test scores, and school history from 2004-2020. No data will be reported on an individual student basis. Consent is voluntary and does not affect your eligibility to get into ROADS. If you consent, please sign below.

Signature of Parent or Guardian: _____ Date: _____

AGENCY INFORMATION (IF APPLICABLE)

If an agency, i.e., child welfare agency, school, community-based organization helped complete this form, please provide the information below.

Organization: _____ Contact Person: _____ Tel/Email: _____

► 2016-2017 学年申请 // 申请截止日期：2016 年 4 月 15 日下午 5 点前 (以邮戳日期为准)

*请注意：标有星号的项目为申请此特许学校的必填项目。其他项目均为可选项目。

*您可申请多所学校

☐ ROADS Charter I Brooklyn (1495 Herkimer St., Brooklyn, NY 11233) ☐ ROADS Charter II Bronx (1010 Rev. James A. Polite Ave., Bronx, NY 10459)

*资格

ROADS 欢迎符合下列条件的学生：

☐ 出生于 2001 年的 8 年级学生

☐ 出生于 2000 年的 8 年级或 9 年级学生

☐ 中学学分 (应为 0-11 分)

~~考虑到意外情况，应于 2016 年 4 月 15 日前收到相关申请。所有在 4 月 15 日之后收到的申请将列为候补名单。成功申请 2016-2017 学年 (SY) 的学生，在整个学年内均有入学资格，直至顺利入学。如申请人年满 17 岁但仍在 2016-2017 学年 (SY) 的入学候补名单上，则申请人仍具有 2017 年第三学期的入学资格。如您对我们的招生入学政策有任何疑问，请联系：enroll@roadsschools.org。~~

学生信息

*姓名： _____ *名 _____ *中名 _____ *姓 _____

*性别： ☐ 男 ☐ 女 *出生日期：(月/日/年) _____ 学区 (如确知)： _____

现就读学校名称： _____

学生社会保障号码： _____ 纽约州学生证号 (OSIS #)： _____

父母/监护人信息

*姓名： _____ *名 _____ *姓 _____ *与学生的关系 _____

*地址： _____ *街道 _____ *公寓 _____ *城市 _____ *州 _____ *邮编 _____

常用电话： _____ 备用电话： _____ 电子邮箱： _____

第二联系人姓名： _____ 与学生的关系： _____ 电话： _____

兄弟姐妹

申请人的兄弟姐妹优先录取。每个孩子必须单独进行申请。兄弟姐妹是指居住在同一家庭的兄弟或姐妹 (包括异父兄弟姐妹、同父异母的兄弟姐妹和寄养的兄弟姐妹)。

您是否有兄弟姐妹就读于 **目前您所申请的** 同一 ROADS Charter High School? ☐ 有 ☐ 没有

*姓名： _____ *名 _____ *姓 _____

出生日期： _____ 学校： _____

您是否有兄弟姐妹 **正在申请** 您所申请的同一 ROADS Charter High School?

☐ 有 ☐ 没有

*姓名： _____ *名 _____ *姓 _____

出生日期： _____ 学校： _____

优先资格

ROADS Charter High Schools 不会鉴于种族、国籍、宗教、性别、残疾、智力、成就或天资、运动能力，或其他学校若采纳即为非法的其他因素而歧视任何学生或限制任何学生入学。接收或提交申请无需进行入学考试、面试、论文、参加宣讲会等等。但是，ROADS Charter High Schools 提供专为下述学生设计的学术项目：涉及儿童保护体系、临时住房或无家可归的学生、涉及青少年或成人犯罪的学生。此类优先资格已通过学校核准人的批准并获得许可。ROADS 保留要求证明下述任何意外情况的权利。

请勾选所有适用的方框:

☐ 临时住房或无家可归。如勾选, ROADS 将联系您并帮助您确定 CSD。

☐ 正涉及儿童保护体系(寄养或儿童预防性服务)。如涉及,请填写以下内容:

第二联系人姓名: _____ 与学生的关系: _____ 电话: _____

☐ 曾涉及青少年或成人犯罪。如涉及, ROADS 将联系您以核实该优先资格。

簽名

本人确认该申请表所含的信息为真实、完整和准确的信息。本人明白提供不正确的优先资格信息可能会导致我的孩子失去他或她的学位并被列入候补名单。

*父母或监护人签名: _____ 日期: _____

我们会努力为超龄学生和低学分学生提供最好的教育。作为其评价过程的一部分, ROADS 请您同意我们通过纽约市教育部和/或您孩子之前和未来就读学校的学区调取可识别的学生水平数据。包括从 2005 年至 2015 年的出勤率、违规行为、累计学分、课程历史、平均分、考试成绩和学校历史。个别学生的相关数据将不会记录。此类同意是自愿的,并不会影响您进入 ROADS 的资格。如您同意,请在下面签字。

父母或监护人签名: _____ 日期: _____

机构信息 (如适用)

