

I. SCHOOL INFORMATION AND COVER PAGE

Created Tuesday, July 16, 2013

Updated Thursday, August 01, 2013

Page 1

1. SCHOOL NAME

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

310200860992 BROOME ST ACADEMY CHS

2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 2

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
121 Avenue of the Americas New York, NY 10013	212-453-0295	212-966-7253	jzulawski@broomestreetacademy.org

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Contact Name	Victoria Shervington
4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Title	Director of Behavioral Support
4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

<http://www.broomestreetacademy.org/>

6. DATE OF INITIAL CHARTER

2010-10-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2011-08-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2012-13 (as reported on BEDS Day)

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2012-13

Check all that apply

• 9

• 10

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

Yes/No	Name of CMO/EMO
No	

11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

Please list the sites where the school will operate in 2013-14.

	Physical Address	Phone Number	District/C SD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	121 Avenue of the Americas, New York, NY 10013	212-453-0295	CSD 2	9,10	No	Rent/Lease

Site 2

Site 3

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Barbara McKeon	[REDACTED]		[REDACTED]
Operational Leader	Clara Janis	[REDACTED]		[REDACTED]
Compliance Contact	Barbara McKeon	[REDACTED]		[REDACTED]
Complaint Contact	Barabara McKeon	[REDACTED]		[REDACTED]

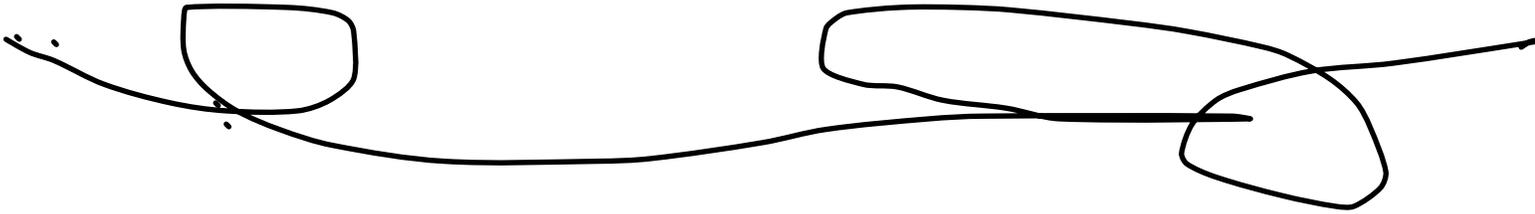
14. Were there any revisions to the school's charter during the 2012-2013 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES** if you agree and use the mouse on your PC or the stylus on your mobile device to sign your name).

• Yes

Signature, Head of Charter School

A handwritten signature in black ink, consisting of a long horizontal stroke with several loops and a small circle at the end.

Signature, President of the Board of Trustees

Thank you.

Signature Page for President of Board of Trustees

Created Thursday, July 25, 2013

Updated Friday, August 02, 2013

Page 1

310200860992 BROOME ST ACADEMY CHS

16. My signature below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES** if you agree and use the mouse on your PC or the stylist on your mobile device to sign your name).

- Yes
-

Signature, Board President

A handwritten signature in black ink that reads "David Zumbayfer". The signature is written in a cursive style with a large, rounded initial "D".

Thank you.

**Broome Street Academy
CHARTER SCHOOL**

**2012-13 ACCOUNTABILITY
PLAN
PROGRESS REPORT**



Submitted to the SUNY Charter Schools Institute on:

September 15, 2013

By Barbara McKeon
121 Avenue of the Americas
New York, NY 10013
212-453-0295

bmckeon@broomestreetacademy.org

Barbara McKeon, Head of School and Jessica Zulawski, Data and Evaluation Associate, prepared the 2012-13 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position;(committees)
M. David Zurndorfer	Chair/President; (executive, finance, and audit)
Janice Nittoli	Vice Chair/Vice President;(executive)
Marlene Nadel	Secretary;(executive and programs)
Noah Leff	Treasurer;(executive, finance, and audit)
Jacqueline M. Riley-Lowery	Parent Representative
Herbert Elish	Member; (programs and finance)
Belle Horowitz	Member; (development)
Travis Johnson	Member; (grievance)
James Kagen	Member; (finance and programs)
Gregory Kerr	Member; (development)
Helen Santiago	Member;(programs)
Elaine Schott	Member; (programs and development)
Monica de la Torre	Member;(grievance and development)

Barbara McKeon has served as the Head of School since August 2013.

INTRODUCTION

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the SUNY Board of Trustees consider in making renewal determinations is the school's record in of progress towards student achievement as outlined in the schools Accountability Plan. The following documents results achieved by Broome Street Academy during the second year of operation.

Broome Street Academy Charter High School (BSA) was granted a charter to enroll its first year class in the 2011-2012 school-year. One hundred twenty four students were enrolled in August of 2011. By August of 2012 BSA had enrolled an additional 102 students. We anticipate increasing enrollment each of the remaining two years of our High School program until a full enrollment of 325 is reached in the 2014-2015 school year. Our mission is to prepare New York City's most vulnerable young people to graduate with Regents diplomas through a rigorous curriculum that is grounded in the principles of positive youth development. To that end, BSA serves students who graduated from severely under-performing middle schools, and/or those with a history of involvement with the child welfare system, and/or homeless and transitionally housed young people. In second year of operation 33.5% of our students were homeless, transitionally housed or involved in the child welfare system and 82% had attended under-performing middle schools. Vulnerability at BSA is also defined for students in need of special education services. In the 2012-2013 school year 31.9% of our student body received direct and/or indirect instruction based on the identified needs of their Individualized Education Program. In addition, in 2011-2012 BSA had 46 students with Individualized Education Plans (37.1% of the student body) and had 6 students identified as English Language Learners (4.8% of the student body). In 2012-13 BSA has 67 students with Individualized Education Plans (31.9% of the student body) and 8 students identified as English Language Learners (3.8% of the student body).

Broome Street Academy, as part of its annual reporting requirements is submitting this Accountability Plan Progress Report for the 2012-2013 academic year. The information presented in this Progress Report is evidence of BSA's commitment to the expectations set forth in both the required and optional goals outlined in the Accountability Plan. Attainment of these goals will provide evidence that BSA is working towards academic achievement that will result in renewal at the end of the established charter period. More importantly, it represents a commitment to the students, parents and community that support the mission, vision and goals set forth in our Charter.

Student achievement results on state exams and other assessments provide important measures of progress outlined in this report. Regents exams, and the North Western Evaluation Association's (NWEA) were administered during the 2012-2013 academic year and are presented in comparison to 2011-2012 data. Intervention strategies are continually assessed and revised to insure that our vulnerable youth will graduate with a Regents Diploma. A multi-sensory approach is at the core of our philosophy. Students have access to a number of personalized learning options that include small group instruction, flexible grouping in the classroom, academic enrichment opportunities both during and after school, extended school days and year, summer school programming and credit recovery. All teachers integrate literacy, writing and

speaking in the curriculum. All students participate in the Advisory program which offers academic and social support.

BSA is housed within its partner agency, The Door, a well-known youth development agency serving youth ages 12 to 21. BSA's overarching goal is that the most "disconnected" young people, through the support found at BSA and The Door, will have the opportunity to realize excellent academic achievement while receiving comprehensive support services, which include health care and education; mental health counseling and crisis assistance; legal advice and advocacy; college preparation services; career development, job training and placement; supportive housing; arts, sports and recreational activities; and nutritious meals. Vulnerable youth benefit from the individualized support and personalized services available from staff at The Door who work in collaboration with BSA. This level of collaboration and wrap-around services is integral to the success of our vulnerable youth and insures that each young person's individual needs are being addressed.

Broome Street Academy continues its quest to enroll students who have experienced significant life and educational difficulties. Additionally, BSA strives to train and support teachers in their quest to educate this population. To meet the challenges of this vulnerable group in 2012-2103 BSA attempted to structure the environment in ways that were unfamiliar to many of the incoming students. Behavioral concerns dominated the school culture during the second year of operation and the then Principal, Jeremy Kaplan supported the development of a behavioral management system aligned with principles of restorative justice. This approach recognized the need to both address the root cause of behavior and respond to crises with a systematic, consistent approach. The "then what"? consequence system put in place at BSA was designed to engage students in the process of mediation, individual and group counseling and/or students "giving back" to the school community. During the 2012-2013 school year 5% of students needed more intensive clinical support were referred for clinical counseling services from The Door's Article 31 clinic.

In the second year, truancy remained a significant challenge. Strategies that were implemented in response included specialized scheduling, investment in NovaNet, an on-line recovery program, home visits, collaboration with external service providers and individualized plans for reintegrating those students who missed many consecutive days of school. A significant factor in supporting students were faculty who believed in success and worked tirelessly to provide extra instruction, care-giver support and behavioral intervention. In 2012-2013 87% of teachers returned despite the significant academic and behavioral challenges described.

The Academy continued to provide extensive opportunities to help students who were struggling including small group instruction and individual tutoring during and after the school day, a summer school program for students who failed their Regents exams, and an afterschool program offering a wide range of additional academic and extracurricular opportunities including afterschool homework help and tutoring, basketball, dance, theater, spoken word, and other clubs that fostered engagement.

In August 2013 the Board of Trustees of BSA hired Barbara McKeon as the Head of School. Critical goals for this new position include continuous improvement in student

achievement, attendance, promotion rates and insuring that all students are getting the necessary services to graduate and become successful citizens.

BSA begins its third year with a new sense of possibility for student achievement and additional structures and systems to support that commitment. We have implemented an Instructional Co-Teaching (ICT) model that pairs content-area special and general educators and an ICT Coach to insure successful implementation of co-teaching goals. Staff have also been hired to provide instruction to our students who have been promoted to 11th grade. Health is being taught using the NYCDOE model and we have increased our advisory program from 1x/week to 3-5s/week. Our advisory program provides social intervention and community building skills to our vulnerable population.

We have expanded our academic offerings to include Performing Arts, Algebra II, Trigonometry, Global 2, and Spanish 2. For students requiring additional intervention we have added a daily period of pre-algebra and a block of integrated reading and writing intervention. Instruction in the intervention classes is based on researched based programs that are differentiated and offer scaffolding of instruction. The On-Ramp to Algebra program we have adopted has been successfully implemented in NYCDOE public school classes. Our reading intervention specialist continues to provide direct instruction to those students who come to us from poorly performing middle schools or who have not achieved reading goals consistent with grade level expectations. In addition, our RTI model will insure that all staff are engaged in the process of student achievement through a continuum of intervention models. Understanding the importance of community involvement and after school success for our population we are initiating two new clubs: Drama and Tae Kwon Do in addition to those already in place. These two clubs were chosen as means of teaching different forms of expression in an attempt to reduce violent behaviors seen in previous years at BSA.

To insure on-going evaluation of new instructional pedagogy and instructional staff we have promoted staff to department chair roles and developed a rubric based on the Danielson Domain Model to support on-going assessment and feedback. Instructional coaching occurs daily and is supported by behavioral coaching based on our newly adopted *No Nonsense, Nurturing* model of restorative behavioral change. This model was the focus of our Professional Development Institute this August and will drive our actions and interactions with the students of BSA. In addition we continue to strengthen our partnership with the Door staff and will be assessing efficacy of service utilization of resources available to our students.

Each week Administrators, Supervisors and Instructional Coaches conduct “walk-through” observations providing immediate teacher feedback. Documentation from these sessions along with formal observations will be used to support individual Professional Development Plans. To provide additional behavioral support for students and to increase caregiver involvement we have added a guidance counselor with expertise in these areas. Finally, the Administrative Team has been restructured to insure that there is sufficient supervisory support in all area for on-site professional development, instructional rigor and student achievement.

Currently, the staff is being engaged in the process of collecting data on student achievement aligned with the goals of the Accountability Plan. We have formed a

curriculum committee whose mission is to develop a horizontal and vertical structure aligned with the Common Core State Standards. We will provide training in the curriculum mapping process and build assessment tools that will reflect student achievement towards those standards.

We will continue to provide summer support to students who need more intensive work on skill mastery, content knowledge and Regents support to gain the knowledge necessary to advance to the next grade. For students who need to work on the mastery of specific skills, our summer remediation program teaches students through individualized curricula, in classes of about five students with one to two teachers, meeting for a 60-minute bloc. This past summer we included Algebra and U.S. History offering both Regents prep and credit recovery classes and Global 1 for credit recovery. An important addition to our summer program was our US Support class. This intensive remedial writing and reading class integrated basic skills within the context of the U.S. History curriculum.

The following report summarizes and provides analysis of our performance data for 2012-2013 school year. This report provides an in-depth look at our performance data that will both highlight our current levels of performance and illustrate in need of continued growth. From the data we will identify specific actions that will drive our plan for achieving the goals set forth in our accountability plan and our mission of preparing our students for success in high school and beyond.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2009-10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2010-11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2011-12	0	0	0	0	0	0	0	0	0	124	0	0	0	124
2012-13	0	0	0	0	0	0	0	0	0	144	39	2	0	185

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

High School Cohorts

Accountability Cohort

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2009 state Accountability Cohort consists of students who entered the 9th grade in the 2009-10 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2012-13 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 their accountability rules and cohort definitions:

<http://www.emsc.nysed.gov/irts/accountability/home.shtml>)

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2009-10	2006-07	2006			
2010-11	2007-08	2007			
2011-12	2008-09	2008	2	1	1
2012-13	2009-10	2009	12	4	8

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

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ¹ (b)	Graduation Cohort (a) + (b)
2009-10	2006-07	2006			
2010-11	2007-08	2007			
2011-12	2008-09	2008	1	6	7
2012-13	2009-10	2009	8	5	13

Fifth Year Total Cohort for Graduation

Fifth 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 ² (b)	Graduation Cohort (a) + (b)
2010-11	2006-07	2006			
2011-12	2007-08	2007			
2012-13	2008-09	2008	1	6	7

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

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

Goal: Students will be proficient readers and writers of the English Language.

ENGLISH LANGUAGE ARTS

Background

Broome Street Academy is committed to providing individualized and group instruction in the basic skills of reading and writing and using multiple means of assessment toward progress. To that end our staff continues to work on the development of curriculum that is aligned with the Common Core State Standards while differentiating instruction to make it accessible to our diverse learners. Our evolving ELA curriculum includes daily instruction in reading and writing across the curriculum, while using classical literature and contemporary authors to expose students to a variety of genres. At the beginning of the school year students undergo diagnostic testing so that individualized planning can occur within the context of this curriculum. Students at BSA receive direct, explicit daily instruction in English Language Arts that is guided by ongoing student assessment that includes portfolio, criterion referenced and teacher created assessments.

Goal 1: Absolute Measure

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

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

Method

The school administered the New York State Regents Comprehensive English exam one of the 5 Regents required for graduation. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma; and scoring 75 to meet the college and career readiness standard.³ This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

The 2008 cohort comprised of one over-aged and under-credit student did not meet this standard. In the 2009 cohort, two students (25%) have passed the English Regents, with one student performing at the college-ready level (12.5%).

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

**English Regents Passing Rate
by Fourth Year Accountability Cohort⁴**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65	Percent at the college/career ready level
2007			
2008	1	0%	0%
2009	8	25%	12.5%

Evaluation

Analysis of this data must be made in relation to the population reported. The one student in the cohort with a 0% passing rate is chronically absent and did not attempt the English Regents when offered. Given that truancy is a factor at BSA particularly for the older, under-credited youth we are working on an individualized plan to support all members of the 2008 and 2009 cohort who either did not attempt to take or took and failed the English Regents. In regard to the 2009 cohort, three students have attempted the English Regents exam and two out of the three have passed, with one student scoring at the college-ready level. The remaining five students in the 2009 cohort have either not completed sufficient coursework to attempt the English Regents exam or are chronically truant. Again, credit recovery and individualized instruction are being provided to address this concern.

Additional Evidence

When Broome Street Academy opened its doors in 2011-2012, it accepted a number of students who had previously failed 9th grade in other schools 9 of whom make up the 2008-2009 cohort. These cohorts should not be viewed as representative of our student body. In the 2010 cohort, 14 students sat for the English Regents exam, of which 7 students passed, resulting in a 50% pass rate for students who attempted.

To demonstrate continued instructional rigor it is important to note that of the 2011 cohort, 39 of the 60 students enrolled attempted the English Regents a year earlier (10th grade) than is typical for most NYS students who attempt it in Grade 11. Out of these 39 students, 13 passed (33%), and 7 (18%) performed at the College-Ready level. Students in the 2011 cohort will be able to re-take the English Regents in the upcoming school year if they have not already met or exceed the College-Ready threshold and instructional support will be provided to insure a higher pass rate for those who retake.

English Regents Passing Rate by Cohort and Year

Cohort Designation	2011-12			2012-13		
	Number in Cohort	Percent Passing	Percent performing at	Number in Cohort	Percent Passing at 65	Percent performing at

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

		g at 65	college/career ready level			college/career ready level
2009	n.a.	n.a.	n.a.	8	25%	12.5%
2010	n.a.	n.a.	n.a.	27	26%	7.5%
2011	n.a.	n.a.	n.a.	60	22%	12%
2012			n.a.	90	n.a.	n.a.

Goal 1: Absolute Measure

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

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

Method

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

Results

The 2012-2013 school year is the first in which we have data available for the English Regents. To date, no students in the 2008 or 2009 cohort who were not proficient in the 8th grade have passed the English Regents exam.

English Regents Passing Rate among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁵

Cohort Designation	Number in Cohort	Percent Passing with a score of 65	Percent performing at a college/career ready level
2007			
2008	1	0%	0%
2009	4	0%	0%

Evaluation

In the 2009 cohort, four out of the eight students were not proficient on their 8th grade ELA exam. Out of these four students, only one has attempted the English Regents exam and did not pass. The remaining three are either chronically truant or have not

⁵ Based on the highest score for each student on the English Regents exam

completed sufficient coursework to attempt the English Regents exam. Both attendance and credit recovery programs are currently in place to support these students.

Additional Evidence

English Regents Passing Rate among Students Who Were Not Proficient in the 8th Grade by Cohort and Year

Cohort Designation	2011-12			2012-13		
	Number in Cohort	Percent Passing	Percent at college/career ready level	Number in Cohort	Percent Passing at 65	Percent at college/career ready standard
2009	n.a.	n.a.	n.a.	4	0%	0%
2010	n.a.	n.a.	n.a.	23	26%	4%
2011	n.a.	n.a.	n.a.	48	23%	10%
2012			n.a.	51	n.a.	n.a.

Broome Street Academy has recruited a significant portion of students who did not demonstrate proficiency on their 8th grade ELA exam. Approximately 68% of students who were attending Broome Street Academy during the 2012-2013 school year fell into this category. Thirteen students in the 2010 cohort were not proficient on the 8th grade ELA exam attempted the English Regents and of those, 46% passed. In the 2011 cohort 35 of the 55 students attempted the English Regents. Of those 35, 11 passed resulting in a 31% pass rate for students who were not proficient in the 2011 cohort.

Goal 1: Absolute Measure

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

Method

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

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_R E V I S E D . p d f

The AMO continues to be its 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 2012-13 English language arts AMO of **163**.

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

Results

The APL for Broome Street Academy in the 2012-2013 school year is 37.5, which is significantly lower than the English Language Arts AMO of 163.

**English Language Arts Accountability Performance Level (APL)
For the 2009 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
3	33.3%	33.3%	33.3%	0

$$\begin{array}{rcccccccc}
 \text{PI} & = & 33. & + & 33.3 & + & 0 & = & 66 \\
 & & 3 & & & & & & \\
 & & & & 33.3 & + & 0 & = & \underline{33} \\
 & & & & & & \text{APL} & = & 99
 \end{array}$$

Evaluation

Broome Street Academy did not meet the AMO in the 2012-2013 school year. This is largely due to the fact that only three out of the eight students in the 2009 cohort attempted the English Regents exam. For reasons presented above this cohort should not be considered representative of our student body. In contrast, students for who attempted the English Regents exam, the APL would be 99. Broome Street Academy's failure to meet this target is largely attributed to the dearth of students in the 2009 cohort who have attempted the English Regents due to truancy.

Additional Evidence

Analysis of cohorts who have not yet reached their fourth year support this given that greater proportions of students have taken the English Regents exam. In the 2011 cohort, 65% of the students have attempted the English Regents exam and in the 2010 cohort, 52% of those students attempted the English Regents exam. It is expected as we continue to provide rigorous instruction along with specialized interventions that that Broome Street Academy's APL will increase.

Goal 1: Comparative Measure

(S) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents mathematics exam or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available.

Goal 1: Comparative Measure

Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from our peer schools.

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

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in a subset of nine peer schools⁶ identified by the New York City Department of Education selected based on the similarity of student demographics. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.⁷

Results

At present, the most recently available results at the New York State level are from the 2011-12 school year. No students from Broome Street Academy sat for the English Regents Exam in this year, so we will not report on this specific measure until comparative four-year cohort data are available.

Goal 1: Optional Comparative Measure

Each year, the percent of students passing the English Regents exam with a score of at least 65 will exceed the average pass rate of schools included in our peer group.

Method

Broome Street Academy will compare its annual pass rate on the Regents English exam to the pass rates of a subset of peer schools designated by the New York City Department of Education. This comparison will be made based on a dataset published annually by the New York City Department of Education.

Results

In regard to our peer schools, Broome Street Academy's pass rate of 38% was lower than the average pass rate of our selected peer schools. However, our pass rate was greater than four of our selected peer schools. Broome Street Academy also had a

⁶ Renaissance Charter High School had originally been selected to be in our peer subset, but is not among our peers in the 2012-13 school year due a slight change in this school's demographics.

⁷ The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

greater percentage of English Regents test-takers perform at the College/Career Ready level, with 24% of test takers scoring in this range. Only one of our selected peer schools had a greater percentage of students perform at this level.

DBN	Name of School	Number of Students who took exam in 2012-13	2012-13 Passing Rate for English Regents	2012-13 College/Career Ready Rate	2012-13 Average Score on the English exam
84M522	Broome Street Academy	55	38%	24%	59
02M429	Legacy School for Integrated Studies	99	44%	15%	57
02M500	Unity Center for Urban Technologies	61	74%	26%	64
08X305	Pablo Neruda Academy for Architecture and World Studies	114	46%	11%	60
08X540	School for Community Research and Learning	53	36%	11%	54
09X239	Urban Assembly Academy for History and Citizenship for Young Men	35	29%	9%	56
09X404	School for Excellence	98	49%	9%	61
12X262	Performance Conservatory High School	57	32%	9%	51
12X479	Bronx College and Career Preparatory High School	67	39%	10%	57
17K625	Paul Robeson High School	39	31%	5%	50
Average			42%	12%	

Goal 1: Growth Measure

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

Method

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

percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

Results

Given the timing of the release of state data regarding the growth model, no information will be presented until the state releases school growth data.

Summary of the High School English Language Arts Goal⁸

For the 2008 and 2009 cohorts, Broome Street Academy did not meet any of the absolute High School English Language Arts goals as a result of over-aged, under-credited transient and chronically truant students that enrolled in our first year of operation. Since these cohorts only represented 5% of the Broome Street Academy population in the 2012-2013 school year, they are not representative of the Broome Street Academy population. Analysis of the 2011 cohort, in which the majority of students began their high school at Broome Street Academy reveals that twenty-two percent of students have already passed the English Regents exam after only their second year of high school. We anticipate that the 2011 cohort will have a stronger performance on this measure in coming years as we continue to provide rigorous instruction.

Comparatively, Broome Street Academy did not outperform the average pass rate of its peer schools. While the Academy had a higher rate of passing than four of its peer schools, more of our peer schools demonstrated a stronger performance on the English Regents than Broome Street Academy.

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 English exam by the completion of their fourth year in the cohort.	Did Not Achieve
	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Did Not Achieve
	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree)	N/A

⁸ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	
Comparative	Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from our peer schools. (Using 2011-12 school district results.)	Achieved/ Did Not Achieve
	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from our peer schools. (Using 2011-12 school district results.)	
Comparative	Each year, the percent of students passing the Regents English exam with a score of at least 65 will exceed the average pass rate of schools included in our peer group.	Did Not Achieve
Growth	(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.	N/A

Action Plan

A plan of actionable steps is being designed to address the complicated factors associated with the deficiencies noted in this area. Given the profile of these students the actionable steps include both truancy and academic interventions. Students who continue to be enrolled at BSA in Cohort 2008 and 2009 will be offered two tiers of intervention based on their individual needs and accomplishments. In this plan that is being developed students who have passed the course but not the Regents exam will attend our PM school where we will offer an intensive Regents Review class taught by Master's level content area teachers. PM School classes will be offered at the end of the regular school day with the explicit goal of passing the Regents Exam. Students who have not passed the course will be enrolled in the NovaNet Credit Recovery class which will meet daily and upon completion will enroll in the Regents Review class. Students who continue to be on BSA's roster but do not attend school with enough consistency to participate in these two intervention strategies will be referred to our Home Visit Team. Home visits will occur by the end of September each year for the purpose of offering resources that meet the individual needs of these students in an attempt to improve attendance and/or find alternative instructional models. Our unique relationship with access to The Door resources provides the structure around which this will occur.

These program revisions and specific supports will be essential to insuring that the older, under-credited, truant students that comprise the 2008, 2009 cohorts gain access to necessary remedial and community supports.

MATHEMATICS

Goal: Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

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

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college

and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Geometry, and Integrated Algebra exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma; and scoring 80 to meet the college and career readiness standard.⁹ This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

Results

The one student in the 2008 cohort has yet to pass a mathematics Regents exam. In the 2009 cohort, five out of eight students (63%) have passed a mathematics Regents exam to date.

Mathematics Regents Passing Rate by Fourth Year Accountability Cohort¹⁰

Cohort Designation	Number in Cohort	Percent Passing with a score of 65	Percent at the College/Career-ready level
2007			
2008	1	0%	0%
2009	8	63%	0%

Evaluation

This cohort missed this measure, by about 12 percentage points. Out of the eight students in the 2009 cohort five have passed a mathematics regents exam. The remaining three students have not attempted a mathematics Regents exam and are chronically truant. All five students who attempted a mathematics Regents exam, passed.

Additional Evidence

Mathematics Regents Passing Rate by Cohort and Year

Cohort Designation	2011-12			2012-13		
	Number in Cohort	Percent Passing at 65	Percent at college/career ready level	Number in Cohort	Percent Passing at 65	Percent at college/career ready level

⁹ The statewide adaptation of the Common Core State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

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

2009	17	29%	n.a.	8	63%	0%
2010	28	29%	n.a.	27	37%	4%
2011	70	51%	n.a.	60	42%	3%
2012				90	37%	6%

Students in later cohorts are making progress in regard to math performance, as evidenced by the 42% of students in the 2011 cohort who have passed a mathematics Regents exam, and 37% of students in the 2010 and 2012 cohort who have passed a mathematics Regents exam in their first year of high school. In the 2010 cohort, 12 out of 15 students who attempted a mathematics Regents exam, passed. In the 2011 cohort, 32 out of 43 students attempted a mathematics Regents exam and passed. The majority of students who have not yet passed a math Regents exam are those same students who are older, under-credited and have chronic absenteeism or truancy.

The decrease in the percent passing the mathematics Regents for the 2011 cohort is due to ten students who had passed the math Regents exam transferring between the 2011-12 and 2012-13 school years.

Goal 2: Absolute Measure

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

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

Method

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

Results

Mathematics Regents Passing Rate among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹¹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65	Percent at college/career ready level
2007			
2008	1	0	0%
2009	3	67%	0%

Evaluation

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

The description of the 2008 and 2009 Cohort provided above applies to this data and is the cause for the 8 percentage point shortfall in achieving the goal for those cohorts. Two out of the three students in the 2009 cohort who were not proficient on their 8th grade state math exam have passed a math exam.

Additional Evidence

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009			n.a.	n.a.	3	67%
2010			n.a.	n.a.	27	37%
2011			n.a.	n.a.	44	57%
2012					60	54%

Broome Street Academy has been making progress towards this goal, as evidenced by the results for the 2011 and 2012 cohorts. No students in the 2010 accountability cohort demonstrated proficiency on the state 8th grade math exam, a relevant factor in their low passing rate. The 2011 and 2012 cohorts have relatively lower proportions of students who were not proficient on their 8th grade exams than the 2010 cohort which should be kept in context.

Goal 2: Absolute Measure

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

Method

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

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

The AMO continues to be its 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 2012-13 mathematics AMO of **142**.

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

Results

Broome Street Academy's Mathematics Accountability Performance Level was 100, falling short of the AMO of 142.

**Mathematics Accountability Performance Level (APL)
For the 2009 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
5	0	100	0	0

$$\begin{array}{rccccccccc}
 \text{PI} & = & \frac{10}{0} & + & 0 & + & 0 & = & 100 \\
 & & & & 0 & + & 0 & = & \frac{0}{100} \\
 & & & & & & \text{APL} & = & 100
 \end{array}$$

Evaluation

Broome Street Academy did not meet this measure by a significant margin as a result of students in the 2009 cohort's lack of attendance at the administration of the Math Regents.

Additional Evidence

Only including students from the 2009 cohort who attempted a mathematics Regents exam, the APL would be 100, as all five students scored at level 2.

Goal 2: Comparative Measure

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

Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available.

Goal 2: Comparative Measure

Each year, the percent to students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high

school Accountability Cohort from our peer schools.

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

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in a subset of peer schools identified by the NYCDOE. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.¹²

Results

In the 2011-2012 school year, the percent of students in the 2008 cohort scoring above a 65 on a Mathematics Regents exam at Broome Street Academy did not exceed the percent of students in the 2008 cohort passing a mathematics regents exam at any of our peer schools. This is likely due to Broome Street Academy's relatively small population of students in the 2008 cohort. Since Broome Street Academy did not open until the 2011-12 school year, this cohort is atypical and not representative of our student population at large. Similarly, Broome Street Academy's APL for mathematics in 2011-12 did not exceed any of our peer schools.

DBN	Name of School	Number of Students in 2008 cohort	Percent of students in 2008 cohort Scoring above 65	2011-12 APL in Mathematics
84M522	Broome Street Academy	6	50%	67
02M429	Legacy School for Integrated Studies	86	62%	126
02M500	Unity Center for Urban Technologies	69	81%	170
08X305	Pablo Neruda Academy for Architecture and World Studies	110	75%	140
08X540	School for Community Research and Learning	79	63%	115
09X239	Urban Assembly Academy for History and Citizenship for Young Men	61	67%	118
09X404	School for Excellence	110	74%	136

¹² The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

12X26 2	Performance Conservatory High School	86	59%	109
17K62 5	Paul Robeson High School	163	69%	130
84M43 3	The Renaissance Charter High School for Innovation	1	n.a.	n.a.

Goal 2: Optional Comparative Measure: Each year, the percent of students passing a Regents mathematics exam with a score of at least 65 will exceed the average pass rate of schools included in our peer group.

Method

Broome Street Academy will compare its annual pass rate on the Regents Integrated Algebra and Geometry exams to the pass rates of a subset of peer schools designated by the New York City Department of Education. This comparison will be made based on a dataset published annually by the New York City Department of Education.

Results

In 2012-13 Broome Street Academy Students sat for both the Integrated Algebra and Geometry Regents exams. On the Integrated Algebra exam, Broome Street Academy's pass rate of 61% exceeded the average pass rate of its peer schools, which was 35%. Broome Street Academy had a higher pass rate than all but one of its peer schools in this school year. However, four of these schools had higher percentages of students performing at the College/Career Ready level.