如本表格由某机构,即儿童福利院、学校、社区组织帮助填写,请提供以下信息。

组织: _____ 联系人: _____ 电话/电子邮箱: _____

ROADS

CHARTER HIGH SCHOOLS

ENVÍE O ENTREGUE FORMULARIO COMPLETO POR
FAX, CORREO ELECTRONICO O CORREO POSTAL A:
ROADS Charter High Schools
81 Prospect Street, Suite 7011, Brooklyn, NY 11201
Tel é fono: 212-561-5383 | Fax: 718-360-5707 Correo
electrónico: enroll@roadsschools.org



SOLICITUD PARA EL AÑO ESCOLAR 2016-2017// Cierre de aplicación será Miércoles April 15, 2016 a la 5pm

***RECUERDE:** Los puntos marcados con un asterisco (*) son obligatorios para poder una solicitud en esta escuela autónoma (charter). Todos los demás puntos son opcionales.

*SELECCION DE LA ESCUELA: PUEDE ENVIAR SU SOLICITUD A MAS DE UNA

☐ ROADS Charter I Brooklyn (1495 Herkimer St., Brooklyn, NY 11233) ☐ ROADS Charter II Bronx (1010 Rev. James A. Polite Ave., Bronx, NY 10459)

*ELEGIBILIDAD

ROADS está abierta para por estudiantes:

☐ Nacido en 2001 y está en el grado 8

☐ Nacido en 2000 y está en el grado 8 o 9

☐ Créditos de la escuela secundaria (deben ser de 0 a 11 créditos):

En orden de ser considerado para la lotería, las aplicaciones deben ser recibidas antes del 15 del abril. Todas las aplicaciones recibidas después del 15 del abril serán puestas en la lista de espera. Los estudiantes que aplican para el Año Escolar 2016-2017 (SY) serán elegibles para admisión durante el año escolar hasta que un asiento disponible. Si un solicitante cumple 17 años de edad, mientras que este en la lista de espera del 2016 - 2017 seguirán siendo elegibles para el tercer trimestre de 2017. Sin embargo, si un estudiante se gana más de 11 créditos, mientras que en las carreteras admisiones lista de espera ya no serán elegibles para la admisión. Si tiene alguna pregunta sobre nuestra política de admisiones, por favor póngase en contacto con: enroll@roadsschools.org

INFORMACION DEL ESTUDIANTE

Nombre: _____
*Primero *Segundo *Apellido

*Sexo: ☐ Masculino ☐ Femenino *Fecha de nacimiento: (mm/dd/aaaa) _____ Distrito Escolar de la Comunidad (si lo sabe): _____

Nombre de la escuela actual: _____
*Calle: *Apartamento: *Ciudad *Estado *Código postal

Número de Seguro Social del estudiante: _____ Identificación de estudiante de la Ciudad de Nueva York (N.º de OSIS): _____

INFORMACION DEL PADRE, GUARDIANE LEGAL

*Nombre: _____
*Primero *Segundo *Apellido

*Dirección: _____
*Calle: *Apartamento: *Ciudad *Estado *Código postal

Teléfono principal: _____ Segundo teléfono: _____ Dirección de correo electrónico: _____

Nombre del contacto secundario: _____ Relación con el estudiante: _____ Teléfono: _____

HERMANOS

Hermanos recibiera preferencia en la lotería. Un particular debe ser completada para cada niño. Asibling se define como un hermano o hermana (incluyendo medios hermanos),

Tiene un hermano que actualmente asisten a las mismas ROADS Charter High School (s) a la que usted está solicitando? ☐ Si ☐ No

Tiene un hermano aplicando a los mismos ROADS Charter High School (s) a la que está solicitando? ☐ Si ☐ No

*Nombre: _____ *Nombre: _____

Fecha de nacimiento: _____ Escuela: _____ Fecha de nacimiento: _____ Escuela: _____

PREFERENCIAS

ROADS Charter Schools no discrimina a ningún estudiante o limita la admisión de un estudiante sobre la base de su origen étnico , origen nacional, religión, sexo, discapacidad, la capacidad intelectual, la medida del logro o aptitud , capacidad atlética , o cualquier otro motivo que lo haría ser ilegal si se hace por una escuela . Sin prueba de admisión , entrevista, un ensayo , la asistencia a una sesión de información , etc. , se requiere para recibir o presentar una solicitud. Sin embargo , ROADS Charter High School ofrece un programa académico diseñado específicamente para los estudiantes que están : participan en el Sistema de Protección de la Infancia ; en una vivienda temporal o sin hogar ; o han estado involucrados en el sistema de justicia juvenil o adulto . Estas preferencias han sido aprobados por autorizador de la escuela y son permisibles . ROADS reserva el derecho de solicitar una prueba de cualquier preferencia lo tería se indica a continuación .