DBN	Name of School	Number of Students who took exam in 2012-13	2012-13 Pass Rate for Integrated Algebra	2012-13 College/Career Ready Rate	2012-13 Average Score on the Integrated Algebra exam
84M522	Broome Street Academy	98	61%	2%	65
02M429	Legacy School for Integrated Studies	61	28%	2%	57
02M500	Unity Center for Urban Technologies	105	53%	3%	63
08X305	Pablo Neruda Academy for Architecture and World Studies	180	37%	3%	60
08X540	School for Community Research and Learning*	11	n.a.	n.a.	n.a.
09X239	Urban Assembly Academy for History	10	n.a.	n.a.	n.a.

	and Citizenship for Young Men*				
09X404	School for Excellence	124	61%	7%	66
12X262	Performance Conservatory High School	23	13%	0%	56
12X479	Bronx Career and College Preparatory High School	140	49%	5%	63
17K625	Paul Robeson High School	17	6%	0%	53
Average			35%	3%	

*Results for these schools were suppressed due to fewer than 15 students sitting for the exam.

In 2012-13, 27 students at Broome Street Academy sat for the Geometry Regents exam. Our pass rate in this school year was 63%. This pass rate was greater than the pass rate of all of our peer schools who administered the Geometry exam to students and exceeded the average pass rate of these schools. Broome Street Academy also had a greater proportion of students performing at the College/Career Ready level than its peer schools.

DBN	Name of School	Number of Students who took exam in 2012-13	2012-13 Pass Rate for Geometry	2012-13 College/Career Ready Rate	2012-13 Average Score on the Geometry exam
84M522	Broome Street Academy	27	63%	11%	62
02M429	Legacy School for Integrated Studies*	12	n.a.	n.a.	n.a.
02M500	Unity Center for Urban Technologies*	1	n.a.	n.a.	n.a.
08X305	Pablo Neruda Academy for Architecture and World Studies	82	11%	1%	49
08X540	School for Community Research and Learning	17	6%	0%	48
09X239	Urban Assembly Academy for History and Citizenship for Young Men*	2	n.a.	n.a.	n.a.
09X404	School for Excellence*	8	n.a.	n.a.	n.a.
12X262	Performance Conservatory High School*	1	n.a.	n.a.	n.a.
12X479	Bronx Career and College Preparatory High School	26	39%	4%	58
17K625	Paul Robeson High School*	1	n.a.	n.a.	n.a.

Average
e

18%

2%

*Results for these schools were suppressed due to fewer than 15 students sitting for the exam.

Goal 2: Growth Measure

(S) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.

Method

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

Results

Given the timing of the release of state data regarding the growth model, no information will be presented until the state releases school growth data.

Summary of the High School Mathematics Goal ¹³

Students in the 2008 and 2009 cohorts have not met any of the absolute measures. Sixty-three percent of the 2009 cohort at Broome Street Academy passed a mathematics Regents exam; these students missed the target of 75 percent by twelve percentage points. The students in the 2009 cohort who have not yet passed the mathematics Regents exam did not sit for the Regents exam. However, the 2008 and 2009 cohorts at Broome Street Academy are not representative of the school at large. Broome Street Academy is making significant progress towards reaching 75% proficiency on a mathematics Regents exam. To date, 57% of the 2011 cohort and 54% of the 2012 cohort have demonstrated proficiency, which is a strong lead indicator of success on this measure.

Comparatively, Broome Street Academy has demonstrated a stronger performance on both the Integrated Algebra and Geometry Regents exams relative to its peer schools. However, several of our peer schools had greater proportions of students perform at the College/Career ready level.

Broome Street Academy needs to focus its energies on bringing students to the college and career ready standard in mathematics. Only 3% of the 2011 cohort and 6% of the 2012 cohort are performing at this level.

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 mathematics exam by the completion of their fourth year in the cohort.	Did Not Achieve

¹³ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Did Not Achieve
	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	Each year, the percent to students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2011-12 school district results.)	Did Not Achieve
	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2011-12 school district results.)	
Comparative	Each year, the percent of students passing a Regents mathematics exam with a score of at least 65 will exceed the average pass rate of schools included in our peer group.	Achieved
Growth	(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.	N/A

Action Plan

A plan of actionable steps is being designed to address the complicated factors associated with the deficiencies noted in this area. Given the profile of these students the actionable steps include both truancy and academic interventions. Students who have not yet mastered the curricular requirements for math and/or have not passed the Math Regents along with those over-age, under-credited truant students who continue to be enrolled at BSA in Cohort 2008 and 2009 will be offered two tiers of intervention based on their individual needs and accomplishments. In this plan that is being developed students who have passed the course but not the Regents exam will attend our PM school where we will offer an intensive Regents Review class taught by Master's level content area teachers. PM School classes will be offered at the end of the regular school day with the explicit goal of passing the Regents Exam. Students who have not passed the course will be enrolled in the NovaNet Credit Recovery class which will meet daily and upon

completion will enroll in the Regents Review class. In addition, students will be provided with necessary tools to work on a self-paced individual course of study from Kahn Academy for reinforcing skill development. Students who continue to be on BSA's roster but do not attend school with enough consistency to participate in these two intervention strategies will be referred to our Home Visit Team. Home visits will occur by the end of September each year for the purpose of offering resources that meet the individual needs of these students in an attempt to improve attendance and/or find alternative instructional models. Our unique relationship with access to The Door resources provides the structure around which this will occur.

These program revisions and specific supports will be essential to insuring that the older, under-credited, truant students that comprise the 2008, 2009 cohorts gain access to necessary remedial and community supports.

SCIENCE

Goal: Broome Street Academy students will learn how to think critically about concepts taught in their science courses and familiarize themselves with lab protocol and procedures.

Goal 3: Absolute Measure

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

Method

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

Results

The one student in the 2008 cohort did not pass a science Regents exam. In the 2009 cohort, four out of eight students (50%) have passed a science Regents.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort¹⁴

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007		
2008	1	0
2009	8	50%

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

Evaluation

In the 2008 and 2009 cohorts, Broome Street Academy did not meet the goals outlined in this measure. However, the students who did not pass a science exam in these cohorts, have not yet attempted a science exam due to chronic truancy. Out of the students in the 2009 who attempted a science regents all have passed.

Additional Evidence

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009			17	0%	8	50%
2010			28	11%	27	15%
2011			70	12%	60	32%
2012					90	24%

Between the 2011-12 school year and the 2012-13 school year, the percent of students who have passed a science Regents exam increased across all cohorts. Only a select portion of our 9th grade students take the Earth Science Regents exam, so many of our students do not attempt a science Regents exam until Living Environment in 10th grade.

Goal 3: Comparative Measure

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

Method

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

Results

At this time, only 2011-12 comparative data is available. During this year, no students in the four-year cohort attempted a science exam. We will report on this measure when comparative data for 2012-13 is available.

Goal 3: Optional Comparative Measure

Each year, the percent of students passing a Regents science exam with a score of at least 65 will exceed the average pass rate of schools included in our peer group.

Method

Broome Street Academy will compare its annual pass rate on the Regents Earth Science, Living Environment, and Chemistry exam to the pass rates of a subset of peer schools designated by the New York City Department of Education. This comparison will be made based on a dataset published annually by the New York City Department of Education.

Results

In the 2012-13 school year Broome Street Academy students had taken both the Earth Science and Living Environment Regents exams. Last year, 25 Broome Street Academy students took the Earth Science Regents. Eight-four percent of these students passed the Earth Science exam, which exceeded the pass rate of any of our peer schools who had students taking this exam. The average pass rate for these schools was 26%, which Broome Street Academy exceeded. Broome Street Academy also had the highest average score on the Earth Science exam relative to peer schools.

DBN	Name of School	Number of Students who took exam in 2012-13	2012-13 Pass Rate for Earth Science	2012-13 Average Score on the Earth Science exam
84M522	Broome Street Academy	25	84%	74
02M429	Legacy School for Integrated Studies*	13	n.a.	n.a.
02M500	Unity Center for Urban Technologies	20	30%	58
08X305	Pablo Neruda Academy for Architecture and World Studies	3	n.a.	n.a.
08X540	School for Community Research and Learning*	8	n.a.	n.a.
09X239	Urban Assembly Academy for History and Citizenship for Young Men	0	n.a.	n.a.
09X404	School for Excellence	0	n.a.	n.a.
12X262	Performance Conservatory High School*	13	n.a.	n.a.
12X479	Bronx Career and College Preparatory High School	25	8%	48
17K625	Paul Robeson High School	18	39%	55
Average			26%	

*Results for these schools were suppressed due to fewer than 15 students sitting for the exam.

In the 2012-13 school year 37 students had taken the Living Environment exam. During this school year, Broome Street Academy had a pass rate of 68%. This pass rate was greater than the average pass rate of 46%. Broome Street Academy had a higher pass rate than five schools.

DBN	Name of School	Number of Students who took exam in 2012-13	2012-13 Pass Rate for Living Environment	2012-13 Average Score on the Living Environment exam
84M522	Broome Street Academy	37	68%	65
02M429	Legacy School for Integrated Studies	10	n.a.	n.a.
02M500	Unity Center for Urban Technologies*	93	71%	68
08X305	Pablo Neruda Academy for Architecture and World Studies	137	41%	60
08X540	School for Community Research and Learning*	13	n.a.	n.a.
09X239	Urban Assembly Academy for History and Citizenship for Young Men	23	9%	50
09X404	School for Excellence	80	70%	70
12X262	Performance Conservatory High School	33	24%	53
12X479	Bronx Career and College Preparatory High School	59	63%	66
17K625	Paul Robeson High School	26	46%	58
Average			46%	

*Results for these schools were suppressed due to fewer than 15 students sitting for the exam.

SOCIAL STUDIES

Goal 4: Social Studies Students will cultivate a deep understanding of U.S. and Global History and apply course knowledge to their understanding of current events and international relations.

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

Method

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the

cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

In the 2008 accountability cohort, there is one student, who has passed the US History exam. Therefore, 100% of the 2008 accountability cohort passed the U.S. History exam. In the 2009 accountability cohort, 5 out of 8 students (63%) passed the U.S. History exam.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort¹⁵

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007		
2008	1	100%
2009	8	63%

Evaluation

The 2008 cohort was able to meet this measure, while the 2009 cohort fell short of this measure by twelve percentage points. In the 2009 cohort, only 6 out of the 8 students attempted the U.S. History exam, resulting in a 83% pass rate of those in the 2009 cohort who sat for the exam. The remaining two students did not complete the U.S. History exam because of chronic truancy.

Additional Evidence

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009			17	35%	8	63%
2010			28	36%	27	33%
2011			70	50%	60	32%
2012					90	58%

In the 2010 cohort, two students who passed the U.S. History exam in the 2011-12 school year transferred to other degree-granting institutions and three students belonging to the 2010 cohort who have not passed the U.S. History exam transferred in to Broome Street Academy during the 2012-2013 school year.

Similarly, in regard to the 2011 cohort, 8 students who passed the U.S. History Regents exam last year transferred to another degree-granting institution, which explains the decrease in the percent passing rate from 2011-12.

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

Relative to the 2010 and 2011 cohort, the 2012 cohort had a stronger performance on the U.S. History exam with 58% of the cohort passing the exam in their first year of high school. Notably, 28% of students in the 2012 cohort scored higher than an 85 on the U.S. History Regents demonstrating a solid understanding of the course material.

Goal 4: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from our peer schools.

Method

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

Results

At present, only data from the 2011-12 school year is available. In terms of percent of students in the 2008 cohort passing the U.S. History exam, Broome Street Academy only outperformed one of its peer schools. It is also worth noting that the 2008 cohort is not representative of the Broome Street Academy population as a whole. Broome Street Academy first opened during the 2011-12 school year, so students in the 2008 cohort enrolled at Broome Street Academy as freshmen after previously struggling at other schools.

DBN	Name of School	Number of Students in 2008 cohort	Percent of students in 2008 cohort passing U.S. History exam
84M52 2	Broome Street Academy	6	33%
02M42 9	Legacy School for Integrated Studies	86	48%
02M50 0	Unity Center for Urban Technologies	69	61%
08X30 5	Pablo Neruda Academy for Architecture and World Studies	110	63%
08X54 0	School for Community Research and Learning	79	30%
09X23 9	Urban Assembly Academy for History and Citizenship for Young Men	61	46%
09X40 4	School for Excellence	110	55%
12X26 2	Performance Conservatory High School	86	39%
17K62 5	Paul Robeson High School	163	49%
84M43 3	The Renaissance Charter High School for Innovation	1	n.a.

Goal 4: Optional Measure: Each year, the percent of students passing a Regents U.S. History exam with a score of at least 65 will exceed the average pass rate of schools included in our peer group.

Method: Broome Street Academy will compare its annual pass rate on the Regents U.S. History exam to the pass rates of a subset of peer schools designated by the New York City Department of Education. This comparison will be made based on a dataset published annually by the New York City Department of Education.

Results: In the 2012-13 school year, 102 students at Broome Street Academy had taken the US History exam. The pass rate for Broome Street Academy in the 2012-13 school year was 63% which is greater than the average pass rate of our peer schools, which was 40%. Among these peer schools, Broome Street Academy had the highest pass rate on the United States History Regents exam.

DBN	Name of School	Number of Students who took exam in 2012-13	2012-13 Passing Rate for United States History Exam	2012-13 Average Score on the United States History Exam
84M522	Broome Street Academy	102	63%	66
02M429	Legacy School for Integrated Studies	59	36%	57
02M500	Unity Center for Urban Technologies	61	62%	64
08X305	Pablo Neruda Academy for Architecture and World Studies	107	47%	60
08X540	School for Community Research and Learning	39	36%	55
09X239	Urban Assembly Academy for History and Citizenship for Young Men	22	36%	58
09X404	School for Excellence	95	51%	61
12X262	Performance Conservatory High School	49	29%	53
12X479	Bronx Career and College Preparatory High School	109	35%	54
17K62	Paul Robeson High School	37	27%	52

Goal 4: Absolute Measure

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

Method

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

Results

The 2008 and 2009 cohort did not meet this measure. However, these cohorts only represent a small portion of the Broome Street Academy community. The one student in the 2008 cohort did not pass the Global History Regents exam. In the 2009 cohort, 3 out of 8 students passed the Global History Regents

**Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁶**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007		
2008	1	0
2009	8	38%

Evaluation

Broome Street Academy did not meet this measure for the 2008 and 2009 cohorts. However, all students in these two cohorts who attempted the Global History Regents exam passed. The students who have yet to complete the Global History Regents exam have experienced issues with chronic truancy and have not yet taken the Global History Regents.

Additional Evidence

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing

¹⁶ Based on the highest score for each student on a science Regents exam

2009			n.a.	n.a.	8	38%
2010			n.a.	n.a.	27	7.5%
2011			n.a.	n.a.	60	0%
2012					90	0%

In the 2012-13 school year, the Global History Regents was only offered to a select few students in earlier cohorts. The majority of students at Broome Street Academy are preparing to take the Global History exam after the 2013-2014 school year. We expect that these figures will increase as more Broome Street Academy students complete the Regents Global History curriculum and take the Global History exam.

Goal 4: Comparative Measure

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

Method

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

Results

At the timing of this writing, four-year cohort data for the 2012-13 school year from our peer schools is not yet published.

Goal 4: Optional Comparative Measure: Each year, the percent of students passing a Regents Global History exam with a score of at least 65 will exceed the average pass rate of schools included in our peer group.

Method: Broome Street Academy will compare its annual pass rate on the Regents Global History exam to the pass rates of a subset of peer schools designated by the New York City Department of Education. This comparison will be made based on a dataset published annually by the New York City Department of Education.

Results: In the 2012-13 school year, only 12 of our students had taken the Global History exam. Eighty-three percent of these students passed the exam with a grade of 65 or higher. Broome Street Academy had the highest pass rate among its peer schools in 2012-13. However, only a relatively small number of Broome Street Academy students, so it uncertain if we will see similar trends in pass rates when a greater number of students take the Global History regents at Broome Street Academy.

DBN	Name of School	Number of Students who took exam in 2012-13	2012-13 Passing Rate for Global History Exam	2012-13 Average Score on the Global History Exam
84M52 2	Broome Street Academy	12	83%	64
02M42 9	Legacy School for Integrated Studies	49	18%	50
02M50	Unity Center for Urban	65	45%	59

0	Technologies			
08X305	Pablo Neruda Academy for Architecture and World Studies	124	27%	54
08X540	School for Community Research and Learning	53	30%	52
09X239	Urban Assembly Academy for History and Citizenship for Young Men	28	25%	58
09X404	School for Excellence	116	45%	61
12X262	Performance Conservatory High School	38	21%	52
12X479	Bronx Career and College Preparatory High School	81	54%	63
17K625	Paul Robeson High School	39	21%	48
Average			40%	

GOAL V: NCLB

Goal: The school will make Adequate Yearly Progress.

Absolute Measure

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

In the 2012-13 school Broome Street Academy was deemed to be in good standing. The school has met this goal.

HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION: Broome Street Academy will prepare its students to graduate

Goal 6: Absolute Measure Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

Method

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

At Broome Street Academy, a student must accumulate 22 credits of coursework and pass the five required New York State Regents exams in order to graduate high school. To be considered ‘on track’ for graduation in 4 years, students must achieve credits in increments of at least 5.5 each school year. A student may “earn a credit” at Broome Street Academy by:

- Fulfilling the required “seat time” time of 108 hours in class or equivalent.
- Passing the class with a grade of 70 percent or higher.
- In 2011-2012, Students who ended the year with a grade of 65-69 had the opportunity to complete a project over the summer to make up the lost points necessary to earn a 70.
- Core academic subjects for 2011-2012 included: English Language Arts I, Math Fundamentals, Integrated Algebra, Earth Science, and United States History. The school also offered Creative Writing and Physical Education in the first school year. In 2012-2013, the core academic subjects include those listed above in addition to English Language Arts II, Geometry, Biology, and Global History. In 2012-2013 the Academy also offers Creative Writing, Physical Education, Art, and Spanish.

Broome Street Academy developed the following credit accumulation policy effective August 29, 2012: All students at Broome Street Academy are expected to graduate with a New York State Regents diploma. Thus our grading and credit accumulation policy is aligned with requirements set forth by New York State to attain a Regents diploma. Course credits are awarded on a semester basis. Students are awarded half credits (0.5 credits) for each class they pass each semester. New York State requires that students sit through 108 hours of instruction in order to be awarded credit in that subject and thus Broome Street academy students may be awarded half credits for every 54 hours of “seat time” in a class. A passing grade at Broome Street Academy is 70 percent.

School Wide Course Grading Policy

	Quarter 1	Quarter 2	Semester
Classwork	19%	19%	earned
Homework	19%	19%	
Projects	19%	19%	
Tests/quizzes	19%	19%	
Participation	19%	19%	
Midterm / final	5%	5%	
	Quarter 3	Quarter 4	
Classwork	18%	17%	

Homework	18%	17%
Projects	18%	17%
Tests/quizzes	18%	17%
Participation	18%	17%
Midterm / final	10%	15%

Classwork: Any work or assignments that are completed during the class period.

Homework: Assignments that are generally intend to be completed at home. Students will generally receive at least three homework assignments, per class, every school week.

Projects: These are large assignments that may include lab reports, essays, and multimedia assignments. They are generally completed over more than two class periods and graded on a rubric that is provided along with the project’s directions.

Tests/Quizzes: These are assessments that students take in class to determine if they have mastered class material. They may include a daily “check for understanding,” which is a short assessment that determines if scholars mastered daily class material.

Participation: The manner in which a scholar behaves and engages in class, interacts with teachers and other students, and shows diligent effort to master class material are all factored into the participation grade. Broome Street Academy utilizes a standard rubric to evaluate participation in each class.

Midterm/Final: These are comprehensive, interim and final assessments that show overall mastery of class material. Midterm and final exams are administered at the end of each quarter in a controlled testing environment. In “Regents” classes, previously administered Regents exams may serve as midterm assessments and actual Regents exams may serve as the final exam.

Results

Forty-eight percent of the 2011 graduation cohort and 71% of the 2012 graduation cohort earned five or more credits during the 2012-2013 school year.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2012-13

Cohort Designation	Number in Cohort	Percent promoted
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2011	60	53%
2012	90	71%

Evaluation

Broome Street Academy did not meet this measure in 2012-13, however the 2012 cohort only missed the 75% proficiency target by four percentage points. The 2011 cohort was comparatively less successful in accumulating credits as only 53% attained sufficient credits. The 2011 cohort fell short of the goal by 22 percentage points. As our program continues to grow and we develop rigorous curriculum and instructional standards we are seeing increases in this data.

Additional Evidence

First and Second Year Cohorts Earning the Required Number of Credits in 2012-13 by truancy status

Cohort Designation	Number in Cohort: Non-truant Students*	Percent promoted	Number in Cohort: Truant students	Percent promoted
2011	34	59%	26	4%
2012	75	83%	15	13%

*Broome Street Academy is utilizing the same definition of severe truancy as the NYC Department of Education which is missing at least 38 days or school or an attendance rate of less than 79%

While Broome Street Academy saw marginal improvements in promotion rates between the 2011-12 school year the disaggregation by truancy status is elucidating. When the 2011 cohort is disaggregated by truancy, we find that 59% of non-truant students accumulated five or more credits during the 2012-13 school year. Among the non-truant students in the 2011 cohort who were not promoted, 57% are categorized as special education students, indicating these students may face additional challenges on their path to credit accumulation.

Among the 2012 cohort, 83% of the non-truant students were promoted, while only 13% of the truant students accumulated five or more credits. Among those who were non-truant, who were not promoted, 30% are designated as special education, which may be related to their credit accumulation performance.

First and Second Year Cohorts Earning the Required Number of Credits in 2012-13 by IEP Status

Cohort Designation	Number in Cohort: Students without IEPs	Percent promoted	Number in Cohort: Students with IEPs	Percent promoted
2011	34	38%	26	42%

2012	72	76%	18	50%
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In the 2011 cohort, IEP designation did not seem to play as strong role in a student's ability to accumulate five or more credits as truancy rates, which likely explains the weak relationship between promotion rates and IEP status in this cohort. In regard to the 2012 cohort, students without IEPs had a greater promotion rate than students without IEPs suggesting that in this cohort, students with IEPs struggled more with credit accumulation than those without.

Goal 6: Absolute Measure

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

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2013, the 2011 cohort will have completed its second year.

Results

Broome Street Academy did not meet this measure for either the 2009, 2010, or 2011 cohorts and fell short of this goal by a significant margin.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2009	13	23%
2010	29	24%
2011	66	29%

Evaluation

Students in all three cohorts were unable to meet this measure. However, each subsequent cohort showed some improvement on this measure. The 2009, 2010, and 2011 cohorts fell short by 52, 51, and 46 percentage points, respectively. This is an area of relative weakness for Broome Street Academy.

Additional Evidence

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

Cohort Designation	Number in Cohort: non-	Percent Passing	Number in cohort truant	Percent Passing
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	truant	Three Regents :non-truant		Three Regents: truant
2009	3	100%	10	0%
2010	8	50%	21	16%
2011	34	50%	32	3%

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

Cohort Designation	Number in Cohort: Students without IEPs	Percent Passing Three Regents :Students without IEPs	Number in cohort: Students with IEPs	Percent Passing Three Regents: Students with IEPs
2009	11	27%	2	0%
2010	16	38%	13	8%
2011	38	24%	28	26%

In disaggregating this data by truancy and IEP status, we find that truancy had a much stronger impact than IEP status on passing three or more Regents exams than IEP status. In the 2009 cohort, 100% of non-truant students have completed three or more Regents exams as opposed to 0% of truant students. Similarly, in the 2010 and 2011 cohort, we see much greater rates of Regents completion among non-truant students than truant.

In the 2009 and 2010 cohorts, we see that IEP designation was more closely related to students completing three or more Regents exams. In the 2011 cohort there was little difference between students with and without IEPs.

Goal 6: Absolute Measure

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

Method

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2009 cohort and graduated four years later and those who entered as members of the 2008 cohort and graduate five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer to complete their graduation requirements.

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

Results

To date, no students from Broome Street Academy have graduated. We will be presenting on this data in future progress reports.

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth, fifth and sixth year will exceed that of the Total Graduation Cohort from our peer schools.

Method

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in our peer schools¹⁷. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

Results

To date, Broome Street Academy has not had any graduating students and will not be reporting on this measure this year.

Summary of the High School Graduation Goal

Broome Street Academy has not yet had a graduating class. Based on the promotion rate measure, the 2012 cohort missed the target of 75% by four percentage points. The 2011 cohort was comparatively weaker and missed the target by 22 percentage points.

Broome Street Academy also needs to focus its attention on getting students to pass three Regents exams by the end of their second year in the high school cohort. No cohorts evaluated in this progress report met this goal. However, after disaggregating the data by truancy and IEP status, we have found that truancy is likely to be a significant underlying factor in student progress towards their graduation goals. Broome Street Academy recognizes that truancy is a challenge and will continue to work toward diminishing truancy rates. When disaggregating by IEP status, Broome Street Academy has found that IEP-status is likely to be less strongly correlated with progress toward graduation. However, we will continue to support our special education students with their through intervention and remediation of skill deficits to insure that a growth in achievement for this demographic.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	Did Not Achieve
	(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York	Did Not Achieve

¹⁷ Schools can retrieve district level graduation rates from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

	State Regents exams required for graduation by the completion of their second year in the cohort.	
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	N/A

Action Plan

Given the need to improve both our attendance and regents rate a plan of actionable steps is being designed to address the complicated factors associated with the deficiencies noted in this area. Given the profile of these students the actionable steps include both truancy and academic interventions. Students who have not yet mastered the curricular requirements to sit for or have not passed the required number of Regents Exams according to this timetable will be offered opportunities to participate in our intervention program based on their individual needs and accomplishments. In this plan that is being developed students who have passed their courses but not the Regents exams as scheduled will attend our PM school where we will offer an intensive Regents Review class taught by Master’s level content area teachers. PM School classes will be offered at the end of the regular school day with the explicit goal of passing the required number of Regents Exams.

COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION: Broome Street Academy is keenly aware of the fact that students need to not only obtain a High School Diploma, but also be prepared for the next challenges that face them after their time at Broome Street Academy is committed to supporting both students who leave due to graduation and those who pursue alternative educational options.

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

Method

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student’s highest score on each subsection. Compare

school averages to the New York State average for all 10th grade (sophomore) test takers in the given year.

Results

No students at Broome Street Academy sat for the PSAT in the 2012-2013 school year, we will begin to report on this measure in the 2014 progress report after students have taken the PSAT beginning in October of 2013.

Goal 7: Comparative Measure

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

Method

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

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

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 reposts 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 (senior) test takers in the given year.

Results

No students at Broome Street Academy had taken the SAT during the 2012-2013 school year. We will begin reporting on this measure on the 2014 progress report.

Goal 7: School Created College/Career Preparation Measure: Each year, 75 percent of graduates will have completed art portfolios deemed proficient by a panel of external experts using BSA's portfolio rubric.

Method

Students will participate in various arts-related courses and activities offered through Broome Street Academy to assemble a portfolio of creative pieces including but not limited to: poems, student films, painting, photography, essays, and musical performances the student has created throughout his or her academic career. This portfolio will be turned in prior to graduation and evaluated on a staff-designed rubric. The portfolio will be evaluated by a panel of external expert.

Results

Broome Street Academy will begin reporting on this measure in 2014, as no students have completed their art portfolio during the 2012-2013 school year in preparation for graduation.

Goal 7: School Created College/Career Preparation Measure: Each year, 75 percent of graduates will meet standards (score a four) on the career readiness portfolio, as measured by a career-readiness rubric based on a personal resume, sample cover letter, personal statement, research paper, sample thank you notes, and a sample job application.

Method

Each year, students will submit a portfolio to the guidance department who will evaluate the portfolio for a level of completeness and professionalism. The quality of portfolio will be evaluated using a career-readiness rubric designed by staff. This portfolio is to be submitted prior to student graduation.

Results

Broome Street Academy will begin reporting on this measure in 2014, as no students have completed their career readiness portfolio during the 2012-2013 school year in preparation for graduation.

Goal 7: School Created College Attendance or Achievement Measure
Each Year, 75 percent of graduates will have successfully completed the entry requirements of a college or a technical career program.

Method

Each year, Broome Street Academy will track how many students are completing applications or entry requirements for college or a technical career program through interactions with the guidance department.

Results

As Broome Street Academy has not yet had any graduates, this measure will not be reported on until the 2014 progress report.

Goal 7: School Created College Attendance or Achievement Measure
Each year, six and 18 months after graduation, BSA graduates will be enrolled in two-year, four-year college programs, vocational certification programs or public service programs at a higher rate than peer school graduates.

Method

The New York City Department of Education publishes data on graduating students who enroll in two-year or four-year college programs, vocational certification programs, and public service programs 6 and 18 months after graduation. Broome Street Academy will plan to compare these numbers with its NYC DOE-identified peer schools.

Results

Broome Street Academy has not yet a graduating class and therefore this data will be reported on in future progress reports.

Summary of the College Preparation Goal

This year Broome Street Academy will not be evaluating any college preparation goals as many of our students are still at an early point in their high school careers. We will be reporting on this in future progress reports.

Type	Measure	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.	Not Applicable
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.	Not Applicable
College Preparation	Each Year, the school will demonstrate the preparation of its students for college through at least one measure of its own design.	Not Applicable
	(S) The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Not Applicable
	(S) 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.	Not Applicable
	(S) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Not Applicable
College Attainment	Each Year, the school will demonstrate college attendance or achievement through at least one measure of its own design.	Not Applicable
	(S) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	

APPENDIX B: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal S: Parent Satisfaction: Broome Street Academy parents will be satisfied with the BSA program.

Goal S: Absolute Measure: Each year, parents will express satisfaction with the school's program based on the NYC Annual School Survey at or above the city average

Method

Broome Street Academy will use the NYC Annual School Survey results to determine whether or not it has met this measure. The NYC Annual School Survey is administered city-wide to parents, students, and staff members to gauge satisfaction on matters related to instruction, safety, and school culture.

Results

On the Annual School Survey, 27% of parents at Broome Street Academy provided a response. Overall, parents indicated satisfaction on the four measures, but Broome Street Academy fell short of the city-wide average on all four measures by a narrow margin.

2012-13 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
48	48	27%

2012-13 Parent Satisfaction on Key Survey Results

Item	BSA Rating 2011-2012	City-wide Average Rating 2011-2012	BSA Rating 2012-2013	City-wide Average Rating 2012-2013
Academic Expectations	6.9	8.0	7.7	8.0
Communication	6.8	7.9	7.5	7.8
Engagement	7.2	7.9	7.2	7.5
Safety and Respect	6.9	8.6	7.0	7.7

Evaluation

With the exception of engagement, which retained the same rating across both years, Broome Street Academy's parental satisfaction rating increased from the 2011-12 school year to 2012-13. On Academic Expectations, Communication, and Engagement,

Broome Street Academy's rating was lower than the city average by 0.3 points. Safety was Broome Street Academy's lowest rating, and fell below the city average by 0.7 points. Broome Street Academy is actively looking to plan based on parent responses and improving satisfaction on all of these measures.

Goal S: Absolute Measure
 Each year, 75 percent of all students enrolled during on BEDS Day of the previous year will return the following September.

Method

Broome Street Academy records its retention based on the percentage of students who are enrolled BEDS day to the first day of school in the subsequent year.

2012-13 Student Retention Rate

2011-12 BEDS Day ¹⁸ Enrollment	Number of Students Who Graduated in 2011-12	Number of Students Who Returned in 2012-13	Retention Rate 2012-13 Re-enrollment ÷ (2011-12 Enrollment – Graduates)
215	n.a.	170	78%

Evaluation

Broome Street Academy did meet its retention goal based on students who were enrolled from BEDS day to the first day of school in the subsequent year. While we have met our retention target, Broome Street Academy strives to continually improve our retention rate beyond the status quo.

Additional Evidence

Year	Retention Rate
2009-10	%
2011-12	%
2012-13	78%
2013-14	79%

Broome Street Academy seeks to compare its annual retention rate each year to retention rates of years previous. In Fall of 2012, 78% of students enrolled in our first year of operation returned for a second year. In the subsequent year, in Fall 2013, 79% of students enrolled in the 2012-13 school year returned for the 2013-14 school year.

Goal S: Absolute Measure
 Each year the school will have a daily attendance rate of at least 75 percent.

¹⁸ For the September 15th preliminary submission of the progress report, the retention rate will be presented from BEDS day of the previous year to the first day of school of the current year. The November 1st submission will be updated to reflect BEDS day to BEDS day retention rates.

Method

A student is considered present if a student attended two or more periods each school day. This attendance was recorded each period by the student's instructor.

Results

the 2012-2013 school year, Broome Street Academy had an attendance rate of 71%, which is four percentage points below our goal.

Goal S: Absolute Measure

Each year, 75% of students will have a daily attendance rate of at least 75 percent.

During the 2012-2013 school year 58% of students enrolled at any point during the 2012-2013 school year had an attendance rate greater than 75 percent.

2012-13 Attendance

Evaluation

Broome Street Academy missed its target daily attendance rate by four percentage points. This can largely be attributed to the significant portion of Broome Street Academy students who are chronically truant.

Additional Evidence

While Broome Street Academy has persistently struggled with engaging truant students, we have seen some improvement in the 2012-2013 school year with a seven percentage point increase in the average daily attendance. We have also had some improvement in regard to improving individual students' attendance rates. In the 2011-2012 school year, only 50% of students had an attendance rate greater than 75%. In 2012-13, Broome Street Academy was able to increase this figure by eight percentage points to 58%. While we still fell seventeen percentage points below our goal, we are making steady progress with engaging truant students and improving overall attendance rate.

Year	Average Daily Attendance Rate	Percent of students with attendance above 75%
2009-10	n.a.	n.a.
2010-11	n.a.	n.a.
2011-12	64%	50%
2012-13	71%	58%

Goal: Broome Street Academy will comply with all laws and regulations

Broome Street Academy complies with all laws to which it is subject including many of the same laws of other organizations. There are also additional rules unique to charter schools that members of the BSA community are expected to become aware of as they impact their area of responsibility to the school, students and caregivers. School wide policies and procedures are considerate of applicable laws and regulations. School business is conducted in accordance with legal requirements, including contractual commitments undertaken by individuals authorized to bind the school to such commitments. Further, adherence to applicable laws and regulations is tested annually by external auditors. The BSA Board of Trustees takes very seriously its governance and fiduciary responsibilities. The Board ensures compliance with all applicable laws and regulations as all resources- human, capital, and financial- are targeted to the achievement of the overall mission.

Absolute Measure

Each year, the school will generally and substantially comply with all applicable laws, rules and regulation, including, but not limited to, the New York State Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act, and the provisions of the Broome Street Academy by-laws and charter.

BSA is assessed by the Charter School’s Institute and by external auditors. As we begin our third year and plan for our fourth year we are aware of upcoming assessment by the Charter School Institute as part of the charter renewal process. The school continues to substantially comply with federal education law and NLCB guidelines and completes all required documentation in support of federal title funding and funding for students with disabilities for annual allocation of funds.. BSA continues to comply with the NY State Charter Schools Act, Freedom of Information Laws, and Open Meeting Laws, as well as the provisions of the Broome Street Academy by-laws and charter meeting requirements set forth in the accountability plan. We provide ongoing communication of progress to our BSA caregivers, community, and stakeholders in the evaluation of our work through appropriately noticed public board meetings, annual accountability progress reports, and a comprehensive complaint and grievance procedure which allows concerns to be heard by the Board of Trustees, Charter Schools Institute, and Board of Regents

Absolute Measure

Each year the school will maintain the systems, policies and procedural controls that ensure compliance with legal and charter requirements.

The school’s policies and procedures outlined in the school manual and student/caregiver handbook outline practices that are in place regarding code of conduct, disciplinary procedures, personnel policies, budgeting procedures and other operational controls

towards compliance with legal and charter requirements. Manuals are reviewed by our Board of Trustees annually with appropriate insight and guidance as needed from the Charter School Institute.

Absolute Measure

Each year the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.

BSA has established an explicit budgeting and reporting cycle. The Chief Financial Officer works closely with the Board and Head of School to develop appropriate fiscal plans by reviewing both current and future needs of our school.

Particular attention is paid to staffing levels to ensure that an appropriate, sustainable student/staff ratio is maintained, this being the most critical determinant of budgetary control. Following school opening, the Board approves a revised budget projection that incorporates final hiring and opening enrollment information. Variances and updated projections are reviewed by the Finance Committee and the Board at monthly intervals. Required quarterly financial reports are submitted to SUNY Charter Schools Institute. Bi-monthly invoices detailing enrollment are submitted directly to the New York City Department of Education with copies to SUNY CSI and the New York State Department of Education. Budgets and progress reports are submitted, as requested, to funding foundation.

Absolute Measure

Each year Broome Street Academy will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED or the Charter Schools Institute.

BSA has not needed to take correction to address deficiencies identified by the State Department of Education and the Charter Schools institute.

It is the goal of Broome Street Academy to demonstrate organizational viability by continually improving the academic achievement of our students and sustaining a level of trust and commitment of the Board of Trustees and the Charter Schools Institute in partnership with our students and their caregivers.

Type	Measur	Outcome
Absolute	Each year, the school has generally and substantially complied with all applicable laws, rules and regulations, including, but not limited to, the New York State Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and	Achieved

Absolute	Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.	Achieved
Absolute	Each year the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in	Achieved
Absolute	Each year BSA will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED or the Charter Schools Institute.	N/A

APPENDIX C: SUPPLEMENTARY TABLES

The school may wish to use the following supplemental tables in the Additional Evidence sections. They are organized by subject and measure. Table titles need to be adapted to reflect the appropriate subject area, i.e. English language arts, mathematics, etc.

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 an NWEA 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

This measure examines the change in performance of the same cohort of students from their first year to their second year in high school on a norm referenced reading test. Each cohort consists of those students who have norm-referenced reading test results for their first two years in the school. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in the first year and the 50th NCE in the second. If a cohort has already achieved an average NCE of 50, it is expected to show some positive growth in the subsequent year.

Broome Street Academy administered the North Western Evaluation Association's (NWEA), Measured of Academic Progress (MAP) assessment for mathematics. The assessment was administered in Spring 2012 and Spring 2013. The Academy's goal in selecting a national standardized exam is to compare the school's performance with nation-wide performance while at the same time providing students with a tool to show progress over time, identify skills they need to master to be at grade level, and to help teachers differentiate instruction. The NWEA MAP is a computer-based adaptive assessment that will allow the school to compare New York State standards-aligned performance data with district and nation-wide performance data while also providing teachers with immediate, actionable reports to help differentiate instruction. The RIT score (Rauch Unit), is an equal interval scale that measures student performance over time.

NWEA conducts "linking studies" to examine the alignment between the MAP tests and state standardized tests. Each study identifies the specific Rauch Unit (RIT) scale scores from MAP that correspond to the various proficiency levels for each subject and for each grade level.

First to Second Year Cohort Growth on the Northwestern Evaluation Association Assessment (NWEA)

NWEA Reading

Cohort Designation	Number in Cohort Spring 2012	Number Tested Spring 2012	First Year Baseline	Second Year Target	Number in cohort Spring 2013	Number Test in Spring 2012 and 2013	Second year result NWEA Score	Target Achieved
2008	8	2	211.5	217.3	1	0	n.a.	n.a.
2009	17	9	218.6	220.8	8	2	225	Y
2010	28	14	215.3	219.2	26	3	232	Y
2011	70	51	208.7	215.9	60	33	214	N
2012 ¹	90	53	213	218			n.a.	n.a.

¹These students were tested in Spring 2013 for the first time.

Results

While all cohorts showed growth on the NWEA Reading assessment, only the 2009 and 2010 cohorts met their target for the second year. The 2011 cohort showed growth on reading, but missed their second year target by 1.9 points.

Evaluation: In the 2009 and 2010 cohorts, this objective was met and students' scores closed the gap between their 9th grade average score and an NCE of 50 by one-half. Across all cohorts who were tested in two separate years, reading ability improved as measured by the NWEA. Out of the 38 students who were tested in both in Spring 2012 and 2013, 27 increased their reading scores, meaning 71% increased their reading NWEA score.

Additional Evidence

Out of the 38 students who were tested in both in Spring 2012 and 2013, 27 increased their reading scores, meaning 71% increased their reading NWEA score.

Growth Measure

Each year, the group of students in their second year in the school who have taken an NWEA mathematics 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.

First to Second Year Cohort Growth on the Northwestern Evaluation Association Assessment (NWEA)

NWEA Math

Cohort Designation	Number in Cohort Spring 2012	Number Tested Spring 2012	First Year Baseline	Second year target	Number in cohort Spring 2013	Number Tested in Spring 2012 & Spring 2013	Second year Result	Target Achieved
2008	8	2	211	223	1	0	n.a.	n.a.
2009	17	9	218	226.5	8	2	235	Y
2010	28	10	220	227.8	27	1	228	Y
2011	70	46	207.8	221.4	60	29	212	N
2012*	90	74	220	223			n.a.	n.a.

*These students were first tested in Spring 2013

Results:

The 2009 cohort in their second year scored an average of 235, which is an increase from their first year baseline of 218. However, only two students from the 2009 cohort were tested in both sessions. Similarly, the 2010 cohort demonstrated an increase in mathematics performance, increasing from 220 in their first year to 228 in their second year. However, only one student was present in both testing sessions. In the first year, students in the 2011 cohort averaged 207.8, and increased to 212 in the second year.

Evaluation:

Cohorts 2009 and 2010 met their targets. The 2009 cohort exceed its target by 8.5 points, and the 2010 cohort exceed its target by .2 points. However, because a significant portion of students in these cohorts were either absent during NWEA testing or transferred between the first test date and the second test date, the sample size in both of these cohorts are not representative of the cohorts. The 2011 cohort demonstrated some growth in math ability as demonstrated by the increase in the average NWEA mathematics score, but fell short of their target by 9.4 points. However, much like in the earlier cohorts, the sample size of students who participated in both testing sessions is relatively low. Forty-six percent of individual students who participated in both testing sessions improved on their math ability as measured by the NWEA.

HIGH SCHOOL: SUBJECT AREA MEASURES

Cohort Passing Rate by Regents Mathematics Exam

Exam	Cohort							
	2009		2010		2011		2012	
	Number who attempted exam	Pass rate	Number who attempted exam	Pass rate	Number who attempted exam	Pass rate	Number attempted exam	Pass rate
Math A	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Math B	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Integrated Algebra	5	100%	14	78.5%	42	74%	79	75%
Geometry	1	0%	3	66%	17	47%	7	100%
Algebra 2	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.

Cohort Passing Rate by Regents Science Exam

Exam	Cohort							
	2009		2010		2011		2012	
	Number who attempted exam	Pass rate						
Living Environment	2	100%	7	57%	31	68%	10	80%
Earth Science	2	100%	2	50%	9	78%	22	82%
Chemistry	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Physics	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.

When examining math and science performance by subject area, we can develop a sense of where our students' relative strengths and weaknesses lie. In regard to math, Geometry was a relative weakness for students, particularly those in the 2011 cohort. However, notably, all seven students who took the exam in their first year of high school, passed. This was Broome Street Academy's first year offering Geometry. Integrated Algebra performance was relatively consistent between the 2010, 2011, and 2012 cohorts with pass rates ranging from 75% to 78.5%

In regard to science, the 2010 cohort demonstrated the weakest performance in both Living Environment and Earth Science. It is important to note, that since Broome Street Academy did not open until the 2011-12 school year, this group of students came to Broome Street Academy having previously struggled at another high school. This provides some context and possible reasons for the relatively low pass rates in this

cohort. This year was Broome Street Academy's first year offering Living Environment. The 2009, 2011, and 2012 cohorts had relatively much stronger performances on both Living Environment and Earth Science.



**BROOME STREET
ACADEMY**

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Charter High School
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New York, NY 10013

212-453-0295 phone
212-966-7253 fax
Jeremy Kaplan, Principal
www.broomestreetacademy.org

Financial Information

	<u>Total Cost</u>	<u>Enrolled Students</u>	<u>Unit Cost</u>
<u>Administration</u>	\$824,180.00	190	\$4,337.79
<u>Instructional</u>	\$3,184,675.00	190	\$16,761.45
Total Expenses	\$4,008,855.00	190	\$21,099.24

Broome Street Academy Charter High School

Report to the Audit Committee

October 31, 2013



Assurance ■ Tax ■ Consulting



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October 31, 2013

Audit Committee
Broome Street Academy Charter High School
121 Avenue of the Americas
New York, NY 10013

We are pleased to present this report related to our audit of the financial statements of Broome Street Academy Charter High School ("BSA") for the year ended June 30, 2013. This report summarizes certain matters required by professional standards to be communicated to you in your oversight responsibility for BSA's financial reporting process.

This report is intended solely for the information and use of the Audit Committee, Board of Trustees and management and is not intended to be, and should not be, used by anyone other than these specified parties. It would be our pleasure to respond to any questions you have about this report. We appreciate the opportunity to continue to be of service to BSA.

McGladrey LLP |

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Required Communications

Generally accepted auditing standards (AU-C 260, *The Auditor's Communication With Those Charged With Governance*) require the auditor to promote effective two-way communication between the auditor and those charged with governance. Consistent with this requirement, the following summarizes our responsibilities regarding the financial statement audit as well as observations arising from our audit that are significant and relevant to your responsibility to oversee the financial reporting process.

Area	Comments
Our Responsibilities With Regard to the Financial Statement Audit	Our responsibilities under auditing standards generally accepted in the United States of America and <i>Government Auditing Standards</i> , issued by the Comptroller General of the United States, have been described to you in our arrangement letter dated August 9, 2013.
Overview of the Planned Scope and Timing of the Financial Statement Audit	We have issued a separate communication regarding the planned scope and timing of our audit and have discussed with you our identification of and planned audit response to significant risks of material misstatement.
Accounting Policies and Practices	Adoption of, or Change in, Accounting Policies Management has the ultimate responsibility for the appropriateness of the accounting policies used by BSA. BSA did not adopt any significant new accounting policies, nor have there been any changes in existing significant accounting policies during the current period. Significant or Unusual Transactions We did not identify any significant or unusual transactions or significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus. Management's Judgments and Accounting Estimates Summary information about the process used by management in formulating particularly sensitive accounting estimates and about our conclusions regarding the reasonableness of those estimates is in the attached "Summary of Significant Accounting Estimates."
Audit Adjustments	The audit adjustment identified by us and recorded by BSA is shown in the attached "Summary of Recorded Audit Adjustments."
Uncorrected Misstatements	We are not aware of any uncorrected misstatements other than misstatements that are clearly trivial.
Disagreements With Management	We encountered no disagreements with management over the application of significant accounting principles, the basis for management's judgments on any significant matters, the scope of the audit, or significant disclosures to be included in the financial statements.
Consultations With Other Accountants	We are not aware of any consultations management had with other accountants about accounting or auditing matters.
Significant Issues Discussed With Management	No significant issues arising from the audit were discussed with or were the subject of correspondence with management.

Area	Comments
Significant Difficulties Encountered in Performing the Audit	We did not encounter any significant difficulties in dealing with management during the audit.
Letter Communicating Deficiencies in Internal Control Over Financial Reporting	We have separately communicated the control deficiencies identified during our audit of the financial statements. A draft of this communication is included in Exhibit A.
Material Written Communications Between Management and Our Firm	Copies of material written communications between our firm and the management of BSA, including the representation letter provided to us by management, are attached as Exhibit A.

Broome Street Academy Charter High School

Summary of Significant Accounting Estimates

Year Ended June 30, 2013

Accounting estimates are an integral part of the preparation of financial statements and are based upon management's current judgment. The process used by management encompasses their knowledge and experience about past and current events and certain assumptions about future events. You may wish to monitor throughout the year the process used to determine and record these accounting estimates. The following describes the significant accounting estimates reflected in BSA's 2013 financial statements.

Estimate	Accounting Policy	Management's Estimation Process	Basis for Our Conclusions on Reasonableness of Estimate
<p>Allocation of Expenses Between Program and Supporting Services</p>	<p>Certain expenses are allocated among program and supporting services based on their functional classification.</p>	<p><u>Salaries and wages allocation</u> - Management allocated salaries and wages based on an estimate of time and effort spent by each staff member on program services, general and administrative and fund-raising activities.</p> <p><u>Direct costing</u> - Management and the accounting department's staff allocated certain expenditures based on the description of the invoices directly related to program services, general and administrative and fund-raising activities.</p> <p><u>Occupancy costs</u> - Based on square footage used by program services and general and administrative activities.</p>	<p>We have reviewed management's bases for allocation of expenses between functional categories and found them to be reasonable.</p>
<p>Recoverability Period of Property and Equipment</p>	<p>Depreciation of property and equipment is being provided for by the straight-line method over the estimated useful lives of the related assets. Amortization of leasehold improvements is being provided for by the straight-line method over the remaining term of the lease.</p>	<p>The following are the estimated useful lives of the assets:</p> <p>Furniture and equipment - 3 to 5 years</p> <p>Computer equipment - 3 to 5 years</p> <p>Leasehold improvements - remaining term of lease</p>	<p>The recoverability period used by management is deemed to be reasonable.</p>

Broome Street Academy Charter High School
Summary of Recorded Audit Adjustments
Year Ended June 30, 2013

<u>Description</u>	<u>Effect—Increase (Decrease)</u>				
	<u>Assets</u>	<u>Liabilities</u>	<u>Net Assets</u>	<u>Revenue</u>	<u>Expenses</u>
To correct salaries and related costs	\$ -	\$ 6,747	\$ (6,747)	\$ -	\$ 6,747

Exhibit A—Material Written Communications Between Management and Our Firm



The Management and the Board of Trustees
Broome Street Academy Charter High School
121 Avenue of the Americas
New York, NY 10013

In planning and performing our audit of the financial statements of Broome Street Academy Charter High School (the "School") as of and for the year ended June 30, 2013, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting (internal control) as a basis for designing 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 deficiency in design exists when (a) a control necessary to meet the control objective is missing, or (b) an existing control is not properly designed so that, even if the control operates as designed, the control objective would not be met. A deficiency in operation exists when a properly designed control does not operate as designed or when the person performing the control does not possess the necessary authority or competence to perform the control effectively.

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 entity'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.

In Exhibit I of this letter, we describe identified deficiencies in internal control that we determined did not constitute significant deficiencies or material weaknesses.

The School's written response to the deficiency identified in our audit has not been subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

This communication is intended solely for the information and use of the Board of Trustees and management and is not intended to be, and should not be, used by anyone other than these specified parties.

A handwritten signature in black ink that reads "McGladrey LLP". The signature is written in a cursive, flowing style.

New York, New York
October 31, 2013

EXHIBIT I – Current-Year Observation

A. Salary Discrepancy

Observation:

We observed that the salary rate for one employee was entered into the payroll system incorrectly. When the issue was brought to their attention, management promptly reviewed the salary rates entered in the payroll system for all employees, and determined that this was an isolated manual input error. Management accrued additional salary expense of approximately \$6,700 for the year ended June 30, 2013 to correct this error.

Recommendation:

Going forward, we recommend that items requiring manual input to the payroll system be subjected to a more thorough management review.

Management's Response:

The error was due to an incorrect file number match between the ADP timesheet system and the main ADP payroll system resulting in the employee's payroll being processed with an old pay rate. We are taking all precautions to ensure this does not happen again, including more thorough management review of items requiring manual input, such as changes in tax status and/or salary increases. The likelihood of a similar mistake occurring in the future is further minimized by the fact that this migration to a new timesheet system was a one-time event.

B. Authorized Bank Signatory

Observation:

We noted that a former employee who had separated from BSA was still listed as an authorized bank signatory in the confirmation replies we received from the banks.

Recommendation:

We recommend that the bank be promptly notified in writing of any changes in BSA's list of authorized bank signatories.

Management's Response:

The signatory has been removed from the BSA's accounts. In the future, we will ensure that this notification to banks happens in a timely manner.

October 31, 2013

McGladrey LLP
1185 Avenue of the Americas
New York, N.Y. 10036-2602

This representation letter is provided in connection with your audits of the financial statements of Broome Street Academy Charter High School ("BSA") which comprise the statement of financial position as of June 30, 2013 and 2012 and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements for the purpose of expressing an opinion on whether the financial statements are presented fairly, in all material respects in accordance with accounting principles generally accepted in the United States (U.S. GAAP).

We confirm, to the best of our knowledge and belief, as of October 31, 2013, the following representations made to you during your audits:

Financial Statements

1. We have fulfilled our responsibilities, as set out in the terms of the audit arrangement letter dated August 9, 2013, for the preparation and fair presentation of the financial statements referred to above in accordance with U.S. GAAP.
2. We acknowledge our responsibility for 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.
3. We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.
4. Significant assumptions used by us in making accounting estimates, including those measured at fair value, are reasonable.
5. Related-party relationships and transactions have been appropriately accounted for and disclosed in accordance with the requirements of U.S. GAAP.
6. All events subsequent to the date of the financial statements and for which U.S. GAAP requires adjustment or disclosure have been adjusted or disclosed.
7. The effects of all known actual or possible litigation and claims have been accounted for and disclosed in accordance with U.S. GAAP.
8. The following have been properly recorded and/or disclosed in the financial statements:

- a. Amounts of contractual obligations for construction and renovation of additional classroom space and facilities at 555 Broome Street, New York.
 - b. All leases and material amounts of rental obligations under long-term leases.
 - c. All significant estimates and material concentrations known to management that are required to be disclosed in accordance with the Risks and Uncertainties Topic of the FASB Accounting Standards Codification. Significant estimates are estimates at the balance sheet date that could change materially within the next year. Concentrations refer to volumes of business, revenues, available sources of supply, or markets for which events could occur that would significantly disrupt normal finances within the next year.
 - d. All recordable contributions, by appropriate net asset class.
 - e. Allocations of functional expenses based on reasonable basis.
 - f. Refundable advances.
 - g. Concentrations of credit risk.
 - h. Arrangements with financial institutions involving compensating balances or other arrangements involving restrictions on cash balances.
 - i. Releases of/reclassifications between net asset classes.
9. We have no plans or intentions that may materially affect the carrying value or classification of assets. In that regard:
- a. BSA has no idle property and equipment.
 - b. BSA has no plans or intentions to discontinue any significant program services.
10. We are responsible for making the accounting estimates included in the financial statements. Those estimates reflect our judgment based on our knowledge and experience about past and current events and our assumptions about conditions we expect to exist and courses of action we expect to take. In that regard, we specifically represent that all grants, contracts and other receivables are due in full within one year. We have evaluated these receivables and concluded that all of these receivables will be collected in full and no allowance for uncollectible account is provided in the 2013 financial statements.
11. There are no:
- a. Violations or possible violations of laws or regulations whose effects should be considered for disclosure in the financial statements or as a basis for recording a loss contingency. In that regard, we specifically represent that we have not been designated as, or alleged to be, a "potentially responsible party" by the Environmental Protection Agency in connection with any environmental contamination.
 - b. Other material liabilities or gain or loss contingencies that are required to be accrued or disclosed by the Contingencies Topic of the FASB Accounting Standards Codification.
 - c. Guarantees, whether written or oral, under which BSA is contingently liable.
 - d. Lines of credit or similar arrangements.
 - e. Agreements to repurchase assets previously sold.
 - f. Security agreements in effect under the Uniform Commercial Code.

- g. Liens or encumbrances on assets and all other pledges of assets.
 - h. Investments in debt and equity securities.
 - i. Liabilities that are subordinated to any other actual or possible liabilities of BSA.
 - j. Derivative financial instruments.
 - k. Compositions of assets in amounts needed to comply with all donor restrictions.
 - l. Board designated unrestricted net assets.
 - m. Current and deferred assets and liabilities related to the accounting for income taxes. Additionally, we have evaluated the tax positions under the two-step approach for recognition and measurement of uncertain tax positions required by the Income Tax Topic of the FASB Accounting Standards Codification.
 - n. Long-lived assets or certain identifiable intangibles.
 - o. Assets that have permanently declined in value.
 - p. Uninsured losses or loss retentions (deductibles) attributable to events occurring through June 30, 2013.
 - q. Assets and liabilities measured at fair value in accordance with the Fair Value Measurements and Disclosures Topic of the FASB Accounting Standards Codification.
 - r. Pension obligations, postretirement benefits other than pensions, and deferred compensation agreements attributable to employee services rendered through June 30, 2013.
 - s. Deferred revenue from exchange transactions.
 - t. Environmental clean-up obligations.
12. BSA has satisfactory title to all owned assets.
13. We have complied with all aspects of contractual agreements, grants, and donor restrictions that would have a material effect on the financial statements in the event of noncompliance. In connection therewith, we specifically represent that we are responsible for determining that we are not subject to the requirements of the Single Audit Act and OMB Circular No. A-133, because we have not received, expended, or otherwise been the beneficiary of the required amount of federal awards during the period of this audit.
14. We have no knowledge of any uncorrected misstatements in the financial statements.

Information Provided

15. We have provided you with:
- a. Access to all information, of which we are aware that is relevant to the preparation and fair presentation of the financial statements such as records, documentation, and other matters;
 - b. Additional information that you have requested from us for the purpose of the audit;
 - c. Unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.
 - d. Minutes of the meetings of the governing board and committees, or summaries of actions of recent meetings for which minutes have not yet been prepared.

16. All transactions have been recorded in the accounting records and are reflected in the financial statements.
17. We have disclosed to you the results of our assessment of risk that the financial statements may be materially misstated as a result of fraud.
18. We have no knowledge of allegations of fraud or suspected fraud, affecting the entity's financial statements involving:
 - a. Management.
 - b. Employees who have significant roles in the internal control.
 - c. Others where the fraud could have a material effect on the financial statements.
19. We have no knowledge of any allegations of fraud or suspected fraud affecting BSA's financial statements received in communications from employees, former employees, regulators, or others.
20. We have no knowledge of noncompliance or suspected noncompliance with laws and regulations whose effects should be considered when preparing financial statements.
21. We are not aware of any pending or threatened litigation and claims whose effects were considered when preparing the financial statements.
22. We have disclosed to you the identity of BSA's related parties and all the related-party relationships and transactions of which we are aware.
23. We are aware of no significant deficiencies, including material weaknesses, in the design or operation of internal controls that could adversely affect BSA's ability to record, process, summarize, and report financial data.
24. There have been no communications from regulatory agencies concerning noncompliance with, or deficiencies in, financial reporting practices.
25. We have received a determination from the Internal Revenue Service that we are exempt from federal income taxes as a Section 501(c)(3) not-for-profit corporation, and we have complied with the IRS regulations regarding this exemption.
26. We are responsible for determining that significant events or transactions that have occurred since the balance sheet date and through October 31, 2013, have been recognized or disclosed in the financial statements. No events or transactions other than those disclosed in the financial statements have occurred subsequent to the balance sheet date and through October 31, 2013 that would require recognition or disclosure in the financial statements. We further represent that as of October 31, 2013, the financial statements were complete in a form and format that complied with accounting principles generally accepted in the United States of America, and all approvals necessary for issuance of the financial statements had been obtained.
27. During the course of your audit, you may have accumulated records containing data that should be reflected in our books and records. All such data have been so reflected. Accordingly, copies of such records in your possession are no longer needed by us.
28. We have reviewed, approved, and take full responsibility for the financial statements and related notes and acknowledge the auditor's role in the preparation of this information.

Compliance Considerations

In connection with your audit, conducted in accordance with *Government Auditing Standards*, we confirm:

1. We are responsible for:
 - a. Compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to BSA.
 - b. Establishing and maintaining effective internal control over financial reporting.
2. We have identified and disclosed to you:
 - a. All laws, regulations, and provisions of contracts and grant agreements that have a direct and material effect on the determinations of financial statement amounts or other financial data significant to audit objectives.
3. We are not aware of violations (and possible violations) of laws, regulations, and provisions of contracts and grant agreements whose effects should be considered for disclosure in the auditor's report on noncompliance.
4. There have been no reported fraud, illegal acts, violations of provisions of contracts or grant agreements, or abuse that has been reported.
5. We have a process to track the status of audit findings and recommendations.
6. We have provided you with the corrective action taken on your prior reported findings, conclusions, and recommendations.
7. There have been no previous audits, attestation engagements, performance audits, or other studies related to the objectives of the audit being undertaken.

BROOME STREET ACADEMY CHARTER HIGH SCHOOL



Irma Gonzalez, Chief Financial Officer



Barbara McKeon, Head of School

Broome Street Academy Charter High School

Financial Report

June 30, 2013

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Independent Auditor's Report

To the Board of Trustees
Broome Street Academy Charter High School
New York, New York

Report on the Financial Statements

We have audited the accompanying financial statements of Broome Street Academy Charter High School ("BSA"), which comprise the statements of financial position as of June 30, 2013 and 2012, the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the 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 entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Broome Street Academy Charter High School as of June 30, 2013 and 2012, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our reports dated October 31, 2013 and October 16, 2012 on our consideration of BSA'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 these reports is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. These reports are an integral part of an audit performed in accordance with *Government Auditing Standards* in considering BSA's internal control over financial reporting and compliance.

McGladrey LLP

New York, New York
October 31, 2013

Broome Street Academy Charter High School

**Statements of Financial Position
June 30, 2013 and 2012**

	2013	2012
ASSETS		
Cash	\$ 976,652	\$ 474,519
Restricted Cash	50,099	25,045
Grants, Contracts and Other Receivables	235,833	206,371
Prepaid Expenses and Other Assets	51,247	25,683
Property and Equipment, net	<u>709,378</u>	<u>388,219</u>
Total assets	<u>\$ 2,023,209</u>	<u>\$ 1,119,837</u>
LIABILITIES AND NET ASSETS		
Liabilities:		
Refundable advances	\$ 12,387	\$ 8,440
Accounts payable and accrued expenses	288,930	176,486
Deferred rent obligation	<u>115,648</u>	<u>96,000</u>
Total liabilities	<u>416,965</u>	<u>280,926</u>
Net Assets:		
Unrestricted:		
Reserve - contingency	50,000	25,000
Undesignated for general use	498,700	405,758
Net investment in fixed assets	<u>709,378</u>	<u>388,219</u>
Total unrestricted	1,258,078	818,977
Temporarily restricted	<u>348,166</u>	<u>19,934</u>
Total net assets	<u>1,606,244</u>	<u>838,911</u>
Total liabilities and net assets	<u>\$ 2,023,209</u>	<u>\$ 1,119,837</u>

See Notes to Financial Statements.