MARQUE TODO LO QUE CORRESPONDA:

- ☐ Dentro de una vivienda temporal o sin hogar. Si marca, aqui ROADS se pondrán en contacto con usted para ayudarle a determinar su CSD.
- ☐ Está involucrado actualmente en el sistema de protección infantil (cuidado de crianza o hijo servicios preventivos) . Si es así por favor complete el siguiente:
Nombre de contacto secundaria: _____ Relacion el con Estudiante: _____ Telefono: _____
- ☐ Ha estado involucrado en el sistema de justicia juvenil o adulto . Si es así , ROADS se pondrán en contacto con usted para verificar esta preferencia.

FIRMAS

Afirmo que la información que figura en esta solicitud es verdadera, completa y precisa según mi leal saber y entender.

*Firma del padre, la madre o el tutor legal: _____ Fecha: _____

Nos esforzamos por proporcionar la mejor educación para los estudiantes sobrepasados en edad o sin créditos suficientes. Como parte de su proceso de evaluación, ROADS está solicitando su consentimiento para acceder a la información que se pueda identificar del nivel del alumno del Departamento de Educación de la Ciudad de Nueva York y del distrito escolar anterior o futuro de su hijo. Esto incluye información sobre la asistencia, violaciones de las normas de comportamiento, acumulaci ó n de cr é d itos, antecedentes de las asignaturas, promedio de notas (GPA), notas de las evaluaciones y los antecedentes escolares desde 2004 hasta 2020. No se proporcionará informaci ó n sobre cada alumno de manera individual. El consentimiento es voluntario y no afecta su elegibilidad para ingresar a ROADS. Si está de acuerdo, firme a continuación.

Firma del padre, la madre o el tutor legal: _____ Fecha: _____

INFORMACION DE LA AGENCIA (SI CORRESPONDE)

Si una agencia, es decir, agencia de bienestar infantil, escuela u organizaci ó n comunitaria, le ayudaron a completar este formulario, proporcione la siguiente informaci ó n.

Organizaci ó n: _____ Persona de contacto: _____ Tel./Correo electrónico: _____

ROADS

CHARTER HIGH SCHOOLS

ROADS Charter High Schools

81 Prospect Street, Suite 7011

Phone: 212-560-5383 | Fax: 718-360-5707

Email: enroll@roadsschools.org

Frequently asked Questions about ROADS

What are ROADS Charter High Schools?

ROADS Charter High Schools are a network of free, public, community schools committed to serving students who are over-age and under-credited to ensure that all students graduate high school thoroughly prepared for success academically, professionally and personally. To be eligible for ROADS, students must be 15 or 16 years old, have 11 or fewer high school credits, completed the 7th grade and have been held back at least once. For context, in NYC you need 44 credits to graduate with a diploma, and transfer high schools (our closest district equivalent) take in 17 years olds who have *at least* 22 credits.

What is different about ROADS than any other charter school?

While charter schools around the country use a random lottery to determine admission, ROADS prioritizes admission for students who face a range of barriers to academic success. Specifically those involved in the juvenile or criminal justice system, students who are homeless or in transitional housing, or involved in foster care or Child Protective Services. Additionally ROADS has a longer school day and our school year is longer than other schools.

Where are ROADS schools?

Our two schools are in the South Bronx and East New York, Brooklyn, and currently have 400 students enrolled. We are chartered for up to 250 students in each school (500 total) and plan to grow in NYC and in other cities in the future. Our schools opened their doors in August of 2012 and have completed one full academic year to date.

How does ROADS approach its mission of preparing students for success?

1. **Strong relationships** with caring adults who support students 100% of the time.
2. **Year-round programs** to meet students where they are and provide individualized support.
3. **Intensive social & emotional supports** to address and overcome immediate barriers to learning.
4. **Instruction in personal development and career readiness skills** that lead to well-rounded success.
5. **Individual Life Plans (ILPs)** with short and long-term goals for all students.

Why is a network of schools like ROADS necessary?

In the US today, over 1,000 students drop out of high school every day. Over 6 million youth (ages 16-24) are estimated to be out of school and not working in the US today (15% of all youth). For each single youth not engaged in school or work, collectively known as 'Opportunity Youth,' the full annual cost to society is \$37,500 (almost \$1 million over a lifetime). ROADS is necessary to ensure that the students most at risk of dropping out remain connected to school and can plan for post-high school success.

How is ROADS working to further improve results for students?

Both schools have now implemented common, interim assessments that mirror the NY State Regents exams and are aligned to the common core in order to give teachers a roadmap of what students need to learn, and to provide timely feedback to teachers of what students are learning.

ROADS

CHARTER HIGH SCHOOLS

ROADS Charter High Schools

81 Prospect Street, Suite 7011

Phone: 212-560-5383 | Fax: 718-360-5707

Email: enroll@roadsschools.org

What do our students and families say about ROADS?

Both ROADS schools scored high marks from teachers, students and parents for “communication” on the NYCDOE school climate survey. In fact, ROADS Brooklyn surpassed *all* city transfer high schools in “communication.”

Additionally in a survey in June:

- 91% of ROADS students said that they have adults they can talk to who care about their feelings.
- 89% of ROADS students said that they have adults to turn to for good suggestions and advice.
- 88% of ROADS students said that they have adults in their lives who help them with practical problems.