Broome Street Academy Charter High School

Statements of Activities
Years Ended June 30, 2013 and 2012

	2013			2012		
	Unrestricted	Temporarily Restricted	Total	Unrestricted	Temporarily Restricted	Total
Operating Revenue:						
State and local per pupil operating revenue	\$ 3,526,942	\$ -	\$ 3,526,942	\$ 2,312,715	\$ -	\$ 2,312,715
Government grants and contracts	537,753	-	537,753	399,588	-	399,588
Total operating revenue	4,064,695	-	4,064,695	2,712,303	-	2,712,303
Operating Expenses:						
Program services:						
Regular education	2,509,805	-	2,509,805	1,231,927	-	1,231,927
Special education	807,732	-	807,732	600,158	-	600,158
Total program services	3,317,537	-	3,317,537	1,832,085	-	1,832,085
Management and general	595,393	-	595,393	543,531	-	543,531
Total operating expenses	3,912,930	-	3,912,930	2,375,616	-	2,375,616
Net revenue from school operations	151,765	-	151,765	336,687	-	336,687
Public Support and Other Revenue (Expenses):						
Public support:						
Contributions	361,356	-	361,356	82,365	-	82,365
Foundation and corporate support	72,834	348,166	421,000	3,500	245,000	248,500
Special events, net of direct cost of \$14,599 in 2012	-	-	-	33,926	-	33,926
Total public support	434,190	348,166	782,356	119,791	245,000	364,791
Interest Income	227	-	227	121	-	121
Fund-Raising Expenses	(167,015)	-	(167,015)	(66,384)	-	(66,384)
Net Assets Released From Restrictions	19,934	(19,934)	-	383,744	(383,744)	-
Total public support and other revenue (expenses)	287,336	328,232	615,568	437,272	(138,744)	298,528
Change in net assets	439,101	328,232	767,333	773,959	(138,744)	635,215
Net Assets:						
Beginning	818,977	19,934	838,911	45,018	158,678	203,696
Ending	\$ 1,258,078	\$ 348,166	\$ 1,606,244	\$ 818,977	\$ 19,934	\$ 838,911

See Notes to Financial Statements.

Broome Street Academy Charter High School

Statements of Functional Expenses
Years Ended June 30, 2013 and 2012

	2013							2012						
	Program Services			Management and General	Fund- Raising	Total Supporting Services	Total Expenses	Program Services			Management and General	Fund- Raising	Total Supporting Services	Total Expenses
	Regular Education	Special Education	Total					Regular Education	Special Education	Total				
Salaries	\$ 1,490,878	\$ 453,728	\$ 1,944,606	\$ 299,337	\$ 83,699	\$ 383,036	\$ 2,327,642	\$ 691,566	\$ 384,810	\$ 1,076,376	\$ 225,500	\$ 38,316	\$ 263,816	\$ 1,340,192
Payroll taxes and employee benefits	282,387	87,543	369,930	46,923	17,422	64,345	434,275	114,022	69,304	183,326	38,760	8,097	46,857	230,183
Professional and administrative fees (Note 7)	175,585	62,533	238,118	100,725	62,128	162,853	400,971	92,993	38,901	131,894	102,131	18,243	120,374	252,268
Audit fees	14,500	5,800	20,300	7,189	1,511	8,700	29,000	-	-	-	2,500	-	2,500	2,500
Advertising and recruitment	4,003	3,316	7,319	19,239	-	19,239	26,558	13,934	9,682	23,616	2,742	58	2,800	26,416
Equipment and software maintenance	26,933	6,173	33,106	1,683	-	1,683	34,789	30,205	4,509	34,714	5,236	-	5,236	39,950
Equipment purchases	14,493	-	14,493	-	-	-	14,493	15,221	3,478	18,699	-	-	-	18,699
Insurance	19,101	7,640	26,741	5,093	-	5,093	31,834	14,563	5,664	20,227	3,760	-	3,760	23,987
Membership dues	956	365	1,321	118	75	193	1,514	-	-	-	4,250	-	4,250	4,250
Occupancy costs	141,545	54,702	196,247	73,798	-	73,798	270,045	96,834	36,956	133,790	128,289	-	128,289	262,079
Office, instructional supplies and materials	180,658	64,771	245,429	1,451	1,115	2,566	247,995	67,131	14,060	81,191	6,935	305	7,240	88,431
Postage, printing and copying	1,900	682	2,582	3,934	10	3,944	6,526	4,084	113	4,197	4,294	312	4,606	8,803
Staff development	6,617	1,000	7,617	3,640	-	3,640	11,257	18,417	778	19,195	2,010	897	2,907	22,102
Student meals	846	431	1,277	-	-	-	1,277	1,939	-	1,939	-	-	-	1,939
Telephone	2,336	1,097	3,433	2,129	-	2,129	5,562	6,740	1,439	8,179	720	-	720	8,899
Travel	635	-	635	-	5	5	640	-	-	-	92	-	92	92
Youth events	26,325	11,782	38,107	-	-	-	38,107	25,632	16,791	42,423	-	-	-	42,423
Miscellaneous expenses	12,113	4,545	16,658	1,857	875	2,732	19,390	1,225	571	1,796	7,331	25	7,356	9,152
Depreciation and amortization	107,994	41,624	149,618	28,277	175	28,452	178,070	37,421	13,102	50,523	8,981	131	9,112	59,635
Total expenses	\$ 2,509,805	\$ 807,732	\$ 3,317,537	\$ 595,393	\$ 167,015	\$ 762,408	\$ 4,079,945	\$ 1,231,927	\$ 600,158	\$ 1,832,085	\$ 543,531	\$ 66,384	\$ 609,915	\$ 2,442,000

See Notes to Financial Statements.

Broome Street Academy Charter High School

Statements of Cash Flows

Years Ended June 30, 2013 and 2012

	2013	2012
<hr/>		
Cash Flows From Operating Activities:		
Change in net assets	\$ 767,333	\$ 635,215
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation and amortization	178,070	59,635
Deferred rent obligation	19,648	96,000
Donated equipment and other assets	-	(17,315)
Loss on equipment	-	4,931
Changes in operating assets and liabilities:		
Increase in restricted cash	(25,054)	(25,045)
Increase in grants, contracts and other receivables	(29,462)	(186,199)
Increase in prepaid expenses and other assets	(25,564)	(14,868)
Increase in refundable advances	3,947	8,440
Increase in accounts payable and accrued expenses	<u>112,444</u>	<u>176,486</u>
Net cash provided by operating activities	1,001,362	737,280
Cash Flows Used In Investing Activity - acquisition of property and equipment	<u>(499,229)</u>	<u>(401,267)</u>
Net increase in cash	502,133	336,013
Cash:		
Beginning	<u>474,519</u>	<u>138,506</u>
Ending	<u><u>\$ 976,652</u></u>	<u><u>\$ 474,519</u></u>

See Notes to Financial Statements.

Broome Street Academy Charter High School

Notes to Financial Statements

Note 1. Organization and Principal Business Activity

Broome Street Academy Charter High School ("BSA") is a New York State, not-for-profit educational corporation operating as a charter school in Manhattan, New York. On October 19, 2010, the Board of Regents of the University of the State of New York granted BSA a provisional charter valid for a term of five years and renewable upon expiration. The Charter authorized BSA to provide instruction to students in the ninth through twelfth grades.

BSA's mission is to prepare all students to graduate with Regents diplomas through a rigorous curriculum that is grounded in the principles of positive youth development. BSA is a tuition-free public charter high school devoted to providing students the necessary skills and support to graduate with a Regents diploma, while preparing them for a successful future beyond high school. BSA's admissions policy gives preference to students who are homeless, in foster care, or from low-performing middle schools.

BSA opened in the fall of 2011 with a freshman class. BSA will grow by one grade level over each of the next two years until it hits capacity (ninth through twelfth grade) in the 2014-2015 school year. As of June 30, 2013, BSA has grown to two grade levels as it has now enrolled students into its freshman and sophomore classes. BSA's model merges academic, social, and emotional services to prepare students to graduate with a New York State Regents diploma, providing opportunities for a successful future.

BSA is partnered with, and housed within, The Door - A Center of Alternatives, Inc. ("The Door"), a not-for-profit organization under Section 501(c)(3) of the Internal Revenue Code founded in 1972 to provide a full range of integrated services to any adolescent between the ages of 12 and 21. The Door is a leading youth development agency that offers a full range of supportive programming in the areas of health, mental health, career and workforce development, legal services, supportive housing, and arts and recreation. Through the support found at BSA and The Door, New York City's most at-risk students will realize their greatest potential.

Note 2. Summary of Significant Accounting Policies

Basis of Financial Statement Presentation: The financial statements of BSA have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America.

Cash and Concentration of Credit Risk: BSA's cash in bank accounts are maintained with one financial institution, and balances at times may exceed federally insured limits. BSA has not experienced any losses in such accounts.

Grants and Refundable Advances: BSA records cash received on certain government grants and contracts as refundable advances until related services are performed or qualifying expenditures are incurred, at which time it is recognized as revenue.

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

Contributions: Contributed assets are reported at fair value when BSA obtains possession or an unconditional promise to give. BSA reports gifts of cash and other assets as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities as net assets released from restrictions. Donor-restricted contributions whose restrictions are met in the same reporting period are reported as unrestricted contributions. Conditional contributions are recognized as revenue when the conditions on which they depend have been substantially met.

Broome Street Academy Charter High School

Notes to Financial Statements

Note 2. Summary of Significant Accounting Policies (Continued)

Contributed supplies and materials for use in BSA's programs or distribution to students are recognized as revenue and expenses in the accompanying financial statements.

Contributed services are reported as contributions at their fair value if such services create or enhance nonfinancial assets or would have been purchased if not provided by donation, require specialized skills and are provided by individuals possessing such specialized skills.

A number of volunteers have made a contribution of their time to BSA to develop its academic and other programs and to serve on the board of trustees. The value of this contributed time is not reflected in these financial statements as such services either do not require specialized skills or would not typically be purchased had they not been provided by donation.

Food Services: The New York City Department of Education provides free lunches to a majority of BSA's students. Such costs are not included in these financial statements. BSA covers the cost of lunches for children not entitled to the free lunches.

Property and Equipment and Related Depreciation and Amortization: Property and equipment is recorded at cost. Additions and improvements in excess of \$5,000 with an estimated useful life of more than one year are capitalized. Depreciation is computed using the straight-line method over the estimated useful lives of the assets. Amortization of leasehold improvements is provided on the straight-line method over the remaining term of the lease. Property and equipment acquired with certain government contract funds is recorded as expenses pursuant to the terms of the contract.

Accounting Estimates: The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from these estimates.

Income Taxes: BSA is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code (the "Code"). As a nonprofit organization, BSA is subject to unrelated business income tax ("UBIT"), if applicable. For the tax years ended June 30, 2013 and 2012, BSA did not owe any UBIT. Management evaluated BSA's tax positions and concluded that BSA had taken no uncertain tax positions that require adjustments to these financial statements. With a few exceptions, BSA is no longer subject to income tax examinations by U.S. Federal, state or local tax authorities for years before 2011.

Recently Issued Accounting Pronouncements: In October 2012, the Financial Account Standards Board (the "FASB") issued Accounting Standards Update ("ASU") 2012-04, *Technical Corrections and Improvements*. The amendments in this update cover a wide range of topics including technical corrections and improvements to the Accounting Standards Codification and conforming amendments related to fair value measurements. The amendments in this update will generally be effective for fiscal periods beginning after December 15, 2013 for nonpublic entities, except for amendments in this update where there was no transition guidance and which were immediately effective upon issuance. The impact of adopting ASU 2012-04 on BSA's financial statements for subsequent periods has not yet been determined.

Broome Street Academy Charter High School

Notes to Financial Statements

Note 2. Summary of Significant Accounting Policies (Continued)

In October 2012, the FASB issued ASU 2012-05, *Not-for-Profit Entities: Classification of the Sale Proceeds of Donated Financial Assets in the Statement of Cash Flows*. The amendments in this update require a not-for-profit entity to classify cash receipts from the sale of donated financial assets consistently with cash donations received in the statement of cash flows if those cash receipts were from the sale of donated financial assets that upon receipt were directed without any not-for-profit imposed limitations for sale and were converted nearly immediately into cash. Accordingly, the cash receipts from the sale of those financial assets should be classified as cash inflows from operating activities, unless the donor restricted the use of the contributed resources to long-term purposes, in which case those cash receipts should be classified as cash flows from financing activities. Otherwise, cash receipts from the sale of donated financial assets should be classified as cash flows from investing activities by the not-for-profit entity. ASU 2012-05 has been adopted by BSA. There were no changes to BSA's financial statements resulting from the adoption of this ASU.

In April 2013, the FASB issued ASU 2013-06, *Services Received from Personnel of an Affiliate*. The amendments in this update require a recipient not-for-profit entity to recognize all services received from personnel of an affiliate that directly benefit the recipient not-for-profit entity. The amendments in this update will generally be effective for fiscal periods beginning after June 15, 2014. The impact of adopting ASU 2013-06 on BSA's financial statements for subsequent periods has not yet been determined.

Note 3. Restricted Cash

BSA maintains an escrow account, pursuant to its charter agreement, to pay off expenses in the event of its dissolution.

Note 4. Grants, Contracts and Other Receivables

Grants, contracts and other receivables are due in full within one year. Management has evaluated these receivables and concluded that all of these receivables will be collected in full and no allowance for uncollectible account is necessary.

Note 5. Property and Equipment, Net

Property and equipment, at cost, consists of the following as of June 30:

	<u>2013</u>	<u>2012</u>	<u>Estimated Useful Life</u>
Furniture and equipment	\$ 97,961	\$ 33,399	3 - 5 years
Computer equipment	302,274	229,278	3 - 5 years
Leasehold improvements	<u>546,848</u>	<u>185,177</u>	Term of lease
	947,083	447,854	
Less accumulated depreciation and amortization	<u>(237,705)</u>	<u>(59,635)</u>	
	<u>\$ 709,378</u>	<u>\$ 388,219</u>	

In June 2013, BSA entered into a construction service contract amounting to \$362,810 for the renovation and construction of additional classroom space and facilities at 555 Broome Street, New York, New York to accommodate an increase in students up to 300 expected to be enrolled in the fall of 2013 as BSA is expanding to the eleventh grade for the first time.

Broome Street Academy Charter High School

Notes to Financial Statements

Note 6. Pension Plan

BSA sponsors a 403(b) thrift plan. All employees are immediately eligible to begin making voluntary salary reduction contributions. Additionally, BSA has both an employer base contribution and an employer matching contribution in the plan.

For the base employer contribution, employees must be at least age 21 and have two years of service to be eligible to start receiving the 3% employer base contribution. Participants will receive this base contribution regardless of whether they are contributing to the 403(b) plan or not. The employer base contribution is 100% immediately vested because the eligibility is two years.

For the employer match, the participant must be at least age 21 and have two years of service with BSA to be eligible to start receiving the employer match. After two years with BSA, if a participant is voluntarily contributing 1% salary reduction into the 403(b), BSA will then begin to match that and put in an employer matching contribution equivalent to 3%. With the employer match, the vesting is also 100% immediate because the eligibility is two years.

During the years ended June 30, 2013 and 2012, BSA contributed \$7,597 and \$6,874, respectively, to the plan.

Note 7. Related Party Transactions

The Door is the sole member of BSA and three members of the board of The Door are also members of the board of BSA.

During the years ended June 30, 2013 and 2012, BSA paid The Door \$213,000 and \$75,000, respectively, under an approved services agreement, to provide administrative support, human resource services, fiscal management and information technology. Such amounts are included as professional and administrative fees in the financial statements. The services agreement expired on June 30, 2013 and was subsequently extended to June 30, 2014.

BSA signed a five-year operating lease agreement, commencing on July 1, 2011, with The Door for classrooms and office space at 121 Avenue of the Americas, New York, NY 10013. This agreement was subsequently amended, effective June 30, 2013. Aggregate minimum rent payable on this agreement is as follows:

Year ending June 30,

2014	\$ 379,588
2015	275,000
2016	<u>275,000</u>
	<u>\$ 929,588</u>

Rent paid to The Door under this lease agreement amounted to \$210,590 and \$130,000 for the years ended June 30, 2013 and 2012, respectively.

Note 8. Temporarily Restricted Net Assets

Temporarily restricted net assets at June 30, 2013 consist of contributions restricted for fiscal year 2014 and for the renovation and construction of additional classroom space and facilities.

Broome Street Academy Charter High School

Notes to Financial Statements

Note 9. Contingency

Certain grants and contracts may be subject to audit by the funding sources. Such audits may result in disallowances of costs submitted for reimbursement by BSA. Management does not anticipate that any cost disallowances will have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

Note 10. Subsequent Events

BSA evaluates events occurring after the date of the financial statements to consider whether or not the impact of such events needs to be reflected and/or disclosed in the financial statements. Such evaluation is performed through the date the financial statements are available for issuance, which was October 31, 2013 for these financial statements.



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
Broome Street Academy Charter High School
New York, New York

We have audited, in accordance with the 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 Broome Street Academy Charter High School ("BSA"), which comprise the statement of financial position as of June 30, 2013, 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 31, 2013.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered BSA'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 BSA's internal control. Accordingly, we do not express an opinion on the effectiveness of BSA'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 entity'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 BSA's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

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

McGladrey LLP

New York, New York
October 31, 2013

Broome Street Academy Charter High School

**Summary Schedule of Prior Audit Finding
Year Ended June 30, 2013**

2012-01. Accounting and Reporting of Leases, Compensated Absences and In-Kind Contributions

Condition

We noted that deferred lease obligation, accrued vacation and in-kind contributions in the amount of \$96,000, \$100,097 and \$29,714, respectively, were not recognized in the trial balance and draft financial statements initially provided for the prior year audit.

When brought to their attention, management made the necessary adjustments to their accounting records and corrected the 2012 financial statements of BSA to properly recognize the deferred lease obligation and accrued vacation at June 30, 2012, as well as the in-kind contributions received during the year.

Corrective Action Taken by Management

As stated above, the errors noted were corrected by management during the prior year audit. No similar observations were noted in the current year.



Independent Accountant's Report on Applying Agreed-Upon Procedures

To the Board of Trustees
 Broome Street Academy Charter High School
 New York, New York

We have performed the procedures identified below, which were agreed to by the management of Broome Street Academy Charter High School ("BSA") and the New York State Education Department (the "NYSED") solely to assist the specified parties in evaluating BSA's assertion to the NYSED that it has maintained compliance with the requirements of the Charter Schools Program ("CSP") grant and Federal and NYSED guidelines in managing the CSP grant.

This agreed-upon procedures engagement was performed in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of the specific users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The procedures we performed and our results are as follows:

Procedure #1: We will obtain the detail of expenditures incurred for the period under review relating to the CSP grant from BSA's accounting software and reconcile to the grant revenue recorded by BSA. If the CSP grant revenue does not equal the grant expenditures, we will investigate the differences.

Result: We obtained the detail of CSP expenditures as recorded in BSA's general ledger system during the period from July 1, 2012 to June 30, 2013, recomputed the total and found such total (\$295,100) to be correct. We compared such total amount to the amount of CSP grant revenue recorded in BSA's financial statements and found it to be in agreement.

Procedure #2: We will obtain the NYSED-approved CSP grant award information, including budget and any amendments, to determine if the revenue and expenditures recorded for the period appear reasonable.

Result: We obtained an executed and approved copy of the agreement between NYSED and BSA, under Contract No. C401708, and compared the approved amount for the contract period September 14, 2011 to August 31, 2013 to the expenditures recorded by BSA (obtained in Procedure #1) during the period July 1, 2012 to June 30, 2013. Below is the summary of this information.

<u>Budget Period</u>	<u>Amount Approved</u>	<u>Expenditures Incurred for the Period July 1, 2012 to June 30, 2013</u>
September 14, 2011 to August 31, 2012	\$ 338,000	\$ 85,779
September 1, 2012 to August 31, 2013	<u>262,000</u>	<u>209,321</u>
Total	<u><u>\$ 600,000</u></u>	<u><u>\$ 295,100</u></u>

Procedure #3: We will select a sample of expenditures from the detail obtained in Procedure #1.

- a. Payroll - We will select 10 items or 10% of the total number of payroll items charged to the grant, whichever is less.
- b. Other Expenses - We will select 10 items or 10% of the total number of other expense items charged to the grant, whichever is less.
- c. Using the above selected items, we will:
 - i. Determine if the expenditure is in accordance with the purpose of the grant and that pre-opening expenditures are charged to pre-opening periods. (See nonregulatory guidance on the CSP grant at <http://www.p12.nysed.gov/psc/grants.html>)
 - ii. Determine if the expenditure falls into an approved budget category.
 - iii. Determine if the expenditure was charged to the appropriate fiscal period.

Result: We haphazardly selected 10 sample items from payroll and 10 sample items from other expenses categories. We tested each sample item for the attributes described in Procedure #3(c) above and noted no exceptions.

Procedure #4: We will obtain FS-25 form(s) submitted to the NYSED during the period under review and perform the following:

- a. Trace expenditures selected in Procedure #3 to requests for reimbursement. Determine that items requested for reimbursement had previously been expended or were expended within a month following the request for reimbursement. If items have not yet been requested for reimbursement, inquire of responsible charter school officials as to the plan for requesting reimbursement, and determine if a receivable is recorded, if appropriate.
- b. If FS-25 forms included amounts on Line 4 (Cash Expenditures Anticipated During Next Month), we will select one FS-25 and determine if funds were expended within 1 month following the date of the request.

Result: We traced each of the 20 sample items in Procedure #3 above to the corresponding Form FS-25. We compared the date of the invoice or the payroll date to the date of the Form FS-25 and found that all of the 20 sample items have been incurred or expended by BSA before these were reported and submitted for reimbursement on Form FS-25.

We noted that BSA's Form FS-25 included amounts on Line 4 (Cash Expenditures Anticipated During Next Month). We selected the Form FS-25 for February 2013, and noted that Line 4 indicated \$29,549 as Cash Expenditure Anticipated During Next Month. BSA, however, only had \$19,371 of expenditures in the following month. Discussions with BSA's CFO disclosed that, to facilitate the preparation of Form FS-25, BSA determines the amount anticipated for next month by dividing the balance of the grant amount for the budget period by the number of months remaining in the budget period.

We were not engaged to, and did not, conduct an examination, the objective of which would be the expression of an opinion on BSA's compliance with the requirements of the CSP grant. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the use of Broome Street Academy Charter High School and the New York State Education Department, and it is not intended to be, and should not be, used by anyone other than these specified parties.

McGladrey LLP

New York, New York
October 31, 2013

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

School Name:	Broome Street Academy Charter High School
Date (Report is due Nov. 1):	November 1, 2013
School Fiscal Contact Name:	Irma Gonzalez
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	McGladrey LLP
School Audit Contact Name:	Ian J. Benjamin, CPA
School Audit Contact Email:	ian.benjamin@mcgladrey.com
School Audit Contact Phone:	212-372 1480
Audit Period:	2012-13
Prior Year:	2011-12

The following items are required to be included:

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

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

Item	If not included, state the reason(s) below (if not applicable fill in N/A)
Management Letter	Yes.
Management Letter Response	Yes.
Form 990	No.
Federal Single Audit (A-133) ¹	N/A
Corrective Action Plan	Yes.

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

NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234 charterschools@mail.nysed.gov	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Room 524 EBA Albany, New York 12234 fsanda133@mail.nysed.gov
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¹ A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Cir

Broome Street Academy Charter High School
Statement of Financial Position
as of June 30

<u>ASSETS</u>	<u>#NAME?</u>	<u>#NAME?</u>	<u>FIC</u>
<u>CURRENT ASSETS</u>			
Cash and cash equivalents	\$1,026,751	\$499,564	
Grants and contracts receivable	235,833	206,371	
Accounts receivables	-	-	
Prepaid Expenses	51,247	25,683	
Contributions and other receivables	-	-	
TOTAL CURRENT ASSETS	1,313,831	731,618	
 <u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	 <u>709,378</u>	 <u>388,219</u>	
 <u>OTHER ASSETS</u>	 <u>-</u>	 <u>-</u>	
TOTAL ASSETS	<u>2,023,209</u>	<u>1,119,837</u>	
 <u>LIABILITIES AND NET ASSETS</u>			
<u>CURRENT LIABILITIES</u>			
Accounts payable and accrued expenses	\$21,007	\$31,563	
Accrued payroll and benefits	267,923	144,923	
Deferred Revenue	-	-	
Current maturities of long-term debt	-	-	
Short Term Debt - Bonds, Notes Payable	-	-	
Other	<u>128,035</u>	<u>104,440</u>	
TOTAL CURRENT LIABILITIES	416,965	280,926	
 <u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	 <u>-</u>	 <u>-</u>	
TOTAL LIABILITIES	<u>416,965</u>	<u>280,926</u>	
 <u>NET ASSETS</u>			
Unrestricted	1,258,078	818,977	
Temporarily restricted	<u>348,166</u>	<u>19,934</u>	
TOTAL NET ASSETS	<u>1,606,244</u>	<u>838,911</u>	
TOTAL LIABILITIES AND NET ASSETS	<u>2,023,209</u>	<u>1,119,837</u>	

Broome Street Academy Charter High School
Statement of Activities
as of June 30

	#NAME?		#NAME?		FIC 19 nu
	Unrestricted	Temporarily Restricted	Total	Total	
REVENUE, GAINS AND OTHER SUPPORT					
Public School District					
Resident Student Enrollment	\$2,576,528	\$-	\$2,576,528	\$1,633,832	
Students with disabilities	898,238	-	898,238	646,208	
Grants and Contracts					
State and local	100,000	-	100,000	103,250	
Federal - Title and IDEA	121,834	-	121,834	87,754	
Federal - Other	<u>368,095</u>	-	<u>368,095</u>	<u>241,260</u>	
TOTAL REVENUE, GAINS AND OTHER SUPPORT	4,064,695	-	4,064,695	2,712,303	
EXPENSES					
Program Services					
Regular Education	\$2,509,805	\$-	\$2,509,805	\$1,231,927	
Special Education	<u>807,732</u>	-	<u>807,732</u>	<u>600,158</u>	
Total Program Services	3,317,537	-	3,317,537	1,832,085	
Management and general	<u>595,393</u>	-	<u>595,393</u>	<u>543,531</u>	
TOTAL OPERATING EXPENSES	<u>3,912,930</u>	-	<u>3,912,930</u>	<u>2,375,616</u>	
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	<u>151,765</u>	-	<u>151,765</u>	<u>336,687</u>	
SUPPORT AND OTHER REVENUE					
Contributions					
Foundations	\$361,356	\$-	\$361,356	\$82,365	
Individuals	72,834	348,166	421,000	248,500	
Fundraising	(167,015)	-	(167,015)	(66,384)	
Interest income	227	-	227	121	
Miscellaneous income	-	-	-	33,926	
Net assets released from restriction	<u>19,934</u>	<u>(19,934)</u>	-	-	
TOTAL SUPPORT AND OTHER REVENUE	287,336	328,232	615,568	298,528	
CHANGE IN NET ASSETS	439,101	328,232	767,333	635,215	
NET ASSETS BEGINNING OF YEAR	818,977	19,934	838,911	203,696	
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-	
NET ASSETS END OF YEAR	<u>\$1,258,078</u>	<u>\$348,166</u>	<u>\$1,606,244</u>	<u>\$838,911</u>	

**Broome Street Academy Charter High School
Statement of Cash Flows**

as of June 30

	<u>#NAME?</u>	<u>#NAME?</u>	<u>FIC</u>
			<small>*Please briefly explain any nu</small>
CASH FLOWS - OPERATING ACTIVITIES			
Increase (decrease) in net assets	\$767,333		\$635,215
Depreciation	178,070		59,635
Grants Receivable	(29,462)		(186,199)
Prepaid Expenses	(25,564)		(14,868)
Accrued Expenses	112,444		176,486
Miscellaneous sources	3,947		(8,875)
Deferred rent obligation	19,648		96,000
Increase in restricted cash	(25,054)		(25,045)
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$1,001,362		\$732,349
CASH FLOWS - INVESTING ACTIVITIES	\$		\$
Purchase of equipment	(499,229)		(401,267)
Other	-		4,931
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$(499,229)		\$(396,336)
CASH FLOWS - FINANCING ACTIVITIES	\$		\$
Principal payments on long-term debt	-		-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$-		\$-
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$502,133		\$336,013
Cash at beginning of year	474,519		138,506
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$976,652		\$474,519

Broome Street Academy Charter High School
Statement of Functional Expenses
as of June 30

		#NAME?							#NAME?	
		Program Services				Supporting Services				
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total	Total	
		\$	\$	\$	\$	\$	\$	\$	\$	
Personnel Services Costs										
Administrative Staff Personnel	11	181,377	82,513	-	263,890	39,892	299,337	339,229	603,119	325,269
Instructional Personnel	17	1,150,698	371,215	-	1,521,913	-	-	-	1,521,913	978,312
Non-Instructional Personnel	3	<u>158,803</u>	<u>-</u>	<u>-</u>	<u>158,803</u>	<u>43,807</u>	<u>-</u>	<u>43,807</u>	<u>202,610</u>	<u>36,610</u>
Total Salaries and Staff	31	1,490,878	453,728	-	1,944,606	83,699	299,337	383,036	2,327,642	1,340,192
Fringe Benefits & Payroll Taxes		280,194	86,969	-	367,163	15,697	43,819	59,516	426,679	223,309
Retirement		2,193	574	-	2,767	1,725	3,104	4,829	7,596	6,874
Management Company Fees		175,585	62,533	-	238,118	62,128	73,865	135,993	374,111	227,026
Legal Service		-	-	-	-	-	26,861	26,861	26,861	25,243
Accounting / Audit Services		14,500	5,800	-	20,300	1,511	7,189	8,700	29,000	2,500
Other Purchased / Professional / Consulting Services		956	365	-	1,321	75	118	193	1,514	4,250
Building and Land Rent / Lease		138,504	53,856	-	192,359	-	37,877	37,877	230,236	226,000
Repairs & Maintenance		3,041	846	-	3,888	-	7,805	7,805	11,693	10,228
Insurance		19,101	7,640	-	26,741	-	5,093	5,093	31,834	23,987
Utilities		2,336	1,097	-	3,433	-	30,245	30,245	33,678	34,750
Supplies / Materials		180,658	64,771	-	245,429	1,115	1,451	2,566	247,995	88,431
Equipment / Furnishings		14,493	-	-	14,493	-	-	-	14,493	18,699
Staff Development		6,617	1,000	-	7,617	-	3,640	3,640	11,257	22,102
Marketing / Recruitment		4,003	3,316	-	7,319	-	19,239	19,239	26,558	26,416
Technology		26,933	6,173	-	33,106	-	1,683	1,683	34,789	39,950
Food Service		846	431	-	1,277	-	-	-	1,277	1,939
Student Services		26,325	11,782	-	38,107	-	-	-	38,107	42,423
Office Expense		1,900	682	-	2,582	10	3,934	3,944	6,526	8,803
Depreciation		107,994	41,624	-	149,618	175	28,277	28,452	178,070	59,635
OTHER		<u>12,748</u>	<u>4,545</u>	<u>-</u>	<u>17,293</u>	<u>880</u>	<u>1,857</u>	<u>2,737</u>	<u>20,030</u>	<u>9,244</u>
Total Expenses		<u>\$2,509,805</u>	<u>\$807,732</u>	<u>\$-</u>	<u>\$3,317,537</u>	<u>\$167,015</u>	<u>\$595,393</u>	<u>\$762,408</u>	<u>\$4,079,945</u>	<u>\$2,442,000</u>

Charter Funding By NYS School District Code

* The FY 2013-14 rates are the same as the past three fiscal years' rates.*

	District Code	School District Name	Final 2009-10 Basic Tuition	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition	Final 2012-13 Basic Tuition	Final 2013-14 Basic Tuition
1	10100	ALBANY	11,712	14,072	14,072	14,072	14,072
2	10201	BERNE KNOX	10,814	13,371	13,371	13,371	13,371
3	10306	BETHLEHEM	12,653	12,513	12,513	12,513	12,513
4	10402	RAVENA COEYMAN	11,936	13,289	13,289	13,289	13,289
5	10500	COHOES	11,070	11,791	11,791	11,791	11,791
6	10601	SOUTH COLONIE	11,422	12,137	12,137	12,137	12,137
7	10615	MENANDS	16,582	15,870	15,870	15,870	15,870
8	10623	NORTH COLONIE	10,541	10,708	10,708	10,708	10,708
9	10701	GREEN ISLAND	10,997	12,662	12,662	12,662	12,662
10	10802	GUILDERLAND	10,712	11,354	11,354	11,354	11,354
11	11003	VOORHEESVILLE	12,377	12,742	12,742	12,742	12,742
12	11200	WATERVLIET	9,070	9,404	9,404	9,404	9,404
13	20101	ALFRED ALMOND	10,226	10,628	10,628	10,628	10,628
14	20601	ANDOVER	11,107	12,353	12,353	12,353	12,353
15	20702	GENESEE VALLEY	9,686	11,013	11,013	11,013	11,013
16	20801	BELFAST	10,153	11,619	11,619	11,619	11,619
17	21102	CANASERAGA	11,354	12,329	12,329	12,329	12,329
18	21601	FRIENDSHIP	11,948	12,385	12,385	12,385	12,385
19	22001	FILLMORE	8,668	9,156	9,156	9,156	9,156
20	22101	WHITESVILLE	10,241	10,904	10,904	10,904	10,904
21	22302	CUBA-RUSHFORD	10,889	12,488	12,488	12,488	12,488
22	22401	SCIO	12,133	11,968	11,968	11,968	11,968
23	22601	WELLSVILLE	11,455	11,671	11,671	11,671	11,671
24	22902	BOLIVAR-RICHBG	11,418	10,885	10,885	10,885	10,885
25	30101	CHENANGO FORKS	10,119	10,503	10,503	10,503	10,503
26	30200	BINGHAMTON	9,820	10,220	10,220	10,220	10,220
27	30501	HARPURSVILLE	9,718	9,887	9,887	9,887	9,887
28	30601	SUSQUEHANNA VA	11,919	12,156	12,156	12,156	12,156
29	30701	CHENANGO VALLE	10,906	10,670	10,670	10,670	10,670
30	31101	MAINE ENDWELL	11,002	10,197	10,197	10,197	10,197
31	31301	DEPOSIT	14,020	14,304	14,304	14,304	14,304
32	31401	WHITNEY POINT	9,883	11,324	11,324	11,324	11,324
33	31501	UNION-ENDICOTT	10,955	11,048	11,048	11,048	11,048
34	31502	JOHNSON CITY	11,182	12,066	12,066	12,066	12,066
35	31601	VESTAL	11,413	12,166	12,166	12,166	12,166
36	31701	WINDSOR	9,813	10,115	10,115	10,115	10,115
37	40204	WEST VALLEY	13,408	13,623	13,623	13,623	13,623
38	40302	ALLEGANY-LIMES	9,652	10,362	10,362	10,362	10,362
39	40901	ELLCOTTVILLE	10,206	11,491	11,491	11,491	11,491
40	41101	FRANKLINVILLE	10,696	11,351	11,351	11,351	11,351
41	41401	HINSDALE	10,640	9,952	9,952	9,952	9,952
42	42302	CATTARAUGUS-LI	11,536	11,368	11,368	11,368	11,368
43	42400	OLEAN	9,933	10,976	10,976	10,976	10,976
44	42801	GOWANDA	10,020	11,326	11,326	11,326	11,326
45	42901	PORTVILLE	9,726	10,058	10,058	10,058	10,058
46	43001	RANDOLPH	9,806	10,720	10,720	10,720	10,720
47	43200	SALAMANCA	11,211	11,582	11,582	11,582	11,582
48	43501	YORKSHIRE-PIONE	10,566	11,406	11,406	11,406	11,406
49	50100	AUBURN	9,959	10,495	10,495	10,495	10,495
50	50301	WEEDSPORT	10,421	11,820	11,820	11,820	11,820
51	50401	CATO MERIDIAN	9,412	10,653	10,653	10,653	10,653
52	50701	SOUTHERN CAYUG	12,338	13,419	13,419	13,419	13,419
53	51101	PORT BYRON	10,138	10,865	10,865	10,865	10,865
54	51301	MORAVIA	9,940	10,202	10,202	10,202	10,202
55	51901	UNION SPRINGS	11,969	12,059	12,059	12,059	12,059
56	60201	SOUTHWESTERN	9,691	10,202	10,202	10,202	10,202
57	60301	FREWSBURG	8,965	10,206	10,206	10,206	10,206
58	60401	CASSADAGA VALL	10,976	11,359	11,359	11,359	11,359
59	60503	CHAUTAUQUA	14,330	14,457	14,457	14,457	14,457
60	60601	PINE VALLEY	11,072	11,589	11,589	11,589	11,589
61	60701	CLYMER	13,768	14,425	14,425	14,425	14,425
62	60800	DUNKIRK	12,054	12,985	12,985	12,985	12,985
63	61001	BEMUS POINT	10,726	11,810	11,810	11,810	11,810
64	61101	FALCONER	8,694	9,522	9,522	9,522	9,522
65	61501	SILVER CREEK	10,079	11,223	11,223	11,223	11,223
66	61503	FORESTVILLE	10,133	10,484	10,484	10,484	10,484
67	61601	PANAMA	10,861	11,826	11,826	11,826	11,826
68	61700	JAMESTOWN	10,157	10,164	10,164	10,164	10,164
69	62201	FREDONIA	11,242	12,007	12,007	12,007	12,007
70	62301	BROCTON	12,774	12,437	12,437	12,437	12,437
71	62401	RIPLEY	13,456	15,941	15,941	15,941	15,941
72	62601	SHERMAN	10,611	10,196	10,196	10,196	10,196
73	62901	WESTFIELD	10,983	11,891	11,891	11,891	11,891
74	70600	ELMIRA	9,965	11,012	11,012	11,012	11,012
75	70901	HORSEHEADS	9,466	10,188	10,188	10,188	10,188

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76	70902	ELMIRA HEIGHTS	9,761	10,136	10,136	10,136	10,136
77	80101	AFTON	11,717	13,800	13,800	13,800	13,800
78	80201	BAINBRIDGE GUI	10,541	11,434	11,434	11,434	11,434
79	80601	GREENE	9,598	10,565	10,565	10,565	10,565
80	81003	UNADILLA	10,725	11,393	11,393	11,393	11,393
81	81200	NORWICH	9,089	9,956	9,956	9,956	9,956
82	81401	GRGETWN-SO OTS	11,700	12,871	12,871	12,871	12,871
83	81501	OXFORD	11,678	11,858	11,858	11,858	11,858
84	82001	SHERBURNE EARL	9,264	10,712	10,712	10,712	10,712
85	90201	AUSABLE VALLEY	12,302	13,185	13,185	13,185	13,185
86	90301	BEEKMANTOWN	11,410	11,708	11,708	11,708	11,708
87	90501	NORTHEASTERN	9,825	11,543	11,543	11,543	11,543
88	90601	CHAZY	10,616	11,716	11,716	11,716	11,716
89	90901	NORTHRN ADIRON	10,706	12,594	12,594	12,594	12,594
90	91101	PERU	11,126	11,849	11,849	11,849	11,849
91	91200	PLATTSBURGH	12,526	13,604	13,604	13,604	13,604
92	91402	SARANAC	9,535	11,333	11,333	11,333	11,333
93	100501	COPAKE-TACONIC	13,043	13,622	13,622	13,622	13,622
94	100902	GERMANTOWN	12,770	14,614	14,614	14,614	14,614
95	101001	CHATHAM	12,277	12,977	12,977	12,977	12,977
96	101300	HUDSON	11,982	13,222	13,222	13,222	13,222
97	101401	KINDERHOOK	10,114	11,239	11,239	11,239	11,239
98	101601	NEW LEBANON	13,441	15,792	15,792	15,792	15,792
99	110101	CINCINNATUS	12,195	12,691	12,691	12,691	12,691
100	110200	CORTLAND	9,778	10,142	10,142	10,142	10,142
101	110304	MCGRAW	11,222	11,248	11,248	11,248	11,248
102	110701	HOMER	10,182	11,092	11,092	11,092	11,092
103	110901	MARATHON	7,853	11,911	11,911	11,911	11,911
104	120102	ANDES	15,445	21,107	21,107	21,107	21,107
105	120301	DOWNSVILLE	16,110	17,143	17,143	17,143	17,143
106	120401	CHARLOTTE VALL	9,939	10,907	10,907	10,907	10,907
107	120501	DELHI	12,859	13,930	13,930	13,930	13,930
108	120701	FRANKLIN	12,786	13,106	13,106	13,106	13,106
109	120906	HANCOCK	13,854	14,267	14,267	14,267	14,267
110	121401	MARGARETVILLE	12,416	13,376	13,376	13,376	13,376
111	121502	ROXBURY	15,068	16,963	16,963	16,963	16,963
112	121601	SIDNEY	11,217	11,637	11,637	11,637	11,637
113	121701	STAMFORD	11,560	13,915	13,915	13,915	13,915
114	121702	S. KORTRIGHT	13,857	13,381	13,381	13,381	13,381
115	121901	WALTON	9,739	10,718	10,718	10,718	10,718
116	130200	BEACON	9,650	11,093	11,093	11,093	11,093
117	130502	DOVER	10,589	11,245	11,245	11,245	11,245
118	130801	HYDE PARK	10,965	12,055	12,055	12,055	12,055
119	131101	NORTHEAST	15,151	15,342	15,342	15,342	15,342
120	131201	PAWLING	14,556	15,571	15,571	15,571	15,571
121	131301	PINE PLAINS	12,380	14,565	14,565	14,565	14,565
122	131500	POUGHKEEPSIE	11,195	12,524	12,524	12,524	12,524
123	131601	ARLINGTON	10,651	11,469	11,469	11,469	11,469
124	131602	SPACKENKILL	14,417	16,018	16,018	16,018	16,018
125	131701	RED HOOK	12,091	13,202	13,202	13,202	13,202
126	131801	RHINEBECK	14,204	16,681	16,681	16,681	16,681
127	132101	WAPPINGERS	10,055	10,887	10,887	10,887	10,887
128	132201	MILLBROOK	11,769	12,902	12,902	12,902	12,902
129	140101	ALDEN	9,737	9,862	9,862	9,862	9,862
130	140201	AMHERST	10,138	10,721	10,721	10,721	10,721
131	140203	WILLIAMSVILLE	10,494	10,904	10,904	10,904	10,904
132	140207	SWEET HOME	10,961	11,954	11,954	11,954	11,954
133	140301	EAST AURORA	9,978	10,205	10,205	10,205	10,205
134	140600	BUFFALO	10,429	12,005	12,005	12,005	12,005
135	140701	CHEEKTOWAGA	9,733	10,235	10,235	10,235	10,235
136	140702	MARYVALE	10,025	10,433	10,433	10,433	10,433
137	140703	CLEVELAND HILL	9,946	10,428	10,428	10,428	10,428
138	140707	DEPEW	10,741	10,409	10,409	10,409	10,409
139	140709	SLOAN	10,860	11,946	11,946	11,946	11,946
140	140801	CLARENCE	8,747	9,001	9,001	9,001	9,001
141	141101	SPRINGVILLE-GR	10,053	11,347	11,347	11,347	11,347
142	141201	EDEN	8,752	9,674	9,674	9,674	9,674
143	141301	IROQUOIS	9,111	9,751	9,751	9,751	9,751
144	141401	EVANS-BRANT	11,083	11,618	11,618	11,618	11,618
145	141501	GRAND ISLAND	9,823	9,915	9,915	9,915	9,915
146	141601	HAMBURG	9,519	9,716	9,716	9,716	9,716
147	141604	FRONTIER	8,271	8,759	8,759	8,759	8,759
148	141701	HOLLAND	9,966	11,032	11,032	11,032	11,032
149	141800	LACKAWANNA	10,833	11,969	11,969	11,969	11,969
150	141901	LANCASTER	7,973	8,442	8,442	8,442	8,442

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151	142101	AKRON	9,760	10,134	10,134	10,134	10,134
152	142201	NORTH COLLINS	10,361	13,023	13,023	13,023	13,023
153	142301	ORCHARD PARK	10,198	10,523	10,523	10,523	10,523
154	142500	TONAWANDA	9,779	10,051	10,051	10,051	10,051
155	142601	KENMORE	10,412	9,477	9,477	9,477	9,477
156	142801	WEST SENECA	8,948	10,179	10,179	10,179	10,179
157	150203	CROWN POINT	14,203	15,675	15,675	15,675	15,675
158	150301	ELIZABETHTOWN	13,228	13,358	13,358	13,358	13,358
159	150601	KEENE	18,529	19,661	19,661	19,661	19,661
160	150801	MINERVA	27,490	25,637	25,637	25,637	25,637
161	150901	MORIAH	10,922	11,855	11,855	11,855	11,855
162	151001	NEWCOMB	51,675	43,580	43,580	43,580	43,580
163	151102	LAKE PLACID	13,620	14,942	14,942	14,942	14,942
164	151401	SCHROON LAKE	16,058	15,368	15,368	15,368	15,368
165	151501	TICONDEROGA	13,258	13,455	13,455	13,455	13,455
166	151601	WESTPORT	11,244	13,591	13,591	13,591	13,591
167	151701	WILLSBORO	13,461	15,355	15,355	15,355	15,355
168	160101	TUPPER LAKE	10,281	11,461	11,461	11,461	11,461
169	160801	CHATEAUGAY	9,502	10,879	10,879	10,879	10,879
170	161201	SALMON RIVER	11,610	13,576	13,576	13,576	13,576
171	161401	SARANAC LAKE	13,140	13,999	13,999	13,999	13,999
172	161501	MALONE	10,134	10,520	10,520	10,520	10,520
173	161601	BRUSHTON MOIRA	10,152	11,409	11,409	11,409	11,409
174	161801	ST REGIS FALLS	11,664	13,886	13,886	13,886	13,886
175	170301	WHEELERVILLE	15,077	18,435	18,435	18,435	18,435
176	170500	GLOVERSVILLE	9,121	9,865	9,865	9,865	9,865
177	170600	JOHNSTOWN	9,818	10,408	10,408	10,408	10,408
178	170801	MAYFIELD	8,827	10,094	10,094	10,094	10,094
179	170901	NORTHVILLE	12,396	13,440	13,440	13,440	13,440
180	171001	OPPENHEIM EPHR	13,504	13,229	13,229	13,229	13,229
181	171102	BROADALBIN-PER	8,605	8,636	8,636	8,636	8,636
182	180202	ALEXANDER	10,005	11,335	11,335	11,335	11,335
183	180300	BATAVIA	12,503	12,293	12,293	12,293	12,293
184	180701	BYRON BERGEN	10,098	11,347	11,347	11,347	11,347
185	180901	ELBA	10,830	11,423	11,423	11,423	11,423
186	181001	LE ROY	9,837	10,790	10,790	10,790	10,790
187	181101	OAKFIELD ALABA	10,716	9,994	9,994	9,994	9,994
188	181201	PAVILION	10,273	10,682	10,682	10,682	10,682
189	181302	PEMBROKE	9,919	11,828	11,828	11,828	11,828
190	190301	CAIRO-DURHAM	9,731	10,345	10,345	10,345	10,345
191	190401	CATSKILL	11,424	14,130	14,130	14,130	14,130
192	190501	COXSACKIE ATHE	10,905	11,888	11,888	11,888	11,888
193	190701	GREENVILLE	11,269	13,454	13,454	13,454	13,454
194	190901	HUNTER TANNERS	14,001	16,482	16,482	16,482	16,482
195	191401	WINDHAM ASHLAN	14,868	18,838	18,838	18,838	18,838
196	200101	PISECO	26,736	26,047	26,047	26,047	26,047
197	200401	INDIAN LAKE	22,268	24,054	24,054	24,054	24,054
198	200501	INLET	26,736	26,047	26,047	26,047	26,047
199	200601	LAKE PLEASANT	28,900	25,331	25,331	25,331	25,331
200	200701	LONG LAKE	37,270	42,198	42,198	42,198	42,198
201	200901	WELLS	18,500	21,823	21,823	21,823	21,823
202	210302	WEST CANADA VA	10,384	11,723	11,723	11,723	11,723
203	210402	FRANKFORT-SCHU	9,084	9,210	9,210	9,210	9,210
204	210501	ILION	8,025	8,450	8,450	8,450	8,450
205	210502	MOHAWK	9,642	10,758	10,758	10,758	10,758
206	210601	HERKIMER	9,185	9,525	9,525	9,525	9,525
207	210800	LITTLE FALLS	10,818	11,471	11,471	11,471	11,471
208	211003	DOLGEVILLE	9,576	10,527	10,527	10,527	10,527
209	211103	POLAND	10,558	11,690	11,690	11,690	11,690
210	211701	VAN HORNSVILLE	12,211	11,991	11,991	11,991	11,991
211	211901	TOWN OF WEBB	18,823	20,143	20,143	20,143	20,143
212	212001	MT MARKHAM CSD	10,836	11,231	11,231	11,231	11,231
213	220101	S. JEFFERSON	8,069	9,183	9,183	9,183	9,183
214	220202	ALEXANDRIA	10,338	12,100	12,100	12,100	12,100
215	220301	INDIAN RIVER	8,380	6,996	6,996	6,996	6,996
216	220401	GENERAL BROWN	8,410	8,580	8,580	8,580	8,580
217	220701	THOUSAND ISLAND	11,183	12,027	12,027	12,027	12,027
218	220909	BELLEVILLE-HEN	9,652	10,030	10,030	10,030	10,030
219	221001	SACKETS HARBOR	10,726	10,104	10,104	10,104	10,104
220	221301	LYME	10,382	13,021	13,021	13,021	13,021
221	221401	LA FARGEVILLE	10,039	9,458	9,458	9,458	9,458
222	222000	WATERTOWN	7,934	8,985	8,985	8,985	8,985
223	222201	CARTHAGE	8,911	8,472	8,472	8,472	8,472
224	230201	COPENHAGEN	9,038	9,935	9,935	9,935	9,935
225	230301	HARRISVILLE	11,794	12,372	12,372	12,372	12,372

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226	230901	LOWVILLE	8,403	9,603	9,603	9,603	9,603
227	231101	SOUTH LEWIS	11,777	13,513	13,513	13,513	13,513
228	231301	BEAVER RIVER	10,065	9,873	9,873	9,873	9,873
229	240101	AVON	10,726	10,465	10,465	10,465	10,465
230	240201	CALEDONIA MUMF	9,239	10,218	10,218	10,218	10,218
231	240401	GENESEO	10,819	12,257	12,257	12,257	12,257
232	240801	LIVONIA	10,725	11,356	11,356	11,356	11,356
233	240901	MOUNT MORRIS	11,101	12,120	12,120	12,120	12,120
234	241001	DANSVILLE	9,525	10,313	10,313	10,313	10,313
235	241101	DALTON-NUNDA	11,704	13,107	13,107	13,107	13,107
236	241701	YORK	9,863	10,694	10,694	10,694	10,694
237	250109	BROOKFIELD	11,515	11,171	11,171	11,171	11,171
238	250201	CAZENOVIA	9,996	10,613	10,613	10,613	10,613
239	250301	DE RUYTER	12,001	13,069	13,069	13,069	13,069
240	250401	MORRISVILLE EA	11,015	12,114	12,114	12,114	12,114
241	250701	HAMILTON	12,465	12,897	12,897	12,897	12,897
242	250901	CANASTOTA	9,135	9,837	9,837	9,837	9,837
243	251101	MADISON	10,976	10,738	10,738	10,738	10,738
244	251400	ONEIDA CITY	10,485	11,079	11,079	11,079	11,079
245	251501	STOCKBRIDGE VA	9,838	10,638	10,638	10,638	10,638
246	251601	CHITTENANGO	10,080	10,983	10,983	10,983	10,983
247	260101	BRIGHTON	12,025	12,448	12,448	12,448	12,448
248	260401	GATES CHILI	11,150	12,359	12,359	12,359	12,359
249	260501	GREECE	10,422	10,979	10,979	10,979	10,979
250	260801	E. IRONDEQUOIT	10,006	11,557	11,557	11,557	11,557
251	260803	W. IRONDEQUOIT	10,711	10,413	10,413	10,413	10,413
252	260901	HONEOYE FALLS	10,103	10,435	10,435	10,435	10,435
253	261001	SPENCERPORT	10,259	10,533	10,533	10,533	10,533
254	261101	HILTON	10,019	10,200	10,200	10,200	10,200
255	261201	PENFIELD	12,155	12,346	12,346	12,346	12,346
256	261301	FAIRPORT	10,220	10,647	10,647	10,647	10,647
257	261313	EAST ROCHESTER	12,418	12,585	12,585	12,585	12,585
258	261401	PITTSFORD	12,644	12,722	12,722	12,722	12,722
259	261501	CHURCHVILLE CH	9,496	10,122	10,122	10,122	10,122
260	261600	ROCHESTER	10,868	12,090	12,090	12,090	12,090
261	261701	RUSH HENRIETTA	11,738	12,330	12,330	12,330	12,330
262	261801	BROCKPORT	10,222	10,745	10,745	10,745	10,745
263	261901	WEBSTER	10,427	10,872	10,872	10,872	10,872
264	262001	WHEATLAND CHIL	14,442	15,259	15,259	15,259	15,259
265	270100	AMSTERDAM	8,887	9,443	9,443	9,443	9,443
266	270301	CANAJOHARIE	10,533	10,845	10,845	10,845	10,845
267	270601	FONDA FULTONVI	10,509	11,108	11,108	11,108	11,108
268	270701	FORT PLAIN	10,723	12,841	12,841	12,841	12,841
269	271102	ST JOHNSVILLE	10,561	11,910	11,910	11,910	11,910
270	280100	GLEN COVE	17,909	18,185	18,185	18,185	18,185
271	280201	HEMPSTEAD	17,356	18,202	18,202	18,202	18,202
272	280202	UNIONDALE	18,310	19,864	19,864	19,864	19,864
273	280203	EAST MEADOW	15,631	15,722	15,722	15,722	15,722
274	280204	NORTH BELLMORE	15,419	17,493	17,493	17,493	17,493
275	280205	LEVITTOWN	15,793	17,280	17,280	17,280	17,280
276	280206	SEAFORD	14,547	15,660	15,660	15,660	15,660
277	280207	BELLMORE	17,562	19,638	19,638	19,638	19,638
278	280208	ROOSEVELT	16,845	16,925	16,925	16,925	16,925
279	280209	FREEPORT	14,902	15,703	15,703	15,703	15,703
280	280210	BALDWIN	15,336	15,658	15,658	15,658	15,658
281	280211	OCEANSIDE	15,026	16,067	16,067	16,067	16,067
282	280212	MALVERNE	16,487	19,705	19,705	19,705	19,705
283	280213	V STR THIRTEEN	15,193	15,487	15,487	15,487	15,487
284	280214	HEWLETT WOODME	20,329	22,408	22,408	22,408	22,408
285	280215	LAWRENCE	20,562	23,002	23,002	23,002	23,002
286	280216	ELMONT	13,210	14,397	14,397	14,397	14,397
287	280217	FRANKLIN SQUAR	13,288	13,412	13,412	13,412	13,412
288	280218	GARDEN CITY	16,464	17,620	17,620	17,620	17,620
289	280219	EAST ROCKAWAY	16,680	18,383	18,383	18,383	18,383
290	280220	LYNBROOK	16,514	17,680	17,680	17,680	17,680
291	280221	ROCKVILLE CENT	17,397	18,767	18,767	18,767	18,767
292	280222	FLORAL PARK	12,852	14,937	14,937	14,937	14,937
293	280223	WANTAGH	13,441	13,593	13,593	13,593	13,593
294	280224	V STR TWENTY-F	18,886	20,044	20,044	20,044	20,044
295	280225	MERRICK	16,693	17,936	17,936	17,936	17,936
296	280226	ISLAND TREES	14,337	15,505	15,505	15,505	15,505
297	280227	WEST HEMPSTEAD	14,732	16,759	16,759	16,759	16,759
298	280229	NORTH MERRICK	16,678	17,825	17,825	17,825	17,825
299	280230	VALLEY STR UF	17,598	19,277	19,277	19,277	19,277
300	280231	ISLAND PARK	27,655	27,985	27,985	27,985	27,985

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301	280251	VALLEY STR CHS	13,762	14,858	14,858	14,858	14,858
302	280252	SEWANHAKA	12,243	12,522	12,522	12,522	12,522
303	280253	BELLMORE-MERRI	13,037	13,764	13,764	13,764	13,764
304	280300	LONG BEACH	19,842	22,348	22,348	22,348	22,348
305	280401	WESTBURY	17,435	18,287	18,287	18,287	18,287
306	280402	EAST WILLISTON	19,814	20,784	20,784	20,784	20,784
307	280403	ROSLYN	20,081	20,898	20,898	20,898	20,898
308	280404	PORT WASHINGTON	19,475	20,028	20,028	20,028	20,028
309	280405	NEW HYDE PARK	13,585	14,771	14,771	14,771	14,771
310	280406	MANHASSET	20,254	21,235	21,235	21,235	21,235
311	280407	GREAT NECK	21,183	22,468	22,468	22,468	22,468
312	280409	HERRICKS	16,522	17,029	17,029	17,029	17,029
313	280410	MINEOLA	22,566	23,709	23,709	23,709	23,709
314	280411	CARLE PLACE	19,902	20,187	20,187	20,187	20,187
315	280501	NORTH SHORE	20,288	23,323	23,323	23,323	23,323
316	280502	SYOSSET	19,526	20,263	20,263	20,263	20,263
317	280503	LOCUST VALLEY	22,104	22,507	22,507	22,507	22,507
318	280504	PLAINVIEW	16,964	17,942	17,942	17,942	17,942
319	280506	OYSTER BAY	22,633	22,533	22,533	22,533	22,533
320	280515	JERICHO	22,601	23,911	23,911	23,911	23,911
321	280517	HICKSVILLE	14,580	14,942	14,942	14,942	14,942
322	280518	PLAINEDGE	13,977	15,704	15,704	15,704	15,704
323	280521	BETHPAGE	17,066	17,350	17,350	17,350	17,350
324	280522	FARMINGDALE	15,641	16,831	16,831	16,831	16,831
325	280523	MASSAPEQUA	15,232	16,052	16,052	16,052	16,052
326	300000	NEW YORK CITY	12,443	13,527	13,527	13,527	13,527
327	400301	LEWISTON PORTE	12,236	12,229	12,229	12,229	12,229
328	400400	LOCKPORT	10,220	9,915	9,915	9,915	9,915
329	400601	NEWFANE	9,476	10,086	10,086	10,086	10,086
330	400701	NIAGARA WHEATF	9,672	10,443	10,443	10,443	10,443
331	400800	NIAGARA FALLS	10,015	10,925	10,925	10,925	10,925
332	400900	N. TONAWANDA	9,630	10,593	10,593	10,593	10,593
333	401001	STARPOINT	9,058	9,789	9,789	9,789	9,789
334	401201	ROYALTON HARTL	9,683	10,207	10,207	10,207	10,207
335	401301	BARKER	13,293	12,895	12,895	12,895	12,895
336	401501	WILSON	10,584	10,386	10,386	10,386	10,386
337	410401	ADIRONDACK	10,915	11,671	11,671	11,671	11,671
338	410601	CAMDEN	9,386	10,655	10,655	10,655	10,655
339	411101	CLINTON	11,072	11,529	11,529	11,529	11,529
340	411501	NEW HARTFORD	11,712	11,431	11,431	11,431	11,431
341	411504	NEW YORK MILLS	12,248	11,834	11,834	11,834	11,834
342	411603	SAUQUOIT VALLE	10,057	10,956	10,956	10,956	10,956
343	411701	REMSEN	13,154	14,798	14,798	14,798	14,798
344	411800	ROME	10,778	11,413	11,413	11,413	11,413
345	411902	WATERVILLE	10,734	10,900	10,900	10,900	10,900
346	412000	SHERRILL	9,667	9,651	9,651	9,651	9,651
347	412201	HOLLAND PATENT	10,071	10,388	10,388	10,388	10,388
348	412300	UTICA	8,441	9,280	9,280	9,280	9,280
349	412801	WESTMORELAND	11,188	11,938	11,938	11,938	11,938
350	412901	ORISKANY	10,625	10,992	10,992	10,992	10,992
351	412902	WHITESBORO	9,505	9,886	9,886	9,886	9,886
352	420101	WEST GENESEE	9,820	10,199	10,199	10,199	10,199
353	420303	NORTH SYRACUSE	9,332	10,709	10,709	10,709	10,709
354	420401	E SYRACUSE-MIN	12,805	13,674	13,674	13,674	13,674
355	420411	JAMESVILLE-DEW	10,805	10,944	10,944	10,944	10,944
356	420501	JORDAN ELBRIDG	10,342	11,623	11,623	11,623	11,623
357	420601	FABIUS-POMPEY	11,565	12,479	12,479	12,479	12,479
358	420701	WESTHILL	10,372	10,635	10,635	10,635	10,635
359	420702	SOLVAY	10,721	11,760	11,760	11,760	11,760
360	420807	LA FAYETTE	15,526	15,766	15,766	15,766	15,766
361	420901	BALDWINSVILLE	10,185	10,722	10,722	10,722	10,722
362	421001	FAYETTEVILLE	10,267	10,653	10,653	10,653	10,653
363	421101	MARCELLUS	8,871	9,775	9,775	9,775	9,775
364	421201	ONONDAGA	10,459	12,132	12,132	12,132	12,132
365	421501	LIVERPOOL	11,946	12,529	12,529	12,529	12,529
366	421504	LYNCOURT	13,521	15,499	15,499	15,499	15,499
367	421601	SKANEATELES	12,010	12,337	12,337	12,337	12,337
368	421800	SYRACUSE	10,362	11,930	11,930	11,930	11,930
369	421902	TULLY	9,585	10,036	10,036	10,036	10,036
370	430300	CANANDAIGUA	10,181	10,828	10,828	10,828	10,828
371	430501	EAST BLOOMFIEL	10,213	11,117	11,117	11,117	11,117
372	430700	GENEVA	10,458	12,688	12,688	12,688	12,688
373	430901	GORHAM-MIDDLES	11,367	11,872	11,872	11,872	11,872
374	431101	MANCHSTR-SHRTS	10,485	10,420	10,420	10,420	10,420
375	431201	NAPLES	13,488	13,135	13,135	13,135	13,135