How can I apply to go to ROADS?

In order to be considered for the lottery, applications must be received by April 15, 2016. All Applications received after April 15th will be placed on the waitlist. Students that apply for the 2016-2017 School Year (SY) will be eligible for admissions throughout the school year until a seat becomes available. If an applicant turns 17 years old while on the 2016-2017 admissions waitlist they will be eligible for the for the third trimester of 2017. If you have any questions about our rolling admissions policy, please contact: enroll@roadsschools.org

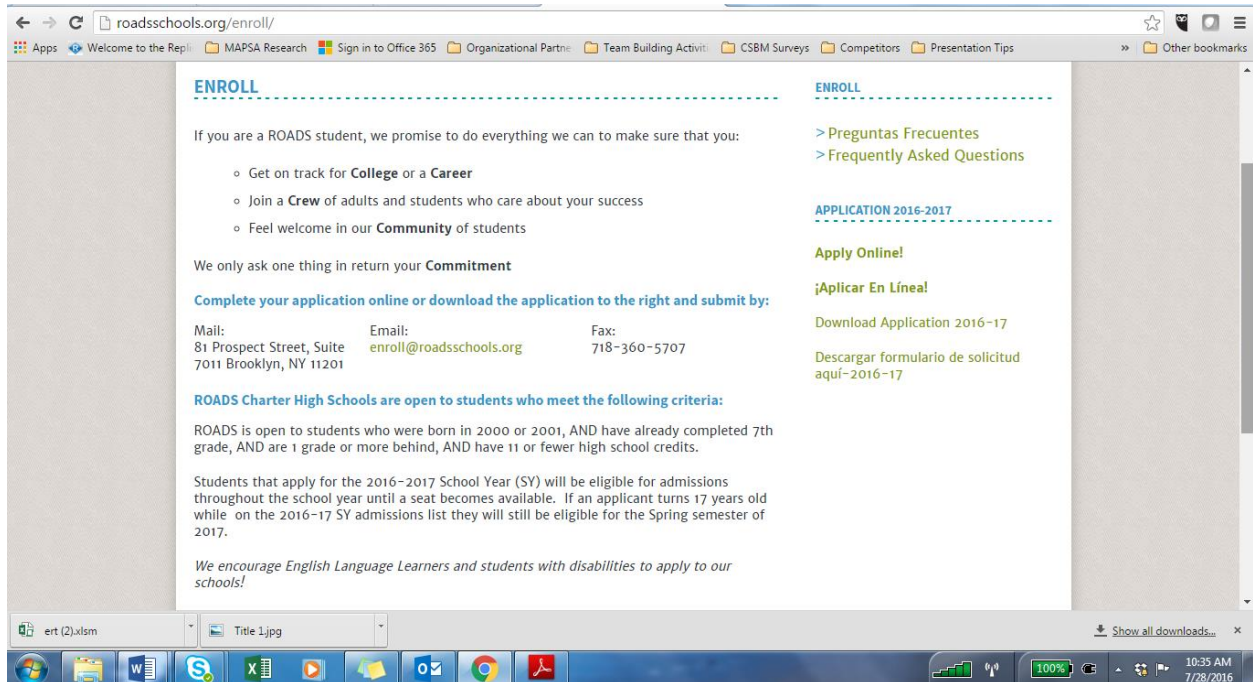
To be eligible for admission at ROADS, students must:

- Have been born in 2000 and in the 8th or 9th grade
- Have been born in 2001 and in the 8th grade
- Have 11 or fewer high school credits

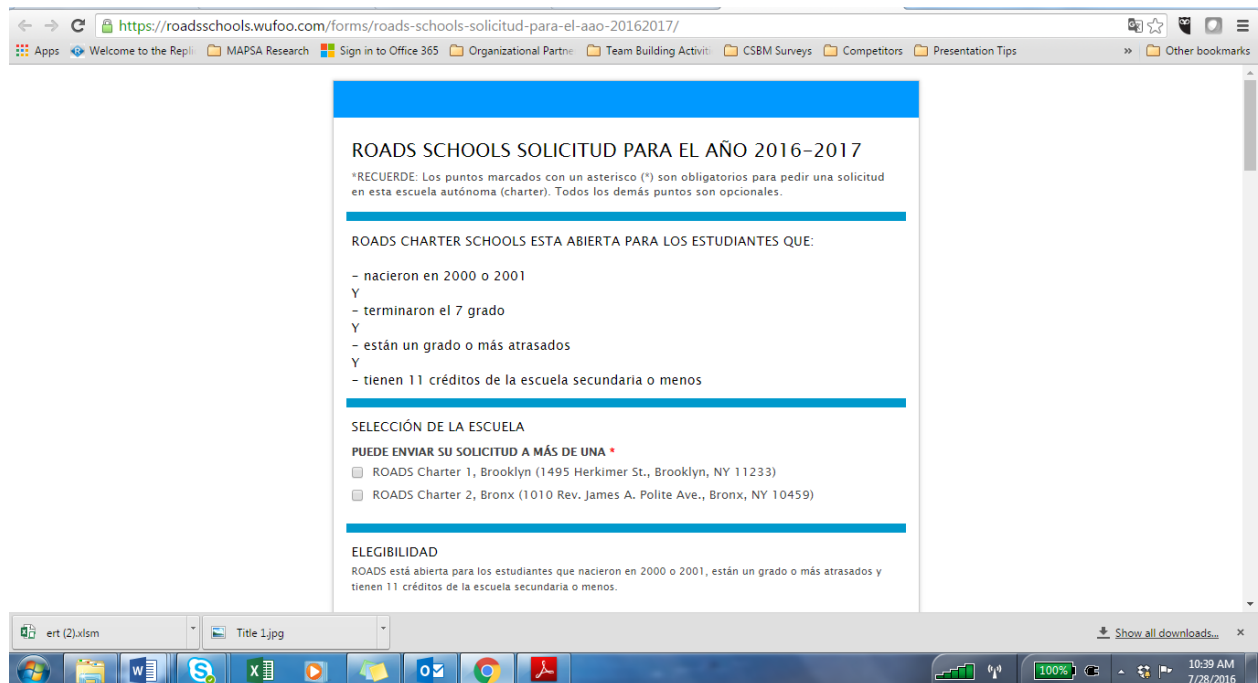
Eligible students should apply online at roadsschools.org/enroll today. If you have questions or would like to receive more information on ROADS Charter High Schools contact our admissions office at enroll@roadsschools.org or call 212-561-5383.

If you are interested in having a ROADS representative present to your school or agency please complete our Admissions Contact Form at roadsschools.org/visit.

ROADS website screenshot of 2016-17 application instructions.



ROADS website screenshot of the 2016-17 application in Spanish



ROADS website screenshot of the 2016-17 application in English

The screenshot shows a web browser window with the URL <https://roadsschools.wufoo.com/forms/roads-charter-schools-20162017-a/>. The page title is "ROADS Charter Schools 2016-2017 A...". Below the title, a note states: "The items marked with a red asterisk (*) are required in order to complete the application." The form includes several sections:

- You may apply to more than one school. ***
 - ☐ ROADS Charter 1, Brooklyn (1495 Herkimer St., Brooklyn, NY 11233)
 - ☐ ROADS Charter 2, Bronx (1010 Rev. James A. Polite Ave., Bronx, NY 10459)
- Applicant was born in 2001 and is in the 8th grade ***
[Dropdown menu]
- Applicant was born in 2000 and is in the 8th or 9th grade ***
[Dropdown menu]
- High School Credits: should be 0-11 credits.**
[Text input field]
Enter a number between 0 and 11.
- Student Name ***
First [Text input field] Last [Text input field]
- Gender ***
[Dropdown menu]

The browser's taskbar at the bottom shows various applications like Word, Excel, and Chrome, along with the system clock indicating 10:42 AM on 7/28/2016.

ROADS website screenshot of the 2016-17 FAQ page in Spanish

The screenshot shows the ROADS Charter High Schools website. The header features the "ROADS CHARTER HIGH SCHOOLS" logo and navigation links: ABOUT US, OUR SCHOOLS, GET INVOLVED, ENROLL, and CONTACT US. The main content area is titled "PREGUNTAS FRECUENTES" (Frequently Asked Questions) and contains two questions:

- 1. ¿Qué son las escuelas ROADS Charter High Schools?**

Las escuelas ROADS Charter High Schools son una red de escuelas comunitarias, gratuitas y públicas que tienen el compromiso de prestar un servicio a estudiantes desfasados en edad y sin créditos suficientes para garantizar que todos se gradúen de la escuela secundaria completamente preparados para triunfar en el ámbito académico, profesional y personal. Para ser elegible para ingresar a ROADS, el estudiante debe haber cumplido los 15 o 16 años, tener 11 créditos de la escuela secundaria o menos, haber terminado 7.º grado y no haber aprobado al menos un grado. Para dar un contexto, en la Ciudad de Nueva York se necesitan 44 créditos para graduarse con diploma y las escuelas secundarias de transferencia (nuestro equivalente más cercano en el distrito) aceptan estudiantes de 17 años con al menos 22 créditos.
- 2. ¿Cuál es la diferencia entre ROADS y cualquier otra escuela charter?**

Si bien las escuelas charter del país utilizan un sorteo para determinar la admisión, ROADS da prioridad de admisión a los estudiantes que enfrentan una variedad de obstáculos para alcanzar el éxito académico. Específicamente, aquellos estudiantes involucrados en el sistema de justicia juvenil, los estudiantes que no tienen vivienda o permanecen en una vivienda de transición, o los que están involucrados en custodia tutelar o Servicios de protección infantil.

On the right side of the page, there are links for "ENROLL" (Preguntas Frecuentes, Frequently Asked Questions) and "APPLICATION 2016-2017" (Apply Online!, ¡Aplicar En Línea!, Download Application 2016-17, Descargar formulario de solicitud aquí-2016-17).