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376	431301	PHELPS-CLIFTON	10,623	11,376	11,376	11,376	11,376
377	431401	HONEOYE	10,487	12,141	12,141	12,141	12,141
378	431701	VICTOR	9,618	9,518	9,518	9,518	9,518
379	440102	WASHINGTONVILL	11,687	11,931	11,931	11,931	11,931
380	440201	CHESTER	12,532	13,170	13,170	13,170	13,170
381	440301	CORNWALL	11,413	11,262	11,262	11,262	11,262
382	440401	PINE BUSH	10,576	11,570	11,570	11,570	11,570
383	440601	GOSHEN	12,560	12,773	12,773	12,773	12,773
384	440901	HIGHLAND FALLS	13,618	14,583	14,583	14,583	14,583
385	441000	MIDDLETOWN	11,355	12,759	12,759	12,759	12,759
386	441101	MINISINK VALLE	10,099	10,552	10,552	10,552	10,552
387	441201	MONROE WOODBUR	12,538	13,089	13,089	13,089	13,089
388	441202	KIRYAS JOEL	25,769	36,930	36,930	36,930	36,930
389	441301	VALLEY-MONTGMR	9,864	11,222	11,222	11,222	11,222
390	441600	NEWBURGH	12,738	14,796	14,796	14,796	14,796
391	441800	PORT JERVIS	11,776	11,904	11,904	11,904	11,904
392	441903	TUXEDO	18,323	17,470	17,470	17,470	17,470
393	442101	WARWICK VALLEY	11,493	12,198	12,198	12,198	12,198
394	442111	GREENWOOD LAKE	15,132	18,311	18,311	18,311	18,311
395	442115	FLORIDA	13,088	14,007	14,007	14,007	14,007
396	450101	ALBION	8,887	10,580	10,580	10,580	10,580
397	450607	KENDALL	9,917	12,590	12,590	12,590	12,590
398	450704	HOLLEY	9,844	10,275	10,275	10,275	10,275
399	450801	MEDINA	10,525	10,827	10,827	10,827	10,827
400	451001	LYNDONVILLE	9,930	10,519	10,519	10,519	10,519
401	460102	ALTMAR PARISH	11,395	11,463	11,463	11,463	11,463
402	460500	FULTON	10,413	11,616	11,616	11,616	11,616
403	460701	HANNIBAL	9,278	10,178	10,178	10,178	10,178
404	460801	CENTRAL SQUARE	9,066	9,571	9,571	9,571	9,571
405	460901	MEXICO	10,521	11,702	11,702	11,702	11,702
406	461300	OSWEGO	12,105	12,270	12,270	12,270	12,270
407	461801	PULASKI	10,270	11,580	11,580	11,580	11,580
408	461901	SANDY CREEK	10,747	12,911	12,911	12,911	12,911
409	462001	PHOENIX	11,107	12,226	12,226	12,226	12,226
410	470202	GLBTSVILLE-MT U	9,683	11,319	11,319	11,319	11,319
411	470501	EDMESTON	9,031	11,243	11,243	11,243	11,243
412	470801	LAURENS	10,185	10,634	10,634	10,634	10,634
413	470901	SCHENEVUS	11,100	12,566	12,566	12,566	12,566
414	471101	MILFORD	11,422	12,217	12,217	12,217	12,217
415	471201	MORRIS	9,185	10,436	10,436	10,436	10,436
416	471400	ONEONTA	10,915	11,790	11,790	11,790	11,790
417	471601	OTEGO-UNADILLA	10,367	11,481	11,481	11,481	11,481
418	471701	COOPERSTOWN	11,595	11,917	11,917	11,917	11,917
419	472001	RICHFIELD SPRI	10,271	10,916	10,916	10,916	10,916
420	472202	CHERRY VLY-SPR	12,632	12,674	12,674	12,674	12,674
421	472506	WORCESTER	10,422	12,352	12,352	12,352	12,352
422	480101	MAHOPAC	13,264	13,925	13,925	13,925	13,925
423	480102	CARMEL	14,865	15,409	15,409	15,409	15,409
424	480401	HALDANE	14,783	16,487	16,487	16,487	16,487
425	480404	GARRISON	20,327	21,713	21,713	21,713	21,713
426	480503	PUTNAM VALLEY	16,294	16,888	16,888	16,888	16,888
427	480601	BREWSTER	15,649	16,808	16,808	16,808	16,808
428	490101	BERLIN	12,019	12,890	12,890	12,890	12,890
429	490202	BRUNSWICK CENT	10,274	10,501	10,501	10,501	10,501
430	490301	EAST GREENBUSH	11,464	11,659	11,659	11,659	11,659
431	490501	HOOSICK FALLS	10,071	11,782	11,782	11,782	11,782
432	490601	LANSINGBURGH	8,509	9,352	9,352	9,352	9,352
433	490801	NORTH GREENBUSH	10,735	11,741	11,741	11,741	11,741
434	490804	WYNANTSKILL	10,613	11,243	11,243	11,243	11,243
435	491200	RENSSELAER	10,996	8,884	8,884	8,884	8,884
436	491302	AVERILL PARK	9,363	10,036	10,036	10,036	10,036
437	491401	HOOSIC VALLEY	9,733	10,338	10,338	10,338	10,338
438	491501	SCHODACK	11,674	12,169	12,169	12,169	12,169
439	491700	TROY	13,360	15,986	15,986	15,986	15,986
440	500101	CLARKSTOWN	12,759	13,310	13,310	13,310	13,310
441	500108	NANUET	17,763	18,531	18,531	18,531	18,531
442	500201	HAVERSTRAW-ST	15,854	17,121	17,121	17,121	17,121
443	500301	S. ORANGETOWN	14,729	15,503	15,503	15,503	15,503
444	500304	NYACK	17,016	18,240	18,240	18,240	18,240
445	500308	PEARL RIVER	14,413	14,858	14,858	14,858	14,858
446	500401	RAMAPO	17,571	16,919	16,919	16,919	16,919
447	500402	EAST RAMAPO	16,326	16,555	16,555	16,555	16,555
448	510101	BRASHER FALLS	9,507	10,172	10,172	10,172	10,172
449	510201	CANTON	11,114	11,252	11,252	11,252	11,252
450	510401	CLIFTON FINE	18,407	17,107	17,107	17,107	17,107

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451	510501	COLTON PIERREP	16,949	18,381	18,381	18,381	18,381
452	511101	GOUVERNEUR	8,945	10,255	10,255	10,255	10,255
453	511201	HAMMOND	11,478	12,727	12,727	12,727	12,727
454	511301	HERMON DEKALB	13,114	12,646	12,646	12,646	12,646
455	511602	LISBON	11,867	12,322	12,322	12,322	12,322
456	511901	MADRID WADDING	10,883	10,491	10,491	10,491	10,491
457	512001	MASSENA	9,131	10,197	10,197	10,197	10,197
458	512101	MORRISTOWN	13,150	13,680	13,680	13,680	13,680
459	512201	NORWOOD NORFOL	10,085	10,652	10,652	10,652	10,652
460	512300	OGDENSBURG	13,053	13,953	13,953	13,953	13,953
461	512404	HEUVELTON	11,007	10,704	10,704	10,704	10,704
462	512501	PARISHVILLE	9,890	10,609	10,609	10,609	10,609
463	512902	POTSDAM	10,840	11,390	11,390	11,390	11,390
464	513102	EDWARDS-KNOX	10,001	10,536	10,536	10,536	10,536
465	520101	BURNT HILLS	10,562	10,168	10,168	10,168	10,168
466	520302	SHENENDEHOWA	10,502	10,919	10,919	10,919	10,919
467	520401	CORINTH	10,020	10,919	10,919	10,919	10,919
468	520601	EDINBURG	28,077	20,896	20,896	20,896	20,896
469	520701	GALWAY	9,042	10,157	10,157	10,157	10,157
470	521200	MECHANICVILLE	9,597	10,280	10,280	10,280	10,280
471	521301	BALLSTON SPA	11,233	11,797	11,797	11,797	11,797
472	521401	S. GLENS FALLS	9,844	10,667	10,667	10,667	10,667
473	521701	SCHUYLERVILLE	11,600	11,472	11,472	11,472	11,472
474	521800	SARATOGA SPRIN	10,496	10,532	10,532	10,532	10,532
475	522001	STILLWATER	8,971	9,269	9,269	9,269	9,269
476	522101	WATERFORD	12,183	12,844	12,844	12,844	12,844
477	530101	DUANESBURG	9,259	9,234	9,234	9,234	9,234
478	530202	SCOTIA GLENVIL	10,245	11,013	11,013	11,013	11,013
479	530301	NISKAYUNA	11,408	11,790	11,790	11,790	11,790
480	530501	SCHALMONT	12,830	13,862	13,862	13,862	13,862
481	530515	MOHONASEN	8,047	8,989	8,989	8,989	8,989
482	530600	SCHENECTADY	10,272	12,015	12,015	12,015	12,015
483	540801	GILBOA CONESVI	13,436	15,707	15,707	15,707	15,707
484	540901	JEFFERSON	11,905	12,445	12,445	12,445	12,445
485	541001	MIDDLEBURGH	13,341	12,453	12,453	12,453	12,453
486	541102	COBLESKL-RICHM	10,568	10,802	10,802	10,802	10,802
487	541201	SCHOHARIE	10,626	12,147	12,147	12,147	12,147
488	541401	SHARON SPRINGS	12,510	14,154	14,154	14,154	14,154
489	550101	ODESSA MONTOUR	9,698	11,363	11,363	11,363	11,363
490	550301	WATKINS GLEN	9,562	10,489	10,489	10,489	10,489
491	560501	SOUTH SENECA	12,642	13,574	13,574	13,574	13,574
492	560603	ROMULUS	11,830	14,567	14,567	14,567	14,567
493	560701	SENECA FALLS	10,676	11,016	11,016	11,016	11,016
494	561006	WATERLOO CENT	9,295	10,263	10,263	10,263	10,263
495	570101	ADDISON	10,215	11,263	11,263	11,263	11,263
496	570201	AVOCA	11,471	13,203	13,203	13,203	13,203
497	570302	BATH	9,370	9,780	9,780	9,780	9,780
498	570401	BRADFORD	12,185	13,266	13,266	13,266	13,266
499	570603	CAMPBELL-SAVON	9,702	10,531	10,531	10,531	10,531
500	571000	CORNING	10,255	10,637	10,637	10,637	10,637
501	571502	CANISTEO-GREEN	11,986	13,797	13,797	13,797	13,797
502	571800	HORNELL	10,088	9,858	9,858	9,858	9,858
503	571901	ARKPORT	8,587	9,680	9,680	9,680	9,680
504	572301	PRATTSBURG	9,983	10,626	10,626	10,626	10,626
505	572702	JASPER-TRPSBRG	9,625	10,590	10,590	10,590	10,590
506	572901	HAMMONDSPORT	14,515	14,766	14,766	14,766	14,766
507	573002	WAYLAND-COHOCT	9,611	10,769	10,769	10,769	10,769
508	580101	BABYLON	17,161	16,928	16,928	16,928	16,928
509	580102	WEST BABYLON	13,840	14,849	14,849	14,849	14,849
510	580103	NORTH BABYLON	13,353	14,290	14,290	14,290	14,290
511	580104	LINDENHURST	13,409	14,253	14,253	14,253	14,253
512	580105	COPIAGUE	13,079	15,361	15,361	15,361	15,361
513	580106	AMITYVILLE	16,765	17,777	17,777	17,777	17,777
514	580107	DEER PARK	15,380	15,685	15,685	15,685	15,685
515	580109	WYANDANCH	15,791	16,666	16,666	16,666	16,666
516	580201	THREE VILLAGE	14,277	15,887	15,887	15,887	15,887
517	580203	COMSEWOGUE	12,594	13,498	13,498	13,498	13,498
518	580205	SACHEM	13,313	13,251	13,251	13,251	13,251
519	580206	PORT JEFFERSON	21,369	21,199	21,199	21,199	21,199
520	580207	MOUNT SINAI	14,326	14,841	14,841	14,841	14,841
521	580208	MILLER PLACE	14,009	12,922	12,922	12,922	12,922
522	580209	ROCKY POINT	12,271	12,814	12,814	12,814	12,814
523	580211	MIDDLE COUNTRY	12,109	13,119	13,119	13,119	13,119
524	580212	LONGWOOD	13,845	14,380	14,380	14,380	14,380
525	580224	PATCHOGUE-MEDF	12,251	12,814	12,814	12,814	12,814

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	District Code	School District Name	Final 2009-10 Basic Tuition	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition	Final 2012-13 Basic Tuition	Final 2013-14 Basic Tuition
526	580232	WILLIAM FLOYD	13,077	14,169	14,169	14,169	14,169
527	580233	CENTER MORICHE	14,851	14,847	14,847	14,847	14,847
528	580234	EAST MORICHES	15,102	17,372	17,372	17,372	17,372
529	580235	SOUTH COUNTRY	15,404	15,951	15,951	15,951	15,951
530	580301	EAST HAMPTON	21,330	23,729	23,729	23,729	23,729
531	580302	WAINSCOTT	19,419	15,281	15,281	15,281	15,281
532	580303	AMAGANSETT	45,754	57,648	57,648	57,648	57,648
533	580304	SPRINGS	19,627	21,775	21,775	21,775	21,775
534	580305	SAG HARBOR	23,814	24,725	24,725	24,725	24,725
535	580306	MONTAUK	23,842	31,259	31,259	31,259	31,259
536	580401	ELWOOD	14,427	14,773	14,773	14,773	14,773
537	580402	COLD SPRING HA	20,529	20,586	20,586	20,586	20,586
538	580403	HUNTINGTON	16,922	17,512	17,512	17,512	17,512
539	580404	NORTHPORT	16,459	18,008	18,008	18,008	18,008
540	580405	HALF HOLLOW HI	14,381	14,896	14,896	14,896	14,896
541	580406	HARBORFIELDS	13,134	13,773	13,773	13,773	13,773
542	580410	COMMACK	14,858	15,506	15,506	15,506	15,506
543	580413	S. HUNTINGTON	15,252	15,758	15,758	15,758	15,758
544	580501	BAY SHORE	15,048	15,357	15,357	15,357	15,357
545	580502	ISLIP	12,916	14,288	14,288	14,288	14,288
546	580503	EAST ISLIP	13,735	14,659	14,659	14,659	14,659
547	580504	SAYVILLE	15,751	16,460	16,460	16,460	16,460
548	580505	BAYPORT BLUE P	17,035	17,566	17,566	17,566	17,566
549	580506	HAUPPAUGE	15,992	16,435	16,435	16,435	16,435
550	580507	CONNETQUOT	14,373	15,947	15,947	15,947	15,947
551	580509	WEST ISLIP	12,679	13,799	13,799	13,799	13,799
552	580512	BRENTWOOD	12,950	13,483	13,483	13,483	13,483
553	580513	CENTRAL ISLIP	18,571	19,614	19,614	19,614	19,614
554	580514	FIRE ISLAND	105,135	107,803	107,803	107,803	107,803
555	580601	SHOREHAM-WADIN	14,471	15,726	15,726	15,726	15,726
556	580602	RIVERHEAD	15,743	16,076	16,076	16,076	16,076
557	580701	SHELTER ISLAND	25,456	28,013	28,013	28,013	28,013
558	580801	SMITHTOWN	13,272	13,969	13,969	13,969	13,969
559	580805	KINGS PARK	13,065	13,928	13,928	13,928	13,928
560	580901	REMSENBURG	29,102	36,414	36,414	36,414	36,414
561	580902	WESTHAMPTON BE	18,052	18,354	18,354	18,354	18,354
562	580903	QUOGUE	38,866	46,923	46,923	46,923	46,923
563	580905	HAMPTON BAYS	14,438	16,093	16,093	16,093	16,093
564	580906	SOUTHAMPTON	24,096	23,414	23,414	23,414	23,414
565	580909	BRIDGEHAMPTON	51,579	53,545	53,545	53,545	53,545
566	580910	SAGAPONACK	19,419	15,281	15,281	15,281	15,281
567	580912	EASTPORT-SOUTH	12,376	13,276	13,276	13,276	13,276
568	580913	TUCKAHOE COMMO	24,715	28,200	28,200	28,200	28,200
569	580917	EAST QUOGUE	21,071	22,116	22,116	22,116	22,116
570	581002	OYSTERPONDS	30,893	32,931	32,931	32,931	32,931
571	581004	FISHERS ISLAND	37,296	42,471	42,471	42,471	42,471
572	581005	SOUTHOLD	15,431	17,400	17,400	17,400	17,400
573	581010	GREENPORT	14,945	16,700	16,700	16,700	16,700
574	581012	MATTITUCK-CUTC	15,260	15,967	15,967	15,967	15,967
575	581015	NEW SUFFOLK	19,419	15,281	15,281	15,281	15,281
576	590501	FALLSBURGH	16,265	19,402	19,402	19,402	19,402
577	590801	ELDRED	13,588	13,570	13,570	13,570	13,570
578	590901	LIBERTY	15,551	17,477	17,477	17,477	17,477
579	591201	TRI VALLEY	16,260	18,324	18,324	18,324	18,324
580	591301	ROSCOE	17,289	17,826	17,826	17,826	17,826
581	591302	LIVINGSTON MAN	14,627	16,085	16,085	16,085	16,085
582	591401	MONTICELLO	12,084	14,106	14,106	14,106	14,106
583	591502	SULLIVAN WEST	14,012	15,008	15,008	15,008	15,008
584	600101	WAVERLY	8,476	9,063	9,063	9,063	9,063
585	600301	CANDOR	10,252	11,287	11,287	11,287	11,287
586	600402	NEWARK VALLEY	10,412	10,287	10,287	10,287	10,287
587	600601	OWEGO-APALACHI	10,347	11,524	11,524	11,524	11,524
588	600801	SPENCER VAN ET	8,771	10,808	10,808	10,808	10,808
589	600903	TIOGA	8,451	9,451	9,451	9,451	9,451
590	610301	DRYDEN	10,200	11,012	11,012	11,012	11,012
591	610501	GROTON	9,486	10,406	10,406	10,406	10,406
592	610600	ITHACA	12,113	12,670	12,670	12,670	12,670
593	610801	LANSING	12,850	10,855	10,855	10,855	10,855
594	610901	NEWFIELD	8,923	9,832	9,832	9,832	9,832
595	611001	TRUMANSBURG	10,114	10,227	10,227	10,227	10,227
596	620600	KINGSTON	12,731	14,461	14,461	14,461	14,461
597	620803	HIGHLAND	11,914	12,457	12,457	12,457	12,457
598	620901	RONDOUT VALLEY	15,569	17,589	17,589	17,589	17,589
599	621001	MARLBORO	14,591	15,512	15,512	15,512	15,512
600	621101	NEW PALTZ	12,290	13,284	13,284	13,284	13,284

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601	621201	ONTEORA	15,687	18,571	18,571	18,571	18,571
602	621601	SAUGERTIES	11,303	11,822	11,822	11,822	11,822
603	621801	WALLKILL	10,532	10,997	10,997	10,997	10,997
604	622002	ELLENVILLE	15,427	15,150	15,150	15,150	15,150
605	630101	BOLTON	18,295	20,535	20,535	20,535	20,535
606	630202	NORTH WARREN	15,288	15,475	15,475	15,475	15,475
607	630300	GLENS FALLS	10,923	11,469	11,469	11,469	11,469
608	630601	JOHNSBURG	16,769	18,365	18,365	18,365	18,365
609	630701	LAKE GEORGE	12,636	12,521	12,521	12,521	12,521
610	630801	HADLEY LUZERNE	11,969	13,745	13,745	13,745	13,745
611	630902	QUEENSBURY	8,801	9,538	9,538	9,538	9,538
612	630918	GLENS FALLS CO	14,736	12,000	12,000	12,000	12,000
613	631201	WARRENSBURG	14,290	14,836	14,836	14,836	14,836
614	640101	ARGYLE	10,694	11,402	11,402	11,402	11,402
615	640502	FORT ANN	13,187	13,847	13,847	13,847	13,847
616	640601	FORT EDWARD	11,926	11,493	11,493	11,493	11,493
617	640701	GRANVILLE	10,678	10,360	10,360	10,360	10,360
618	640801	GREENWICH	11,995	12,131	12,131	12,131	12,131
619	641001	HARTFORD	11,389	12,205	12,205	12,205	12,205
620	641301	HUDSON FALLS	9,322	10,021	10,021	10,021	10,021
621	641401	PUTNAM	23,086	23,966	23,966	23,966	23,966
622	641501	SALEM	11,650	13,082	13,082	13,082	13,082
623	641610	CAMBRIDGE	10,634	12,350	12,350	12,350	12,350
624	641701	WHITEHALL	10,832	12,236	12,236	12,236	12,236
625	650101	NEWARK	9,934	11,100	11,100	11,100	11,100
626	650301	CLYDE-SAVANNAH	11,351	13,326	13,326	13,326	13,326
627	650501	LYONS	9,951	10,690	10,690	10,690	10,690
628	650701	MARION	10,933	11,418	11,418	11,418	11,418
629	650801	WAYNE	10,781	11,034	11,034	11,034	11,034
630	650901	PALMYRA-MACEDO	10,787	10,655	10,655	10,655	10,655
631	650902	GANANDA	9,476	9,757	9,757	9,757	9,757
632	651201	SODUS	12,258	12,623	12,623	12,623	12,623
633	651402	WILLIAMSON	11,381	12,113	12,113	12,113	12,113
634	651501	N. ROSE-WOLCOT	11,430	12,030	12,030	12,030	12,030
635	651503	RED CREEK	9,664	10,916	10,916	10,916	10,916
636	660101	KATONAH LEWISB	18,574	20,507	20,507	20,507	20,507
637	660102	BEDFORD	19,852	20,556	20,556	20,556	20,556
638	660202	CROTON HARMON	15,550	15,733	15,733	15,733	15,733
639	660203	HENDRICK HUDSO	16,618	18,174	18,174	18,174	18,174
640	660301	EASTCHESTER	17,035	17,832	17,832	17,832	17,832
641	660302	TUCKAHOE	18,600	20,009	20,009	20,009	20,009
642	660303	BRONXVILLE	21,219	22,106	22,106	22,106	22,106
643	660401	TARRYTOWN	16,455	16,449	16,449	16,449	16,449
644	660402	IRVINGTON	18,320	20,150	20,150	20,150	20,150
645	660403	DOBBS FERRY	18,231	18,927	18,927	18,927	18,927
646	660404	HASTINGS ON HU	17,463	19,404	19,404	19,404	19,404
647	660405	ARDSLEY	17,638	20,471	20,471	20,471	20,471
648	660406	EDGEMONT	16,226	17,814	17,814	17,814	17,814
649	660407	GREENBURGH	20,451	22,343	22,343	22,343	22,343
650	660409	ELMSFORD	21,033	22,211	22,211	22,211	22,211

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651	660501	HARRISON	20,737	23,457	23,457	23,457	23,457
652	660701	MAMARONECK	16,404	18,416	18,416	18,416	18,416
653	660801	MT PLEAS CENT	18,168	18,590	18,590	18,590	18,590
654	660802	POCANTICO HILL	36,989	46,333	46,333	46,333	46,333
655	660805	VALHALLA	19,877	20,983	20,983	20,983	20,983
656	660809	PLEASANTVILLE	15,490	16,558	16,558	16,558	16,558
657	660900	MOUNT VERNON	15,367	16,794	16,794	16,794	16,794
658	661004	CHAPPAQUA	18,326	19,041	19,041	19,041	19,041
659	661100	NEW ROCHELLE	15,491	16,138	16,138	16,138	16,138
660	661201	BYRAM HILLS	19,805	20,054	20,054	20,054	20,054
661	661301	NORTH SALEM	20,267	20,280	20,280	20,280	20,280
662	661401	OSSINING	16,981	18,296	18,296	18,296	18,296
663	661402	BRIARCLIFF MAN	20,102	22,861	22,861	22,861	22,861
664	661500	PEEKSKILL	16,068	16,430	16,430	16,430	16,430
665	661601	PELHAM	15,317	16,187	16,187	16,187	16,187
666	661800	RYE	18,846	18,917	18,917	18,917	18,917
667	661901	RYE NECK	18,168	18,357	18,357	18,357	18,357
668	661904	PORT CHESTER	12,674	13,392	13,392	13,392	13,392
669	661905	BLIND BROOK-RY	18,589	20,318	20,318	20,318	20,318
670	662001	SCARSDALE	20,819	22,148	22,148	22,148	22,148
671	662101	SOMERS	15,818	16,825	16,825	16,825	16,825
672	662200	WHITE PLAINS	18,811	19,443	19,443	19,443	19,443
673	662300	YONKERS	12,006	14,523	14,523	14,523	14,523
674	662401	LAKELAND	14,318	15,009	15,009	15,009	15,009
675	662402	YORKTOWN	14,859	16,743	16,743	16,743	16,743
676	670201	ATTICA	9,393	9,552	9,552	9,552	9,552
677	670401	LETCHWORTH	10,945	11,337	11,337	11,337	11,337
678	671002	WYOMING	14,555	15,376	15,376	15,376	15,376
679	671201	PERRY	10,672	11,041	11,041	11,041	11,041
680	671501	WARSAW	12,111	11,643	11,643	11,643	11,643
681	680601	PENN YAN	10,287	11,554	11,554	11,554	11,554
682	680801	DUNDEE	9,390	9,998	9,998	9,998	9,998

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	District Code	School District Name	Final 2009-10 Basic Tuition	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition	Final 2012-13 Basic Tuition	Final 2013-14 Basic Tuition
1	570101	ADDISON	10,215	11,263	11,263	11,263	11,263
2	410401	ADIRONDACK	10,915	11,671	11,671	11,671	11,671
3	80101	AFTON	11,717	13,800	13,800	13,800	13,800
4	142101	AKRON	9,760	10,134	10,134	10,134	10,134
5	10100	ALBANY	11,712	14,072	14,072	14,072	14,072
6	450101	ALBION	8,887	10,580	10,580	10,580	10,580
7	140101	ALDEN	9,737	9,862	9,862	9,862	9,862
8	180202	ALEXANDER	10,005	11,335	11,335	11,335	11,335
9	220202	ALEXANDRIA	10,338	12,100	12,100	12,100	12,100
10	20101	ALFRED ALMOND	10,226	10,628	10,628	10,628	10,628
11	40302	ALLEGANY-LIMES	9,652	10,362	10,362	10,362	10,362
12	460102	ALTMAR PARISH	11,395	11,463	11,463	11,463	11,463
13	580303	AMAGANSETT	45,754	57,648	57,648	57,648	57,648
14	140201	AMHERST	10,138	10,721	10,721	10,721	10,721
15	580106	AMITYVILLE	16,765	17,777	17,777	17,777	17,777
16	270100	AMSTERDAM	8,887	9,443	9,443	9,443	9,443
17	120102	ANDES	15,445	21,107	21,107	21,107	21,107
18	20601	ANDOVER	11,107	12,353	12,353	12,353	12,353
19	660405	ARDSLEY	17,638	20,471	20,471	20,471	20,471
20	640101	ARGYLE	10,694	11,402	11,402	11,402	11,402
21	571901	ARKPORT	8,587	9,680	9,680	9,680	9,680
22	131601	ARLINGTON	10,651	11,469	11,469	11,469	11,469
23	670201	ATTICA	9,393	9,552	9,552	9,552	9,552
24	50100	AUBURN	9,959	10,495	10,495	10,495	10,495
25	90201	AUSABLE VALLEY	12,302	13,185	13,185	13,185	13,185
26	491302	AVERILL PARK	9,363	10,036	10,036	10,036	10,036
27	570201	AVOCA	11,471	13,203	13,203	13,203	13,203
28	240101	AVON	10,726	10,465	10,465	10,465	10,465
29	580101	BABYLON	17,161	16,928	16,928	16,928	16,928
30	80201	BAINBRIDGE GUI	10,541	11,434	11,434	11,434	11,434
31	280210	BALDWIN	15,336	15,658	15,658	15,658	15,658
32	420901	BALDWINSVILLE	10,185	10,722	10,722	10,722	10,722
33	521301	BALLSTON SPA	11,233	11,797	11,797	11,797	11,797
34	401301	BARKER	13,293	12,895	12,895	12,895	12,895
35	180300	BATAVIA	12,503	12,293	12,293	12,293	12,293
36	570302	BATH	9,370	9,780	9,780	9,780	9,780
37	580501	BAY SHORE	15,048	15,357	15,357	15,357	15,357
38	580505	BAYPORT BLUE P	17,035	17,566	17,566	17,566	17,566
39	130200	BEACON	9,650	11,093	11,093	11,093	11,093
40	231301	BEAVER RIVER	10,065	9,873	9,873	9,873	9,873
41	660102	BEDFORD	19,852	20,556	20,556	20,556	20,556
42	90301	BEEKMANTOWN	11,410	11,708	11,708	11,708	11,708
43	20801	BELFAST	10,153	11,619	11,619	11,619	11,619
44	220909	BELLEVILLE-HEN	9,652	10,030	10,030	10,030	10,030
45	280207	BELLMORE	17,562	19,638	19,638	19,638	19,638
46	280253	BELLMORE-MERRI	13,037	13,764	13,764	13,764	13,764
47	61001	BEMUS POINT	10,726	11,810	11,810	11,810	11,810
48	490101	BERLIN	12,019	12,890	12,890	12,890	12,890
49	10201	BERNE KNOX	10,814	13,371	13,371	13,371	13,371
50	10306	BETHLEHEM	12,653	12,513	12,513	12,513	12,513
51	280521	BETHPAGE	17,066	17,350	17,350	17,350	17,350
52	30200	BINGHAMTON	9,820	10,220	10,220	10,220	10,220
53	661905	BLIND BROOK-RY	18,589	20,318	20,318	20,318	20,318
54	22902	BOLIVAR-RICHBG	11,418	10,885	10,885	10,885	10,885
55	630101	BOLTON	18,295	20,535	20,535	20,535	20,535
56	570401	BRADFORD	12,185	13,266	13,266	13,266	13,266
57	510101	BRASHER FALLS	9,507	10,172	10,172	10,172	10,172
58	580512	BRENTWOOD	12,950	13,483	13,483	13,483	13,483
59	480601	BREWSTER	15,649	16,808	16,808	16,808	16,808
60	661402	BRIARCLIFF MAN	20,102	22,861	22,861	22,861	22,861
61	580909	BRIDGEHAMPTON	51,579	53,545	53,545	53,545	53,545
62	260101	BRIGHTON	12,025	12,448	12,448	12,448	12,448
63	171102	BROADALBIN-PER	8,605	8,636	8,636	8,636	8,636
64	261801	BROCKPORT	10,222	10,745	10,745	10,745	10,745
65	62301	BROCTON	12,774	12,437	12,437	12,437	12,437
66	660303	BRONXVILLE	21,219	22,106	22,106	22,106	22,106
67	250109	BROOKFIELD	11,515	11,171	11,171	11,171	11,171
68	490202	BRUNSWICK CENT	10,274	10,501	10,501	10,501	10,501
69	161601	BRUSHTON MOIRA	10,152	11,409	11,409	11,409	11,409
70	140600	BUFFALO	10,429	12,005	12,005	12,005	12,005
71	520101	BURNT HILLS	10,562	10,168	10,168	10,168	10,168
72	661201	BYRAM HILLS	19,805	20,054	20,054	20,054	20,054
73	180701	BYRON BERGEN	10,098	11,347	11,347	11,347	11,347
74	190301	CAIRO-DURHAM	9,731	10,345	10,345	10,345	10,345
75	240201	CALEDONIA MUMF	9,239	10,218	10,218	10,218	10,218