The browser's taskbar at the bottom shows various applications like Word, Excel, and Chrome, along with the system clock indicating 10:44 AM on 7/28/2016.



ROADS Charter High Schools
81 Prospect Street, Suite 7011
Phone: 212-561-5383 | Fax: 718-360-5707
Email: enroll@roadsschools.org

September 1, 2015

Dear School Leader,

ROADS Charter High Schools is currently accepting applications for the 2015-16 school year!

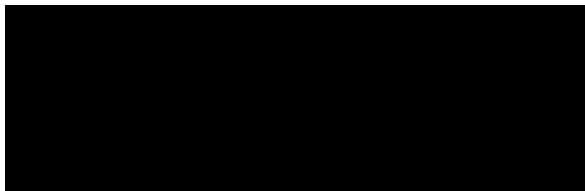
Reinventing Options for Adolescents Deserving Success (ROADS) is a network of free, public charter high schools in New York City whose mission is to ensure that over-age, under-credited students graduate from high school thoroughly prepared to excel academically, professionally, and personally. With two high schools in East New York, Brooklyn and in the South Bronx, ROADS is currently serving hundreds of students who need and want a second chance. Our transformative high schools are characterized by customized curricula, socio-emotional support, and work-based experiences that foster student engagement and accelerate student progress.

To be eligible students must be born in 2000 and in the 8th grade or born in 1999 and in the 8th or 9th grade, have 11 or fewer high school credits, completed the 7th grade, and have been held back at least once.

If you know an eligible student who may be interested in attending ROADS Charter High School, our admission application can be found on our [enroll page](#), or our online application can be found [here](#). If you, or an interested family, have any questions please don't hesitate to contact me, my information is below.

Best,

Walter Martin
Network Operations & Enrollment Manager





Entry 12 Teacher and Administrator Attrition

Last updated: 07/22/2016

Report changes in teacher and administrator staffing.

Page 1

Instructions for completing the Teacher and Administrator Attrition Tables

The following tables reflect formatting in the online portal required for Regents authorized charter schools. Schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2015; the FTE for added staff from July 1, 2015 through June 30, 2016; and the FTE for any departed staff from July 1, 2015 through June 30, 2016 using the two tables provided.

2015-16 Teacher Attrition Table

	FTE Teachers on June 30, 2015	FTE Teachers Departed 7/1/15 - 6/30/16	FTE Teachers Filling Vacant Positions 7/1/15 - 6/30/16	FTE Teachers Added in New Positions 7/1/15-6/30/16	FTE of Teachers on June 30, 2016
	21	15	20	1	26

2015-16 Administrator Position Attrition Table

	FTE Administrative Positions on June 30, 2015	FTE Administrators Departed 7/1/15 - 6/30/16	FTE Administrators Filling Vacant Positions 7/1/15 - 6/30/16	FTE Administrators Added in New Positions 7/1/15-6/30/16	FTE Administrative Positions on June 30, 2016
	10	3	5	0	11

Thank you

ROADS 2 Attendance Calendar				
			Staff Holiday	Student Holiday
7/5/2016	7/31/2016	Professional Opportunity Month		
7/18/2016		Summer School begins		
8/16/2016		Summer School ends		
8/17/2016	8/18/2016	August Regents Exams		
8/15/2016	8/19/2016	Summer Professional Development for new staff		
8/22/2016	9/2/2016	Summer Professional Development for all staff		
9/5/2016		Labor Day	yes	
9/6/2016		PD/ Orientation	no	yes
9/7/2016		PD/ Orientation	no	yes
9/8/2016		First Trimester begins	no	no
9/12/2016		Eid al-Adha	yes	yes
10/3/2016	10/4/2016	Rosh Hashanah	yes	yes
10/10/2016		Columbus Day	yes	yes
10/12/2016		Yom Kippur	yes	yes
11/8/2016		Election Day (Professional Development Day)	no	yes
11/11/2016		Veterans Day	yes	yes
11/24/2016	11/25/201	Thanksgiving	yes	yes
12/6/2016		First Trimester ends (55 days; 55 hours of seat time)	no	no
12/7/2016		Second Trimester begins	no	no
12/26/2016	1/2/2017	Winter Recess	yes	yes
1/16/2017		Martin Luther King Day	yes	yes
1/24/2017	1/27/2017	January Regents Exams		
1/30/2017		Professional Development Day	no	yes
2/20/2017	2/24/2017	Midwinter Recess	yes	yes
3/15/2017		Second Trimester ends (54 days; 54 hours of seat time)	no	no
3/16/2017		Third Trimester begins	no	no
4/10/2017	4/18/2017	Spring Recess	yes	yes
5/29/2017		Memorial Day	yes	yes
6/8/2017		Anniversary Day (Professional Development Day)	no	yes
6/12/2017		Third Trimester ends (54 days; 54 hours of seat time)	no	no
6/13/2017	6/16/2017	June Regents Exams		
6/19/2017	6/23/2017	Enrichment Week	no	no
6/26/2017		Eid al-Fitr	yes	yes
6/27/2017		Enrichment Day	no	no
6/28/2017		Last Day for Students and Staff	no	no