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76	641610	CAMBRIDGE	10,634	12,350	12,350	12,350	12,350
77	410601	CAMDEN	9,386	10,655	10,655	10,655	10,655
78	570603	CAMPBELL-SAVON	9,702	10,531	10,531	10,531	10,531
79	270301	CANAJOHARIE	10,533	10,845	10,845	10,845	10,845
80	430300	CANANDAIGUA	10,181	10,828	10,828	10,828	10,828
81	21102	CANASERAGA	11,354	12,329	12,329	12,329	12,329
82	250901	CANASTOTA	9,135	9,837	9,837	9,837	9,837
83	600301	CANDOR	10,252	11,287	11,287	11,287	11,287
84	571502	CANISTEO-GREEN	11,986	13,797	13,797	13,797	13,797
85	510201	CANTON	11,114	11,252	11,252	11,252	11,252
86	280411	CARLE PLACE	19,902	20,187	20,187	20,187	20,187
87	480102	CARMEL	14,865	15,409	15,409	15,409	15,409
88	222201	CARTHAGE	8,911	8,472	8,472	8,472	8,472
89	60401	CASSADAGA VALL	10,976	11,359	11,359	11,359	11,359
90	50401	CATO MERIDIAN	9,412	10,653	10,653	10,653	10,653
91	190401	CATSKILL	11,424	14,130	14,130	14,130	14,130
92	42302	CATTARAUGUS-LI	11,536	11,368	11,368	11,368	11,368
93	250201	CAZENOVIA	9,996	10,613	10,613	10,613	10,613
94	580233	CENTER MORICHE	14,851	14,847	14,847	14,847	14,847
95	580513	CENTRAL ISLIP	18,571	19,614	19,614	19,614	19,614
96	460801	CENTRAL SQUARE	9,066	9,571	9,571	9,571	9,571
97	661004	CHAPPAQUA	18,326	19,041	19,041	19,041	19,041
98	120401	CHARLOTTE VALL	9,939	10,907	10,907	10,907	10,907
99	160801	CHATEAUGAY	9,502	10,879	10,879	10,879	10,879
100	101001	CHATHAM	12,277	12,977	12,977	12,977	12,977
101	60503	CHAUTAUQUA	14,330	14,457	14,457	14,457	14,457
102	90601	CHAZY	10,616	11,716	11,716	11,716	11,716
103	140701	CHEEKTOWAGA	9,733	10,235	10,235	10,235	10,235
104	30101	CHENANGO FORKS	10,119	10,503	10,503	10,503	10,503
105	30701	CHENANGO VALLE	10,906	10,670	10,670	10,670	10,670
106	472202	CHERRY VLY-SPR	12,632	12,674	12,674	12,674	12,674
107	440201	CHESTER	12,532	13,170	13,170	13,170	13,170
108	251601	CHITTENANGO	10,080	10,983	10,983	10,983	10,983
109	261501	CHURCHVILLE CH	9,496	10,122	10,122	10,122	10,122
110	110101	CINCINNATUS	12,195	12,691	12,691	12,691	12,691
111	140801	CLARENCE	8,747	9,001	9,001	9,001	9,001
112	500101	CLARKSTOWN	12,759	13,310	13,310	13,310	13,310
113	140703	CLEVELAND HILL	9,946	10,428	10,428	10,428	10,428
114	510401	CLIFTON FINE	18,407	17,107	17,107	17,107	17,107
115	411101	CLINTON	11,072	11,529	11,529	11,529	11,529
116	650301	CLYDE-SAVANNAH	11,351	13,326	13,326	13,326	13,326
117	60701	CLYMER	13,768	14,425	14,425	14,425	14,425
118	541102	COBLESKIL-RICHM	10,568	10,802	10,802	10,802	10,802
119	10500	COHOES	11,070	11,791	11,791	11,791	11,791
120	580402	COLD SPRING HA	20,529	20,586	20,586	20,586	20,586
121	510501	COLTON PIERREP	16,949	18,381	18,381	18,381	18,381
122	580410	COMMACK	14,858	15,506	15,506	15,506	15,506
123	580203	COMSEWOGUE	12,594	13,498	13,498	13,498	13,498
124	580507	CONNETHQUOT	14,373	15,947	15,947	15,947	15,947
125	471701	COOPERSTOWN	11,595	11,917	11,917	11,917	11,917
126	100501	COPAQUE-TACONIC	13,043	13,622	13,622	13,622	13,622
127	230201	COPENHAGEN	9,038	9,935	9,935	9,935	9,935
128	580105	COPIAGUE	13,079	15,361	15,361	15,361	15,361
129	520401	CORINTH	10,020	10,919	10,919	10,919	10,919
130	571000	CORNING	10,255	10,637	10,637	10,637	10,637
131	440301	CORNWALL	11,413	11,262	11,262	11,262	11,262
132	110200	CORTLAND	9,778	10,142	10,142	10,142	10,142
133	190501	COXSACKIE ATHE	10,905	11,888	11,888	11,888	11,888
134	660202	CROTON HARMON	15,550	15,733	15,733	15,733	15,733
135	150203	CROWN POINT	14,203	15,675	15,675	15,675	15,675
136	22302	CUBA-RUSHFORD	10,889	12,488	12,488	12,488	12,488
137	241101	DALTON-NUNDA	11,704	13,107	13,107	13,107	13,107
138	241001	DANSVILLE	9,525	10,313	10,313	10,313	10,313
139	250301	DE RUYTER	12,001	13,069	13,069	13,069	13,069
140	580107	DEER PARK	15,380	15,685	15,685	15,685	15,685
141	120501	DELHI	12,859	13,930	13,930	13,930	13,930
142	140707	DEPEW	10,741	10,409	10,409	10,409	10,409
143	31301	DEPOSIT	14,020	14,304	14,304	14,304	14,304
144	660403	DOBBS FERRY	18,231	18,927	18,927	18,927	18,927
145	211003	DOLGEVILLE	9,576	10,527	10,527	10,527	10,527
146	130502	DOVER	10,589	11,245	11,245	11,245	11,245
147	120301	DOWNSVILLE	16,110	17,143	17,143	17,143	17,143
148	610301	DRYDEN	10,200	11,012	11,012	11,012	11,012
149	530101	DUANESBURG	9,259	9,234	9,234	9,234	9,234
150	680801	DUNDEE	9,390	9,998	9,998	9,998	9,998

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151	60800	DUNKIRK	12,054	12,985	12,985	12,985	12,985
152	420401	E SYRACUSE-MIN	12,805	13,674	13,674	13,674	13,674
153	260801	E. IRONDEQUOIT	10,006	11,557	11,557	11,557	11,557
154	140301	EAST AURORA	9,978	10,205	10,205	10,205	10,205
155	430501	EAST BLOOMFIEL	10,213	11,117	11,117	11,117	11,117
156	490301	EAST GREENBUSH	11,464	11,659	11,659	11,659	11,659
157	580301	EAST HAMPTON	21,330	23,729	23,729	23,729	23,729
158	580503	EAST ISLIP	13,735	14,659	14,659	14,659	14,659
159	280203	EAST MEADOW	15,631	15,722	15,722	15,722	15,722
160	580234	EAST MORICHES	15,102	17,372	17,372	17,372	17,372
161	580917	EAST QUOGUE	21,071	22,116	22,116	22,116	22,116
162	500402	EAST RAMAPO	16,326	16,555	16,555	16,555	16,555
163	261313	EAST ROCHESTER	12,418	12,585	12,585	12,585	12,585
164	280219	EAST ROCKAWAY	16,680	18,383	18,383	18,383	18,383
165	280402	EAST WILLISTON	19,814	20,784	20,784	20,784	20,784
166	660301	EASTCHESTER	17,035	17,832	17,832	17,832	17,832
167	580912	EASTPORT-SOUTH	12,376	13,276	13,276	13,276	13,276
168	141201	EDEN	8,752	9,674	9,674	9,674	9,674
169	660406	EDGEMONT	16,226	17,814	17,814	17,814	17,814
170	520601	EDINBURG	28,077	20,896	20,896	20,896	20,896
171	470501	EDMESTON	9,031	11,243	11,243	11,243	11,243
172	513102	EDWARDS-KNOX	10,001	10,536	10,536	10,536	10,536
173	180901	ELBA	10,830	11,423	11,423	11,423	11,423
174	590801	ELDRED	13,588	13,570	13,570	13,570	13,570
175	150301	ELIZABETHTOWN	13,228	13,358	13,358	13,358	13,358
176	622002	ELLENVILLE	15,427	15,150	15,150	15,150	15,150
177	40901	ELLCOTTVILLE	10,206	11,491	11,491	11,491	11,491
178	70600	ELMIRA	9,965	11,012	11,012	11,012	11,012
179	70902	ELMIRA HEIGHTS	9,761	10,136	10,136	10,136	10,136
180	280216	ELMONT	13,210	14,397	14,397	14,397	14,397
181	660409	ELMSFORD	21,033	22,211	22,211	22,211	22,211
182	580401	ELWOOD	14,427	14,773	14,773	14,773	14,773
183	141401	EVANS-BRANT	11,083	11,618	11,618	11,618	11,618
184	420601	FABIUS-POMPEY	11,565	12,479	12,479	12,479	12,479
185	261301	FAIRPORT	10,220	10,647	10,647	10,647	10,647
186	61101	FALCONER	8,694	9,522	9,522	9,522	9,522
187	590501	FALLSBURGH	16,265	19,402	19,402	19,402	19,402
188	280522	FARMINGDALE	15,641	16,831	16,831	16,831	16,831
189	421001	FAYETTEVILLE	10,267	10,653	10,653	10,653	10,653
190	22001	FILLMORE	8,668	9,156	9,156	9,156	9,156
191	580514	FIRE ISLAND	105,135	107,803	107,803	107,803	107,803
192	581004	FISHERS ISLAND	37,296	42,471	42,471	42,471	42,471
193	280222	FLORAL PARK	12,852	14,937	14,937	14,937	14,937
194	442115	FLORIDA	13,088	14,007	14,007	14,007	14,007
195	270601	FONDA FULTONVI	10,509	11,108	11,108	11,108	11,108
196	61503	FORESTVILLE	10,133	10,484	10,484	10,484	10,484
197	640502	FORT ANN	13,187	13,847	13,847	13,847	13,847
198	640601	FORT EDWARD	11,926	11,493	11,493	11,493	11,493
199	270701	FORT PLAIN	10,723	12,841	12,841	12,841	12,841
200	210402	FRANKFORT-SCHU	9,084	9,210	9,210	9,210	9,210
201	120701	FRANKLIN	12,786	13,106	13,106	13,106	13,106
202	280217	FRANKLIN SQUAR	13,288	13,412	13,412	13,412	13,412
203	41101	FRANKLINVILLE	10,696	11,351	11,351	11,351	11,351
204	62201	FREDONIA	11,242	12,007	12,007	12,007	12,007
205	280209	FREEPORT	14,902	15,703	15,703	15,703	15,703
206	60301	FREWSBURG	8,965	10,206	10,206	10,206	10,206
207	21601	FRIENDSHIP	11,948	12,385	12,385	12,385	12,385
208	141604	FRONTIER	8,271	8,759	8,759	8,759	8,759
209	460500	FULTON	10,413	11,616	11,616	11,616	11,616
210	520701	GALWAY	9,042	10,157	10,157	10,157	10,157
211	650902	GANANDA	9,476	9,757	9,757	9,757	9,757
212	280218	GARDEN CITY	16,464	17,620	17,620	17,620	17,620
213	480404	GARRISON	20,327	21,713	21,713	21,713	21,713
214	260401	GATES CHILI	11,150	12,359	12,359	12,359	12,359
215	220401	GENERAL BROWN	8,410	8,580	8,580	8,580	8,580
216	20702	GENESEEE VALLEY	9,686	11,013	11,013	11,013	11,013
217	240401	GENESEO	10,819	12,257	12,257	12,257	12,257
218	430700	GENEVA	10,458	12,688	12,688	12,688	12,688
219	100902	GERMANTOWN	12,770	14,614	14,614	14,614	14,614
220	540801	GILBOA CONESVI	13,436	15,707	15,707	15,707	15,707
221	470202	GLBTSVLLLE-MT U	9,683	11,319	11,319	11,319	11,319
222	280100	GLEN COVE	17,909	18,185	18,185	18,185	18,185
223	630300	GLENS FALLS	10,923	11,469	11,469	11,469	11,469
224	630918	GLENS FALLS CO	14,736	12,000	12,000	12,000	12,000
225	170500	GLOVERSVILLE	9,121	9,865	9,865	9,865	9,865

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226	430901	GORHAM-MIDDLES	11,367	11,872	11,872	11,872	11,872
227	440601	GOSHEN	12,560	12,773	12,773	12,773	12,773
228	511101	GOUVERNEUR	8,945	10,255	10,255	10,255	10,255
229	42801	GOWANDA	10,020	11,326	11,326	11,326	11,326
230	141501	GRAND ISLAND	9,823	9,915	9,915	9,915	9,915
231	640701	GRANVILLE	10,678	10,360	10,360	10,360	10,360
232	280407	GREAT NECK	21,183	22,468	22,468	22,468	22,468
233	260501	GREECE	10,422	10,979	10,979	10,979	10,979
234	10701	GREEN ISLAND	10,997	12,662	12,662	12,662	12,662
235	660407	GREENBURGH	20,451	22,343	22,343	22,343	22,343
236	80601	GREENE	9,598	10,565	10,565	10,565	10,565
237	581010	GREENPORT	14,945	16,700	16,700	16,700	16,700
238	190701	GREENVILLE	11,269	13,454	13,454	13,454	13,454
239	640801	GREENWICH	11,995	12,131	12,131	12,131	12,131
240	442111	GREENWOOD LAKE	15,132	18,311	18,311	18,311	18,311
241	81401	GRGETWN-SO OTS	11,700	12,871	12,871	12,871	12,871
242	610501	GROTON	9,486	10,406	10,406	10,406	10,406
243	10802	GUILDERLAND	10,712	11,354	11,354	11,354	11,354
244	630801	HADLEY LUZERNE	11,969	13,745	13,745	13,745	13,745
245	480401	HALDANE	14,783	16,487	16,487	16,487	16,487
246	580405	HALF HOLLOW HI	14,381	14,896	14,896	14,896	14,896
247	141601	HAMBURG	9,519	9,716	9,716	9,716	9,716
248	250701	HAMILTON	12,465	12,897	12,897	12,897	12,897
249	511201	HAMMOND	11,478	12,727	12,727	12,727	12,727
250	572901	HAMMONDSPORT	14,515	14,766	14,766	14,766	14,766
251	580905	HAMPTON BAYS	14,438	16,093	16,093	16,093	16,093
252	120906	HANCOCK	13,854	14,267	14,267	14,267	14,267
253	460701	HANNIBAL	9,278	10,178	10,178	10,178	10,178
254	580406	HARBORFIELDS	13,134	13,773	13,773	13,773	13,773
255	30501	HARPURSVILLE	9,718	9,887	9,887	9,887	9,887
256	660501	HARRISON	20,737	23,457	23,457	23,457	23,457
257	230301	HARRISVILLE	11,794	12,372	12,372	12,372	12,372
258	641001	HARTFORD	11,389	12,205	12,205	12,205	12,205
259	660404	HASTINGS ON HU	17,463	19,404	19,404	19,404	19,404
260	580506	HAUPPAUGE	15,992	16,435	16,435	16,435	16,435
261	500201	HAYERSTRAW-ST	15,854	17,121	17,121	17,121	17,121
262	280201	HEMPSTEAD	17,356	18,202	18,202	18,202	18,202
263	660203	HENDRICK HUDSO	16,618	18,174	18,174	18,174	18,174
264	210601	HERKIMER	9,185	9,525	9,525	9,525	9,525
265	511301	HERMON DEKALB	13,114	12,646	12,646	12,646	12,646
266	280409	HERRICKS	16,522	17,029	17,029	17,029	17,029
267	512404	HEUVELTON	11,007	10,704	10,704	10,704	10,704
268	280214	HEWLETT WOODME	20,329	22,408	22,408	22,408	22,408
269	280517	HICKSVILLE	14,580	14,942	14,942	14,942	14,942
270	620803	HIGHLAND	11,914	12,457	12,457	12,457	12,457
271	440901	HIGHLAND FALLS	13,618	14,583	14,583	14,583	14,583
272	261101	HILTON	10,019	10,200	10,200	10,200	10,200
273	41401	HINSDALE	10,640	9,952	9,952	9,952	9,952
274	141701	HOLLAND	9,966	11,032	11,032	11,032	11,032
275	412201	HOLLAND PATENT	10,071	10,388	10,388	10,388	10,388
276	450704	HOLLEY	9,844	10,275	10,275	10,275	10,275
277	110701	HOMER	10,182	11,092	11,092	11,092	11,092
278	431401	HONEOYE	10,487	12,141	12,141	12,141	12,141
279	260901	HONEOYE FALLS	10,103	10,435	10,435	10,435	10,435
280	491401	HOOSIC VALLEY	9,733	10,338	10,338	10,338	10,338
281	490501	HOOSICK FALLS	10,071	11,782	11,782	11,782	11,782
282	571800	HORNELL	10,088	9,858	9,858	9,858	9,858
283	70901	HORSEHEADS	9,466	10,188	10,188	10,188	10,188
284	101300	HUDSON	11,982	13,222	13,222	13,222	13,222
285	641301	HUDSON FALLS	9,322	10,021	10,021	10,021	10,021
286	190901	HUNTER TANNERS	14,001	16,482	16,482	16,482	16,482
287	580403	HUNTINGTON	16,922	17,512	17,512	17,512	17,512
288	130801	HYDE PARK	10,965	12,055	12,055	12,055	12,055
289	210501	ILION	8,025	8,450	8,450	8,450	8,450
290	200401	INDIAN LAKE	22,268	24,054	24,054	24,054	24,054
291	220301	INDIAN RIVER	8,380	6,996	6,996	6,996	6,996
292	200501	INLET	26,736	26,047	26,047	26,047	26,047
293	141301	IROQUOIS	9,111	9,751	9,751	9,751	9,751
294	660402	IRVINGTON	18,320	20,150	20,150	20,150	20,150
295	280231	ISLAND PARK	27,655	27,985	27,985	27,985	27,985
296	280226	ISLAND TREES	14,337	15,505	15,505	15,505	15,505
297	580502	ISLIP	12,916	14,288	14,288	14,288	14,288
298	610600	ITHACA	12,113	12,670	12,670	12,670	12,670
299	61700	JAMESTOWN	10,157	10,164	10,164	10,164	10,164
300	420411	JAMESVILLE-DEW	10,805	10,944	10,944	10,944	10,944

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301	572702	JASPER-TRPSBRG	9,625	10,590	10,590	10,590	10,590
302	540901	JEFFERSON	11,905	12,445	12,445	12,445	12,445
303	280515	JERICHO	22,601	23,911	23,911	23,911	23,911
304	630601	JOHNSBURG	16,769	18,365	18,365	18,365	18,365
305	31502	JOHNSON CITY	11,182	12,066	12,066	12,066	12,066
306	170600	JOHNSTOWN	9,818	10,408	10,408	10,408	10,408
307	420501	JORDAN ELBRIDG	10,342	11,623	11,623	11,623	11,623
308	660101	KATONAH LEWISB	18,574	20,507	20,507	20,507	20,507
309	150601	KEENE	18,529	19,661	19,661	19,661	19,661
310	450607	KENDALL	9,917	12,590	12,590	12,590	12,590
311	142601	KENMORE	10,412	9,477	9,477	9,477	9,477
312	101401	KINDERHOOK	10,114	11,239	11,239	11,239	11,239
313	580805	KINGS PARK	13,065	13,928	13,928	13,928	13,928
314	620600	KINGSTON	12,731	14,461	14,461	14,461	14,461
315	441202	KIRYAS JOEL	25,769	36,930	36,930	36,930	36,930
316	221401	LA FARGEVILLE	10,039	9,458	9,458	9,458	9,458
317	420807	LA FAYETTE	15,526	15,766	15,766	15,766	15,766
318	141800	LACKAWANNA	10,833	11,969	11,969	11,969	11,969
319	630701	LAKE GEORGE	12,636	12,521	12,521	12,521	12,521
320	151102	LAKE PLACID	13,620	14,942	14,942	14,942	14,942
321	200601	LAKE PLEASANT	28,900	25,331	25,331	25,331	25,331
322	662401	LAKELAND	14,318	15,009	15,009	15,009	15,009
323	141901	LANCASTER	7,973	8,442	8,442	8,442	8,442
324	610801	LANSING	12,850	10,855	10,855	10,855	10,855
325	490601	LANSINGBURGH	8,509	9,352	9,352	9,352	9,352
326	470801	LAURENS	10,185	10,634	10,634	10,634	10,634
327	280215	LAWRENCE	20,562	23,002	23,002	23,002	23,002
328	181001	LE ROY	9,837	10,790	10,790	10,790	10,790
329	670401	LETCHWORTH	10,945	11,337	11,337	11,337	11,337
330	280205	LEVITTOWN	15,793	17,280	17,280	17,280	17,280
331	400301	LEWISTON PORTE	12,236	12,229	12,229	12,229	12,229
332	590901	LIBERTY	15,551	17,477	17,477	17,477	17,477
333	580104	LINDENHURST	13,409	14,253	14,253	14,253	14,253
334	511602	LISBON	11,867	12,322	12,322	12,322	12,322
335	210800	LITTLE FALLS	10,818	11,471	11,471	11,471	11,471
336	421501	LIVERPOOL	11,946	12,529	12,529	12,529	12,529
337	591302	LIVINGSTON MAN	14,627	16,085	16,085	16,085	16,085
338	240801	LIVONIA	10,725	11,356	11,356	11,356	11,356
339	400400	LOCKPORT	10,220	9,915	9,915	9,915	9,915
340	280503	LOCUST VALLEY	22,104	22,507	22,507	22,507	22,507
341	280300	LONG BEACH	19,842	22,348	22,348	22,348	22,348
342	200701	LONG LAKE	37,270	42,198	42,198	42,198	42,198
343	580212	LONGWOOD	13,845	14,380	14,380	14,380	14,380
344	230901	LOWVILLE	8,403	9,603	9,603	9,603	9,603
345	221301	LYME	10,382	13,021	13,021	13,021	13,021
346	280220	LYNBROOK	16,514	17,680	17,680	17,680	17,680
347	421504	LYNCOURT	13,521	15,499	15,499	15,499	15,499
348	451001	LYNDONVILLE	9,930	10,519	10,519	10,519	10,519
349	650501	LYONS	9,951	10,690	10,690	10,690	10,690
350	251101	MADISON	10,976	10,738	10,738	10,738	10,738
351	511901	MADRID WADDING	10,883	10,491	10,491	10,491	10,491
352	480101	MAHOPAC	13,264	13,925	13,925	13,925	13,925
353	31101	MAINE ENDWELL	11,002	10,197	10,197	10,197	10,197
354	161501	MALONE	10,134	10,520	10,520	10,520	10,520
355	280212	MALVERNE	16,487	19,705	19,705	19,705	19,705
356	660701	MAMARONECK	16,404	18,416	18,416	18,416	18,416
357	431101	MANCHSTR-SHRTS	10,485	10,420	10,420	10,420	10,420
358	280406	MANHASSET	20,254	21,235	21,235	21,235	21,235
359	110901	MARATHON	7,853	11,911	11,911	11,911	11,911
360	421101	MARCELLUS	8,871	9,775	9,775	9,775	9,775
361	121401	MARGARETVILLE	12,416	13,376	13,376	13,376	13,376
362	650701	MARION	10,933	11,418	11,418	11,418	11,418
363	621001	MARLBORO	14,591	15,512	15,512	15,512	15,512
364	140702	MARYVALE	10,025	10,433	10,433	10,433	10,433
365	280523	MASSAPEQUA	15,232	16,052	16,052	16,052	16,052
366	512001	MASSENA	9,131	10,197	10,197	10,197	10,197
367	581012	MATTITUCK-CUTC	15,260	15,967	15,967	15,967	15,967
368	170801	MAYFIELD	8,827	10,094	10,094	10,094	10,094
369	110304	MCGRAW	11,222	11,248	11,248	11,248	11,248
370	521200	MECHANICVILLE	9,597	10,280	10,280	10,280	10,280
371	450801	MEDINA	10,525	10,827	10,827	10,827	10,827
372	10615	MENANDS	16,582	15,870	15,870	15,870	15,870
373	280225	MERRICK	16,693	17,936	17,936	17,936	17,936
374	460901	MEXICO	10,521	11,702	11,702	11,702	11,702
375	580211	MIDDLE COUNTRY	12,109	13,119	13,119	13,119	13,119

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376	541001	MIDDLEBURGH	13,341	12,453	12,453	12,453	12,453
377	441000	MIDDLETOWN	11,355	12,759	12,759	12,759	12,759
378	471101	MILFORD	11,422	12,217	12,217	12,217	12,217
379	132201	MILLBROOK	11,769	12,902	12,902	12,902	12,902
380	580208	MILLER PLACE	14,009	12,922	12,922	12,922	12,922
381	280410	MINEOLA	22,566	23,709	23,709	23,709	23,709
382	150801	MINERVA	27,490	25,637	25,637	25,637	25,637
383	441101	MINISINK VALLE	10,099	10,552	10,552	10,552	10,552
384	210502	MOHAWK	9,642	10,758	10,758	10,758	10,758
385	530515	MOHONASEN	8,047	8,989	8,989	8,989	8,989
386	441201	MONROE WOODBUR	12,538	13,089	13,089	13,089	13,089
387	580306	MONTAUK	23,842	31,259	31,259	31,259	31,259
388	591401	MONTICELLO	12,084	14,106	14,106	14,106	14,106
389	51301	MORAVIA	9,940	10,202	10,202	10,202	10,202
390	150901	MORIAH	10,922	11,855	11,855	11,855	11,855
391	471201	MORRIS	9,185	10,436	10,436	10,436	10,436
392	512101	MORRISTOWN	13,150	13,680	13,680	13,680	13,680
393	250401	MORRISVILLE EA	11,015	12,114	12,114	12,114	12,114
394	240901	MOUNT MORRIS	11,101	12,120	12,120	12,120	12,120
395	580207	MOUNT SINAI	14,326	14,841	14,841	14,841	14,841
396	660900	MOUNT VERNON	15,367	16,794	16,794	16,794	16,794
397	212001	MT MARKHAM CSD	10,836	11,231	11,231	11,231	11,231
398	660801	MT PLEAS CENT	18,168	18,590	18,590	18,590	18,590
399	651501	N. ROSE-WOLCOT	11,430	12,030	12,030	12,030	12,030
400	400900	N. TONAWANDA	9,630	10,593	10,593	10,593	10,593
401	500108	NANUET	17,763	18,531	18,531	18,531	18,531
402	431201	NAPLES	13,488	13,135	13,135	13,135	13,135
403	411501	NEW HARTFORD	11,712	11,431	11,431	11,431	11,431
404	280405	NEW HYDE PARK	13,585	14,771	14,771	14,771	14,771
405	101601	NEW LEBANON	13,441	15,792	15,792	15,792	15,792
406	621101	NEW PALTZ	12,290	13,284	13,284	13,284	13,284
407	661100	NEW ROCHELLE	15,491	16,138	16,138	16,138	16,138
408	581015	NEW SUFFOLK	19,419	15,281	15,281	15,281	15,281
409	300000	NEW YORK CITY	12,443	13,527	13,527	13,527	13,527
410	411504	NEW YORK MILLS	12,248	11,834	11,834	11,834	11,834
411	650101	NEWARK	9,934	11,100	11,100	11,100	11,100
412	600402	NEWARK VALLEY	10,412	10,287	10,287	10,287	10,287
413	441600	NEWBURGH	12,738	14,796	14,796	14,796	14,796
414	151001	NEWCOMB	51,675	43,580	43,580	43,580	43,580
415	400601	NEWFANE	9,476	10,086	10,086	10,086	10,086
416	610901	NEWFIELD	8,923	9,832	9,832	9,832	9,832
417	400800	NIAGARA FALLS	10,015	10,925	10,925	10,925	10,925
418	400701	NIAGARA WHEATF	9,672	10,443	10,443	10,443	10,443
419	530301	NISKAYUNA	11,408	11,790	11,790	11,790	11,790
420	580103	NORTH BABYLON	13,353	14,290	14,290	14,290	14,290
421	280204	NORTH BELLMORE	15,419	17,493	17,493	17,493	17,493
422	142201	NORTH COLLINS	10,361	13,023	13,023	13,023	13,023
423	10623	NORTH COLONIE	10,541	10,708	10,708	10,708	10,708
424	490801	NORTH GREENBUSH	10,735	11,741	11,741	11,741	11,741
425	280229	NORTH MERRICK	16,678	17,825	17,825	17,825	17,825
426	661301	NORTH SALEM	20,267	20,280	20,280	20,280	20,280
427	280501	NORTH SHORE	20,288	23,323	23,323	23,323	23,323
428	420303	NORTH SYRACUSE	9,332	10,709	10,709	10,709	10,709
429	630202	NORTH WARREN	15,288	15,475	15,475	15,475	15,475
430	131101	NORTHEAST	15,151	15,342	15,342	15,342	15,342
431	90501	NORTHEASTERN	9,825	11,543	11,543	11,543	11,543
432	580404	NORTHPORT	16,459	18,008	18,008	18,008	18,008
433	90901	NORTHRN ADIRON	10,706	12,594	12,594	12,594	12,594
434	170901	NORTHVILLE	12,396	13,440	13,440	13,440	13,440
435	81200	NORWICH	9,089	9,956	9,956	9,956	9,956
436	512201	NORWOOD NORFOL	10,085	10,652	10,652	10,652	10,652
437	500304	NYACK	17,016	18,240	18,240	18,240	18,240
438	181101	OAKFIELD ALABA	10,716	9,994	9,994	9,994	9,994
439	280211	OCEANSIDE	15,026	16,067	16,067	16,067	16,067
440	550101	ODESSA MONTOUR	9,698	11,363	11,363	11,363	11,363
441	512300	OGDENSBURG	13,053	13,953	13,953	13,953	13,953
442	42400	OLEAN	9,933	10,976	10,976	10,976	10,976
443	251400	ONEIDA CITY	10,485	11,079	11,079	11,079	11,079
444	471400	ONEONTA	10,915	11,790	11,790	11,790	11,790
445	421201	ONONDAGA	10,459	12,132	12,132	12,132	12,132
446	621201	ONTEORA	15,687	18,571	18,571	18,571	18,571
447	171001	OPPENHEIM EPHR	13,504	13,229	13,229	13,229	13,229
448	142301	ORCHARD PARK	10,198	10,523	10,523	10,523	10,523
449	412901	ORISKANY	10,625	10,992	10,992	10,992	10,992
450	661401	OSSINING	16,981	18,296	18,296	18,296	18,296