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

Charter School Name:	ROADS Charter School I
Audit Period:	2015-16
Prior Period:	2014-15
Report Due Date:	Tuesday, November 01, 2016
Date Submitted:	Monday, October 31, 2016
School Fiscal Contact Name:	Seth Schoenfeld
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	MBAF CPAs, LLC
School Audit Contact Name:	Jimmy Vora
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

Please submit the following items to the SUNY Charter Schools Institute via email or online portal:

Email: charters@suny.edu
Online Portal: <http://www.newyorkcharters.org/operate/existing-schools/reporting-deadlines>

Required Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) 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 \$750,000; 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. If not applicable enter "N/A."

And, if applicable:

Item	If not included, state the reason(s) below. Or, if not applicable fill in "N/A"):
Management Letter	[REDACTED]
Management Letter Response	[REDACTED]
Form 990	Not yet completed, extension being filed with IRS.
Federal Single Audit (A-133) ¹	N/A
Corrective Action Plan	[REDACTED]

Please also submit the following items to the New York State Education Department via online portal:

Online Portal: <https://nysed-cso.fluidreview.com>

Required Items:

- 1) This transmittal form (a copy of the Excel file containing the four schedules Does NOT need to be included)
- 2) Audited Financial Report;

And, if applicable:

- 3) Management Letter and Response;
- 4) Federal Single Audit (A-133).

¹ A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to the current "OMB Circular" for more information.

ROADS CHARTER SCHOOL I
Statement of Financial Position
as of June 30, 2016

<u>ASSETS</u>	<u>2015-16</u>
<u>CURRENT ASSETS</u>	
Cash and cash equivalents	\$316,675
Grants and contracts receivable	171,234
Accounts receivables	-
Prepaid expenses	40,753
Contributions and other receivables	-
TOTAL CURRENT ASSETS	528,662
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	<u>35,742</u>
<u>OTHER ASSETS</u>	<u>285,073</u>
TOTAL ASSETS	<u>849,477</u>
<u>LIABILITIES AND NET ASSETS</u>	
<u>CURRENT LIABILITIES</u>	
Accounts payable and accrued expenses	\$277,219
Accrued payroll and benefits	364,009
Deferred Revenue	-
Current maturities of long-term debt	-
Short Term Debt - Bonds, Notes Payable	-
Other	<u>35,573</u>
TOTAL CURRENT LIABILITIES	676,801
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	<u>-</u>
TOTAL LIABILITIES	<u>676,801</u>
<u>NET ASSETS</u>	
Unrestricted	172,676
Temporarily restricted	-
TOTAL NET ASSETS	<u>172,676</u>
TOTAL LIABILITIES AND NET ASSETS	<u>849,477</u>

ROADS CHARTER SCH
Statement of Financial P
as of June 30, 201

<u>ASSETS</u>	<u>2014-15</u>	<u>2013-14</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$204,965	\$204,965
Grants and contracts receivable	127,786	127,786
Accounts receivables	-	-
Prepaid expenses	20,008	20,008
Contributions and other receivables	-	-
TOTAL CURRENT ASSETS	352,759	352,759
 <u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	 <u>25,366</u>	 <u>25,366</u>
 <u>OTHER ASSETS</u>	 <u>296,084</u>	 <u>296,084</u>
TOTAL ASSETS	<u>674,209</u>	<u>674,209</u>
 <u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$42,548	\$42,548
Accrued payroll and benefits	269,511	269,511
Deferred Revenue	-	-
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	189,675	189,675
TOTAL CURRENT LIABILITIES	501,734	501,734
 <u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	 <u>-</u>	 <u>-</u>
TOTAL LIABILITIES	<u>501,734</u>	<u>501,734</u>
 <u>NET ASSETS</u>		
Unrestricted	172,475	172,475
Temporarily restricted	-	-
TOTAL NET ASSETS	<u>172,475</u>	<u>172,475</u>
TOTAL LIABILITIES AND NET ASSETS	<u>674,209</u>	<u>674,209</u>

ROADS CHARTER SCHOOL I

Statement of Activities

as of June 30, 2016

	2015-16		
	Unrestricted	Temporarily Restricted	Total
REVENUE, GAINS AND OTHER SUPPORT			
Public School District			
Resident Student Enrollment	\$4,507,213	\$-	\$4,507,213
Students with disabilities	-	-	-
Grants and Contracts			
State and local	-	-	-
Federal - Title and IDEA	-	-	-
Federal - Other	-	-	-
Other	210,675	-	210,675
Food Service/Child Nutrition Program	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	4,717,888	-	4,717,888
EXPENSES			
Program Services			
Regular Education	\$4,126,031	\$-	\$4,126,031
Special Education	-	-	-
Other Programs	-	-	-
Total Program Services	4,126,031	-	4,126,031
Management and general	592,321	-	592,321
Fundraising	-	-	-
TOTAL OPERATING EXPENSES	4,718,352	-	4,718,352
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(464)	-	(464)
SUPPORT AND OTHER REVENUE			
Contributions			
Foundations	\$-	\$-	\$-
Individuals	-	-	-
Corporations	-	-	-
Fundraising	-	-	-
Interest income	665	-	665
Miscellaneous income	-	-	-
Net assets released from restriction	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	665	-	665
CHANGE IN NET ASSETS	201	-	201
NET ASSETS BEGINNING OF YEAR	172,475	-	172,475
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-
NET ASSETS END OF YEAR	<u>\$172,676</u>	<u>\$-</u>	<u>\$172,676</u>

2014-15	101
	nu
Total	

\$3,566,666

-

-

-

-

143,982

-

3,710,648

\$3,392,315

-

-

3,392,315

542,322

-

3,934,637

(223,989)

\$-

-

-

-

5,524

249,666

-

255,190

31,201

141,274

-

\$172,475

ROADS CHARTER SCHOOL I
Statement of Cash Flows
as of June 30, 2016

	2015-16	2014-15	101
		*Please briefly explain any nu	
CASH FLOWS - OPERATING ACTIVITIES			
Increase (decrease) in net assets	\$201	\$31,201	
Revenues from School Districts	-	-	
Accounts Receivable	-	-	
Due from School Districts	-	-	
Depreciation	31,394	58,972	
Grants Receivable	(43,448)	(35,907)	
Due from NYS			
Grant revenues	(75,024)	-	
Prepaid Expenses	(20,745)	48,836	
Accounts Payable	234,671	12,097	
Accrued Expenses	94,498	30,201	
Accrued Liabilities	-	-	
Contributions and fund-raising activities	-	-	
Miscellaneous sources	-	-	
Deferred Revenue	-	-	
Interest payments	-	-	
Due from Related Parties	11,011	(270,631)	
Due to Related Partied	(154,102)	165,597	
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$78,456	\$40,366	
CASH FLOWS - INVESTING ACTIVITIES	\$	\$	
Purchase of equipment	(41,770)	-	
Other	-	-	
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$(41,770)	\$-	
CASH FLOWS - FINANCING ACTIVITIES	\$	\$	
Principal payments on long-term debt	-	-	
Other	-	-	
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$-	\$-	
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$36,686	\$40,366	
Cash at beginning of year	204,965	164,599	
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$241,651	\$204,965	

ROADS CHARTER SCHOOL I
Statement of Functional Expenses
as of June 30, 2016

		2015-16							
		Program Services				Supporting Services			
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total	Total
		\$	\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs									
Administrative Staff Personnel	-	-	-	-	-	-	-	-	-
Instructional Personnel	41.00	2,031,705	620,639	-	2,652,344	-	-	-	2,652,344
Non-Instructional Personnel	5.00	-	-	-	-	-	337,975	337,975	337,975
Total Salaries and Staff	46.00	2,031,705	620,639	-	2,652,344	-	337,975	337,975	2,990,319
Fringe Benefits & Payroll Taxes		497,432	151,453	-	648,885	-	82,418	82,418	731,303
Retirement		-	-	-	-	-	-	-	-
Management Company Fees		306,581	93,344	-	399,925	-	50,796	50,796	450,721
Legal Service		-	-	-	-	-	-	-	-
Accounting / Audit Services		-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting Services		57,786	32,039	-	89,825	-	55,165	55,165	144,990
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-	-	-
Insurance		41,270	12,565	-	53,835	-	6,838	6,838	60,673
Utilities		7,002	2,132	-	9,134	-	1,160	1,160	10,294
Supplies / Materials		36,336	28,136	-	64,472	-	28,714	28,714	93,186
Equipment / Furnishings		13,205	4,021	-	17,226	-	2,188	2,188	19,414
Staff Development		14,208	4,326	-	18,534	-	2,354	2,354	20,888
Marketing / Recruitment		7,094	2,160	-	9,254	-	1,175	1,175	10,429
Technology		-	-	-	-	-	-	-	-
Food Service		-	-	-	-	-	-	-	-
Student Services		76,918	59,558	-	136,476	-	-	-	136,476
Office Expense		2,317	705	-	3,022	-	15,243	15,243	18,265
Depreciation		13,019	10,080	-	23,099	-	8,295	8,295	31,394
OTHER		-	-	-	-	-	-	-	-
Total Expenses		\$3,104,873	\$1,021,158	\$-	\$4,126,031	\$-	\$592,321	\$592,321	\$4,718,352

2014-15

\$	-
2,174,993	
351,784	
2,526,777	
588,900	
-	
-	
-	
-	
83,518	
-	
-	
53,908	
7,272	
106,009	
54,336	
41,084	
1,849	
-	
-	
42,921	
12,425	
58,972	
<u>356,666</u>	
<u>\$3,934,637</u>	