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451	461300	OSWEGO	12,105	12,270	12,270	12,270	12,270
452	471601	OTEGO-UNADILLA	10,367	11,481	11,481	11,481	11,481
453	600601	OWEGO-APALACHI	10,347	11,524	11,524	11,524	11,524
454	81501	OXFORD	11,678	11,858	11,858	11,858	11,858
455	280506	OYSTER BAY	22,633	22,533	22,533	22,533	22,533
456	581002	OYSTERPONDS	30,893	32,931	32,931	32,931	32,931
457	650901	PALMYRA-MACEDO	10,787	10,655	10,655	10,655	10,655
458	61601	PANAMA	10,861	11,826	11,826	11,826	11,826
459	512501	PARISHVILLE	9,890	10,609	10,609	10,609	10,609
460	580224	PATCHOGUE-MEDF	12,251	12,814	12,814	12,814	12,814
461	181201	PAVILION	10,273	10,682	10,682	10,682	10,682
462	131201	PAWLING	14,556	15,571	15,571	15,571	15,571
463	500308	PEARL RIVER	14,413	14,858	14,858	14,858	14,858
464	661500	PEEKSKILL	16,068	16,430	16,430	16,430	16,430
465	661601	PELHAM	15,317	16,187	16,187	16,187	16,187
466	181302	PEMBROKE	9,919	11,828	11,828	11,828	11,828
467	261201	PENFIELD	12,155	12,346	12,346	12,346	12,346
468	680601	PENN YAN	10,287	11,554	11,554	11,554	11,554
469	671201	PERRY	10,672	11,041	11,041	11,041	11,041
470	91101	PERU	11,126	11,849	11,849	11,849	11,849
471	431301	PHELPS-CLIFTON	10,623	11,376	11,376	11,376	11,376
472	462001	PHOENIX	11,107	12,226	12,226	12,226	12,226
473	440401	PINE BUSH	10,576	11,570	11,570	11,570	11,570
474	131301	PINE PLAINS	12,380	14,565	14,565	14,565	14,565
475	60601	PINE VALLEY	11,072	11,589	11,589	11,589	11,589
476	200101	PISECO	26,736	26,047	26,047	26,047	26,047
477	261401	PITTSFORD	12,644	12,722	12,722	12,722	12,722
478	280518	PLAINEDGE	13,977	15,704	15,704	15,704	15,704
479	280504	PLAINVIEW	16,964	17,942	17,942	17,942	17,942
480	91200	PLATTSBURGH	12,526	13,604	13,604	13,604	13,604
481	660809	PLEASANTVILLE	15,490	16,558	16,558	16,558	16,558
482	660802	POCANTICO HILL	36,989	46,333	46,333	46,333	46,333
483	211103	POLAND	10,558	11,690	11,690	11,690	11,690
484	51101	PORT BYRON	10,138	10,865	10,865	10,865	10,865
485	661904	PORT CHESTER	12,674	13,392	13,392	13,392	13,392
486	580206	PORT JEFFERSON	21,369	21,199	21,199	21,199	21,199
487	441800	PORT JERVIS	11,776	11,904	11,904	11,904	11,904
488	280404	PORT WASHINGTON	19,475	20,028	20,028	20,028	20,028
489	42901	PORTVILLE	9,726	10,058	10,058	10,058	10,058
490	512902	POTSDAM	10,840	11,390	11,390	11,390	11,390
491	131500	POUGHKEEPSIE	11,195	12,524	12,524	12,524	12,524
492	572301	PRATTSBURG	9,983	10,626	10,626	10,626	10,626
493	461801	PULASKI	10,270	11,580	11,580	11,580	11,580
494	641401	PUTNAM	23,086	23,966	23,966	23,966	23,966
495	480503	PUTNAM VALLEY	16,294	16,888	16,888	16,888	16,888
496	630902	QUEENSBURY	8,801	9,538	9,538	9,538	9,538
497	580903	QUOGUE	38,866	46,923	46,923	46,923	46,923
498	500401	RAMAPO	17,571	16,919	16,919	16,919	16,919
499	43001	RANDOLPH	9,806	10,720	10,720	10,720	10,720
500	10402	RAVENA COEYMAN	11,936	13,289	13,289	13,289	13,289
501	651503	RED CREEK	9,664	10,916	10,916	10,916	10,916
502	131701	RED HOOK	12,091	13,202	13,202	13,202	13,202
503	411701	REMSEN	13,154	14,798	14,798	14,798	14,798
504	580901	REMSENBURG	29,102	36,414	36,414	36,414	36,414
505	491200	RENSSELAER	10,996	8,884	8,884	8,884	8,884
506	131801	RHINEBECK	14,204	16,681	16,681	16,681	16,681
507	472001	RICHFIELD SPRI	10,271	10,916	10,916	10,916	10,916
508	62401	RIPLEY	13,456	15,941	15,941	15,941	15,941
509	580602	RIVERHEAD	15,743	16,076	16,076	16,076	16,076
510	261600	ROCHESTER	10,868	12,090	12,090	12,090	12,090
511	280221	ROCKVILLE CENT	17,397	18,767	18,767	18,767	18,767
512	580209	ROCKY POINT	12,271	12,814	12,814	12,814	12,814
513	411800	ROME	10,778	11,413	11,413	11,413	11,413
514	560603	ROMULUS	11,830	14,567	14,567	14,567	14,567
515	620901	RONDOUT VALLEY	15,569	17,589	17,589	17,589	17,589
516	280208	ROOSEVELT	16,845	16,925	16,925	16,925	16,925
517	591301	ROSCOE	17,289	17,826	17,826	17,826	17,826
518	280403	ROSLYN	20,081	20,898	20,898	20,898	20,898
519	121502	ROXBURY	15,068	16,963	16,963	16,963	16,963
520	401201	ROYALTON HARTL	9,683	10,207	10,207	10,207	10,207
521	261701	RUSH HENRIETTA	11,738	12,330	12,330	12,330	12,330
522	661800	RYE	18,846	18,917	18,917	18,917	18,917
523	661901	RYE NECK	18,168	18,357	18,357	18,357	18,357
524	521401	S. GLENS FALLS	9,844	10,667	10,667	10,667	10,667
525	580413	S. HUNTINGTON	15,252	15,758	15,758	15,758	15,758

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526	220101	S. JEFFERSON	8,069	9,183	9,183	9,183	9,183
527	121702	S. KORTRIGHT	13,857	13,381	13,381	13,381	13,381
528	500301	S. ORANGETOWN	14,729	15,503	15,503	15,503	15,503
529	580205	SACHEM	13,313	13,251	13,251	13,251	13,251
530	221001	SACKETS HARBOR	10,726	10,104	10,104	10,104	10,104
531	580305	SAG HARBOR	23,814	24,725	24,725	24,725	24,725
532	580910	SAGAPONACK	19,419	15,281	15,281	15,281	15,281
533	43200	SALAMANCA	11,211	11,582	11,582	11,582	11,582
534	641501	SALEM	11,650	13,082	13,082	13,082	13,082
535	161201	SALMON RIVER	11,610	13,576	13,576	13,576	13,576
536	461901	SANDY CREEK	10,747	12,911	12,911	12,911	12,911
537	91402	SARANAC	9,535	11,333	11,333	11,333	11,333
538	161401	SARANAC LAKE	13,140	13,999	13,999	13,999	13,999
539	521800	SARATOGA SPRIN	10,496	10,532	10,532	10,532	10,532
540	621601	SAUGERTIES	11,303	11,822	11,822	11,822	11,822
541	411603	SAUQUOIT VALLE	10,057	10,956	10,956	10,956	10,956
542	580504	SAYVILLE	15,751	16,460	16,460	16,460	16,460
543	662001	SCARSDALE	20,819	22,148	22,148	22,148	22,148
544	530501	SCHALMONT	12,830	13,862	13,862	13,862	13,862
545	530600	SCHENECTADY	10,272	12,015	12,015	12,015	12,015
546	470901	SCHENEVUS	11,100	12,566	12,566	12,566	12,566
547	491501	SCHODACK	11,674	12,169	12,169	12,169	12,169
548	541201	SCHOHARIE	10,626	12,147	12,147	12,147	12,147
549	151401	SCHROON LAKE	16,058	15,368	15,368	15,368	15,368
550	521701	SCHUYLERVILLE	11,600	11,472	11,472	11,472	11,472
551	22401	SCIO	12,133	11,968	11,968	11,968	11,968
552	530202	SCOTIA GLENVIL	10,245	11,013	11,013	11,013	11,013
553	280206	SEAFORD	14,547	15,660	15,660	15,660	15,660
554	560701	SENECA FALLS	10,676	11,016	11,016	11,016	11,016
555	280252	SEWANHAKA	12,243	12,522	12,522	12,522	12,522
556	541401	SHARON SPRINGS	12,510	14,154	14,154	14,154	14,154
557	580701	SHELTER ISLAND	25,456	28,013	28,013	28,013	28,013
558	520302	SHENENDEHOWA	10,502	10,919	10,919	10,919	10,919
559	82001	SHERBURNE EARL	9,264	10,712	10,712	10,712	10,712
560	62601	SHERMAN	10,611	10,196	10,196	10,196	10,196
561	412000	SHERRILL	9,667	9,651	9,651	9,651	9,651
562	580601	SHOREHAM-WADIN	14,471	15,726	15,726	15,726	15,726
563	121601	SIDNEY	11,217	11,637	11,637	11,637	11,637
564	61501	SILVER CREEK	10,079	11,223	11,223	11,223	11,223
565	421601	SKANEATELES	12,010	12,337	12,337	12,337	12,337
566	140709	SLOAN	10,860	11,946	11,946	11,946	11,946
567	580801	SMITHTOWN	13,272	13,969	13,969	13,969	13,969
568	651201	SODUS	12,258	12,623	12,623	12,623	12,623
569	420702	SOLVAY	10,721	11,760	11,760	11,760	11,760
570	662101	SOMERS	15,818	16,825	16,825	16,825	16,825
571	10601	SOUTH COLONIE	11,422	12,137	12,137	12,137	12,137
572	580235	SOUTH COUNTRY	15,404	15,951	15,951	15,951	15,951
573	231101	SOUTH LEWIS	11,777	13,513	13,513	13,513	13,513
574	560501	SOUTH SENECA	12,642	13,574	13,574	13,574	13,574
575	580906	SOUTHAMPTON	24,096	23,414	23,414	23,414	23,414
576	50701	SOUTHERN CAYUG	12,338	13,419	13,419	13,419	13,419
577	581005	SOUTHOLD	15,431	17,400	17,400	17,400	17,400
578	60201	SOUTHWESTERN	9,691	10,202	10,202	10,202	10,202
579	131602	SPACKENKILL	14,417	16,018	16,018	16,018	16,018
580	600801	SPENCER VAN ET	8,771	10,808	10,808	10,808	10,808
581	261001	SPENCERPORT	10,259	10,533	10,533	10,533	10,533
582	580304	SPRINGS	19,627	21,775	21,775	21,775	21,775
583	141101	SPRINGVILLE-GR	10,053	11,347	11,347	11,347	11,347
584	271102	ST JOHNSVILLE	10,561	11,910	11,910	11,910	11,910
585	161801	ST REGIS FALLS	11,664	13,886	13,886	13,886	13,886
586	121701	STAMFORD	11,560	13,915	13,915	13,915	13,915
587	401001	STARPOINT	9,058	9,789	9,789	9,789	9,789
588	522001	STILLWATER	8,971	9,269	9,269	9,269	9,269
589	251501	STOCKBRIDGE VA	9,838	10,638	10,638	10,638	10,638
590	591502	SULLIVAN WEST	14,012	15,008	15,008	15,008	15,008
591	30601	SUSQUEHANNA VA	11,919	12,156	12,156	12,156	12,156
592	140207	SWEET HOME	10,961	11,954	11,954	11,954	11,954
593	280502	SYOSSET	19,526	20,263	20,263	20,263	20,263
594	421800	SYRACUSE	10,362	11,930	11,930	11,930	11,930
595	660401	TARRYTOWN	16,455	16,449	16,449	16,449	16,449
596	220701	THOUSAND ISLAND	11,183	12,027	12,027	12,027	12,027
597	580201	THREE VILLAGE	14,277	15,887	15,887	15,887	15,887
598	151501	TICONDEROGA	13,258	13,455	13,455	13,455	13,455
599	600903	TIOGA	8,451	9,451	9,451	9,451	9,451
600	142500	TONAWANDA	9,779	10,051	10,051	10,051	10,051

Charter Funding Alphabetical By NYS School District

* The FY 2013-14 rates are the same as the past three fiscal years' rates.*

	District Code	School District Name	Final 2009-10 Basic Tuition	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition	Final 2012-13 Basic Tuition	Final 2013-14 Basic Tuition
601	211901	TOWN OF WEBB	18,823	20,143	20,143	20,143	20,143
602	591201	TRI VALLEY	16,260	18,324	18,324	18,324	18,324
603	491700	TROY	13,360	15,986	15,986	15,986	15,986
604	611001	TRUMANSBURG	10,114	10,227	10,227	10,227	10,227
605	660302	TUCKAHOE	18,600	20,009	20,009	20,009	20,009
606	580913	TUCKAHOE COMMO	24,715	28,200	28,200	28,200	28,200
607	421902	TULLY	9,585	10,036	10,036	10,036	10,036
608	160101	TUPPER LAKE	10,281	11,461	11,461	11,461	11,461
609	441903	TUXEDO	18,323	17,470	17,470	17,470	17,470
610	81003	UNADILLA	10,725	11,393	11,393	11,393	11,393
611	51901	UNION SPRINGS	11,969	12,059	12,059	12,059	12,059
612	280202	UNIONDALE	18,310	19,864	19,864	19,864	19,864
613	31501	UNION-ENDICOTT	10,955	11,048	11,048	11,048	11,048
614	412300	UTICA	8,441	9,280	9,280	9,280	9,280
615	280213	V STR THIRTEEN	15,193	15,487	15,487	15,487	15,487
616	280224	V STR TWENTY-F	18,886	20,044	20,044	20,044	20,044
617	660805	VALHALLA	19,877	20,983	20,983	20,983	20,983
618	280251	VALLEY STR CHS	13,762	14,858	14,858	14,858	14,858
619	280230	VALLEY STR UF	17,598	19,277	19,277	19,277	19,277
620	441301	VALLEY-MONTGMR	9,864	11,222	11,222	11,222	11,222
621	211701	VAN HORNSVILLE	12,211	11,991	11,991	11,991	11,991
622	31601	VESTAL	11,413	12,166	12,166	12,166	12,166
623	431701	VICTOR	9,618	9,518	9,518	9,518	9,518
624	11003	VOORHEESVILLE	12,377	12,742	12,742	12,742	12,742
625	260803	W. IRONDEQUOIT	10,711	10,413	10,413	10,413	10,413
626	580302	WAINSCOTT	19,419	15,281	15,281	15,281	15,281
627	621801	WALLKILL	10,532	10,997	10,997	10,997	10,997
628	121901	WALTON	9,739	10,718	10,718	10,718	10,718
629	280223	WANTAGH	13,441	13,593	13,593	13,593	13,593
630	132101	WAPPINGERS	10,055	10,887	10,887	10,887	10,887
631	631201	WARRENSBURG	14,290	14,836	14,836	14,836	14,836
632	671501	WARSAW	12,111	11,643	11,643	11,643	11,643
633	442101	WARWICK VALLEY	11,493	12,198	12,198	12,198	12,198
634	440102	WASHINGTONVILL	11,687	11,931	11,931	11,931	11,931
635	522101	WATERFORD	12,183	12,844	12,844	12,844	12,844
636	561006	WATERLOO CENT	9,295	10,263	10,263	10,263	10,263
637	222000	WATERTOWN	7,934	8,985	8,985	8,985	8,985
638	411902	WATERVILLE	10,734	10,900	10,900	10,900	10,900
639	11200	WATERVLIET	9,070	9,404	9,404	9,404	9,404
640	550301	WATKINS GLEN	9,562	10,489	10,489	10,489	10,489
641	600101	WAVERLY	8,476	9,063	9,063	9,063	9,063
642	573002	WAYLAND-COHOCT	9,611	10,769	10,769	10,769	10,769
643	650801	WAYNE	10,781	11,034	11,034	11,034	11,034
644	261901	WEBSTER	10,427	10,872	10,872	10,872	10,872
645	50301	WEEDSPORT	10,421	11,820	11,820	11,820	11,820
646	200901	WELLS	18,500	21,823	21,823	21,823	21,823
647	22601	WELLSVILLE	11,455	11,671	11,671	11,671	11,671
648	580102	WEST BABYLON	13,840	14,849	14,849	14,849	14,849
649	210302	WEST CANADA VA	10,384	11,723	11,723	11,723	11,723
650	420101	WEST GENESEE	9,820	10,199	10,199	10,199	10,199

Charter Funding Alphabetical By NYS School District

* The FY 2013-14 rates are the same as the past three fiscal years' rates.*

	District Code	School District Name	Final 2009-10 Basic Tuition	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition	Final 2012-13 Basic Tuition	Final 2013-14 Basic Tuition
651	280227	WEST HEMPSTEAD	14,732	16,759	16,759	16,759	16,759
652	580509	WEST ISLIP	12,679	13,799	13,799	13,799	13,799
653	142801	WEST SENECA	8,948	10,179	10,179	10,179	10,179
654	40204	WEST VALLEY	13,408	13,623	13,623	13,623	13,623
655	280401	WESTBURY	17,435	18,287	18,287	18,287	18,287
656	62901	WESTFIELD	10,983	11,891	11,891	11,891	11,891
657	580902	WESTHAMPTON BE	18,052	18,354	18,354	18,354	18,354
658	420701	WESTHILL	10,372	10,635	10,635	10,635	10,635
659	412801	WESTMORELAND	11,188	11,938	11,938	11,938	11,938
660	151601	WESTPORT	11,244	13,591	13,591	13,591	13,591
661	262001	WHEATLAND CHIL	14,442	15,259	15,259	15,259	15,259
662	170301	WHEELERVILLE	15,077	18,435	18,435	18,435	18,435
663	662200	WHITE PLAINS	18,811	19,443	19,443	19,443	19,443
664	641701	WHITEHALL	10,832	12,236	12,236	12,236	12,236
665	412902	WHITESBORO	9,505	9,886	9,886	9,886	9,886
666	22101	WHITESVILLE	10,241	10,904	10,904	10,904	10,904
667	31401	WHITNEY POINT	9,883	11,324	11,324	11,324	11,324
668	580232	WILLIAM FLOYD	13,077	14,169	14,169	14,169	14,169
669	651402	WILLIAMSON	11,381	12,113	12,113	12,113	12,113
670	140203	WILLIAMSVILLE	10,494	10,904	10,904	10,904	10,904
671	151701	WILLSBORO	13,461	15,355	15,355	15,355	15,355
672	401501	WILSON	10,584	10,386	10,386	10,386	10,386
673	191401	WINDHAM ASHLAN	14,868	18,838	18,838	18,838	18,838
674	31701	WINDSOR	9,813	10,115	10,115	10,115	10,115
675	472506	WORCESTER	10,422	12,352	12,352	12,352	12,352
676	580109	WYANDANCH	15,791	16,666	16,666	16,666	16,666
677	490804	WYNANTSKILL	10,613	11,243	11,243	11,243	11,243
678	671002	WYOMING	14,555	15,376	15,376	15,376	15,376
679	662300	YONKERS	12,006	14,523	14,523	14,523	14,523
680	241701	YORK	9,863	10,694	10,694	10,694	10,694
681	43501	YORKSHRE-PIONE	10,566	11,406	11,406	11,406	11,406
682	662402	YORKTOWN	14,859	16,743	16,743	16,743	16,743



Budget and Quarterly Report Template
for SUNY Authorized Charter Schools

Broome Street Academy Charter High School

Contact Name: Irma Gonzalez

Contact Email: [REDACTED]

Contact Phone: [REDACTED]

Prior Year: 2011-12

Current Year: 2013-14

Broome Street Academy Charter High School
BALANCE SHEET
2013-14

	<u>Prior Year</u> 2011-12	Q1 As of 9/30	Q2 As of 12/31	Q3 As of 3/31	Q4 As of 6/30
ASSETS					
CURRENT ASSETS					
Cash and cash equivalents	\$499,564	\$-	\$-	\$-	\$-
Grants and contracts receivable	206,371	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	25,683	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	731,618	-	-	-	-
PROPERTY, BUILDING AND EQUIPMENT, net	388,219	-	-	-	-
OTHER ASSETS	-	-	-	-	-
TOTAL ASSETS	1,119,837	-	-	-	-
LIABILITIES AND NET ASSETS					
CURRENT LIABILITIES					
Accounts payable and accrued expenses	\$176,486	\$-	\$-	\$-	\$-
Accrued payroll and benefits	-	-	-	-	-
Dreferred Revenue	96,000	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	8,440	-	-	-	-
TOTAL CURRENT LIABILITIES	280,926	-	-	-	-
LONG-TERM DEBT and NOTES PAYABLE, net current maturities	-	-	-	-	-
TOTAL LIABILITIES	280,926	-	-	-	-
NET ASSETS					
Unrestricted	818,977	-	-	-	-
Temporarily restricted	19,934	-	-	-	-
TOTAL NET ASSETS	838,911	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	1,119,837	-	-	-	-

Broome Street Academy Charter High School Budget / Operating Plan 2013-14														
		2,846,816	1,919,439	-	-	1,305,758	-	-	1,305,758	-	-	1,385,758	-	-
Total Revenue		2,846,816	1,919,439	-	-	1,305,758	-	-	1,305,758	-	-	1,385,758	-	-
Total Expenses		2,483,166	1,656,843	-	-	1,391,919	-	-	1,261,194	-	-	1,591,099	-	-
Net Income		363,650	262,596	-	-	(86,161)	-	-	44,574	-	-	(205,341)	-	-
Actual Student Enrollment		-	316	-	-	316	-	-	316	-	-	316	-	-
Total Paid Student Enrollment		132	316	-	-	316	-	-	316	-	-	316	-	-
		Prior Year Actual 2011-12	Original	Current	Variance									
ENROLLMENT - *School Districts Are Linked To Above Entries*														
161	School District 1 (Enter Name)	-	316	-	-	316	-	-	316	-	-	316	-	-
162	School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
163	School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
164	School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
165	School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
166	School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
167	School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
168	School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
169	School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
170	School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
171	School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
172	School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
173	School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
174	School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
175	School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
176	School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
177	TOTAL ENROLLMENT	-	316	-	-	316	-	-	316	-	-	316	-	-
178	REVENUE PER PUPIL	-	6,074	-	-	4,132	-	-	4,132	-	-	4,385	-	-
180	EXPENSES PER PUPIL	-	5,281	-	-	4,405	-	-	3,991	-	-	5,035	-	-

Broome Street Academy Charter High School Budget / Operating Plan 2013-14						DESCRIPTION OF ASSUMPTIONS
2						
3						
4						
5						
6	Total Revenue	5,916,713	5,916,713	-	3,069,897	3,069,897
7	Total Expenses	5,913,045	5,913,045	-	(3,429,879)	(3,429,879)
8	Net Income	3,668	3,668	-	(359,982)	(359,982)
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
11						
12						
13						
14						
15	REVENUE					
16	REVENUES FROM STATE SOURCES					
17	Per Pupil Revenue					
18	School District 1 (Enter Name)	3,922,832	3,922,832	-	2,256,325	2,256,325
19	School District 2 (Enter Name)	-	-	-	-	-
20	School District 3 (Enter Name)	-	-	-	-	-
21	School District 4 (Enter Name)	-	-	-	-	-
22	School District 5 (Enter Name)	-	-	-	-	-
23	School District 6 (Enter Name)	-	-	-	-	-
24	School District 7 (Enter Name)	-	-	-	-	-
25	School District 8 (Enter Name)	-	-	-	-	-
26	School District 9 (Enter Name)	-	-	-	-	-
27	School District 10 (Enter Name)	-	-	-	-	-
28	School District 11 (Enter Name)	-	-	-	-	-
29	School District 12 (Enter Name)	-	-	-	-	-
30	School District 13 (Enter Name)	-	-	-	-	-
31	School District 14 (Enter Name)	-	-	-	-	-
32	School District 15 (Enter Name)	-	-	-	-	-
33	School District - ALL OTHER	-	-	-	-	-
34	TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	3,922,832	3,922,832	-	2,256,325	2,256,325
35	Special Education Revenue	950,000	950,000	-	303,792	303,792
36	Grants					
37	Stimulus	100,000	100,000	-	(3,250)	(3,250)
38	DYCD (Department of Youth and Community Developm.)	-	-	-	-	-
39	Other	-	-	-	-	-
40	Other	-	-	-	-	-
41	TOTAL REVENUE FROM STATE SOURCES	4,972,832	4,972,832	-	2,556,867	2,556,867
42						
43	REVENUE FROM FEDERAL FUNDING					
44	IDEA Special Needs	80,000	80,000	-	80,000	80,000
45	Title I	60,000	60,000	-	11,871	11,871
46	Title Funding - Other	-	-	-	(6,950)	(6,950)
47	School Food Service (Free Lunch)	-	-	-	-	-
48	Grants	-	-	-	-	-
49	Charter School Program (CSP) Planning & Implementation	83,667	83,667	-	(157,593)	(157,593)
50	Other	6,000	6,000	-	6,000	6,000
51	Other	-	-	-	-	-
52	TOTAL REVENUE FROM FEDERAL SOURCES	229,667	229,667	-	(66,672)	(66,672)
53						
54	LOCAL and OTHER REVENUE					
55	Contributions and Donations	90,000	90,000	-	4,135	4,135
56	Fundraising	624,014	624,014	-	575,488	575,488
57	Erate Reimbursement	-	-	-	-	-
58	Earnings on Investments	-	-	-	-	-
59	Interest Income	200	200	-	79	79
60	Food Service (Income from meals)	-	-	-	-	-
61	Text Book	-	-	-	-	-
62	OTHER	-	-	-	-	-
63	TOTAL REVENUE FROM LOCAL and OTHER SOURCES	714,214	714,214	-	579,702	579,702
64						
65	TOTAL REVENUE	5,916,713	5,916,713	-	3,069,897	3,069,897
66						

Broome Street Academy Charter High School						DESCRIPTION OF ASSUMPTIONS	
Budget / Operating Plan 2013-14							
		5,916,713	5,916,713	-	3,069,897	3,069,897	
Total Revenue		5,916,713	5,916,713	-	3,069,897	3,069,897	
Total Expenses		5,913,045	5,913,045	-	(3,429,879)	(3,429,879)	
Net Income		3,668	3,668	-	(359,982)	(359,982)	
Actual Student Enrollment							
Total Paid Student Enrollment							
		Original	Current	Variance	Original vs. PY	Current vs. PY	
EXPENSES		Total Year			VARIANCE		
ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions					
69	Executive Management	1.00	120,800	120,800	-	(5,358)	(5,358)
70	Instructional Management	-	-	-	-	90,348	90,348
71	Deans, Directors & Coordinators	8.00	558,763	558,763	-	(404,412)	(404,412)
72	CFO / Director of Finance	-	-	-	-	-	-
73	Operation / Business Manager	2.00	95,014	95,014	-	10,390	10,390
74	Administrative Staff	2.00	70,127	70,127	-	(58,550)	(58,550)
75	TOTAL ADMINISTRATIVE STAFF	13.00	844,704	844,704	-	(367,584)	(367,584)
76							
77							
78	INSTRUCTIONAL PERSONNEL COSTS						
79	Teachers - Regular	9.00	607,921	607,921	-	(256,124)	(256,124)
80	Teachers - SPED	10.00	647,934	647,934	-	(501,333)	(501,333)
81	Substitute Teachers	-	-	-	-	-	-
82	Teaching Assistants	-	-	-	-	-	-
83	Specialty Teachers	11.00	748,477	748,477	-	(671,764)	(671,764)
84	Aides	-	-	-	-	-	-
85	Therapists & Counselors	5.00	282,289	282,289	-	(162,815)	(162,815)
86	Other	-	-	-	-	-	-
87	TOTAL INSTRUCTIONAL	35.00	2,286,621	2,286,621	-	(1,592,036)	(1,592,036)
88							
89	NON-INSTRUCTIONAL PERSONNEL COSTS						
90	Nurse	1.00	65,651	65,651	-	(48,376)	(48,376)
91	Librarian	-	-	-	-	-	-
92	Custodian	-	-	-	-	-	-
93	Security	-	-	-	-	34,539	34,539
94	Other	-	-	-	-	-	-
95	TOTAL NON-INSTRUCTIONAL	1.00	65,651	65,651	-	(13,837)	(13,837)
96							
97	SUBTOTAL PERSONNEL SERVICE COSTS	49.00	3,196,976	3,196,976	-	(1,973,457)	(1,973,457)
98							
99	PAYROLL TAXES AND BENEFITS						
100	Payroll Taxes		307,975	307,975	-	(189,782)	(189,782)
101	Fringe / Employee Benefits		526,830	526,830	-	(305,041)	(305,041)
102	Retirement / Pension		56,224	56,224	-	(89,350)	(89,350)
103	TOTAL PAYROLL TAXES AND BENEFITS		931,029	931,029	-	(584,173)	(584,173)
104							
105	TOTAL PERSONNEL SERVICE COSTS	49.00	4,128,005	4,128,005	-	(2,557,630)	(2,557,630)
106							
107	CONTRACTED SERVICES						
108	Accounting / Audit		30,000	30,000	-	(27,500)	(27,500)
109	Legal		31,000	31,000	-	(5,757)	(5,757)
110	Management Company Fee		260,000	260,000	-	(185,000)	(185,000)
111	Nurse Services		-	-	-	12,936	12,936
112	Food Service / School Lunch		-	-	-	-	-
113	Payroll Services		12,740	12,740	-	(8,017)	(8,017)
114	Special Ed Services		20,000	20,000	-	(20,000)	(20,000)
115	Tabernat Services (i.e. Title I)		-	-	-	-	-
116	Other Purchased / Professional / Consulting		188,800	188,800	-	(52,001)	(52,001)
117	TOTAL CONTRACTED SERVICES		642,540	642,540	-	(285,339)	(285,339)
118							
119	SCHOOL OPERATIONS						
120	Board Expenses		-	-	-	-	-
121	Classroom / Teaching Supplies & Materials		32,000	32,000	-	10,467	10,467
122	Special Ed Supplies & Materials		22,000	22,000	-	(5,485)	(5,485)
123	Textbooks / Workbooks		40,000	40,000	-	(10,234)	(10,234)
124	Supplies & Materials other		10,000	10,000	-	(10,000)	(10,000)
125	Equipment / Furniture		35,000	35,000	-	(16,301)	(16,301)
126	Telephone		15,000	15,000	-	(6,101)	(6,101)
127	Technology		35,000	35,000	-	9,240	9,240
128	Student Testing & Assessment		10,000	10,000	-	(10,000)	(10,000)
129	Field Trips		-	-	-	-	-
130	Transportation (student)		10,000	10,000	-	9,512	9,512
131	Student Services - other		34,000	34,000	-	(11,088)	(11,088)
132	Office Expense		19,500	19,500	-	(5,128)	(5,128)
133	Staff Development		20,000	20,000	-	11,649	11,649
134	Staff Recruitment		5,000	5,000	-	7,597	7,597
135	Student Recruitment / Marketing		5,000	5,000	-	8,818	8,818
136	School Meals / Lunch		3,000	3,000	-	(1,061)	(1,061)
137	Travel (Staff)		2,000	2,000	-	(1,784)	(1,784)
138	Fundraising		-	-	-	-	-
139	Other		10,000	10,000	-	(2,712)	(2,712)
140	TOTAL SCHOOL OPERATIONS		307,500	307,500	-	(22,609)	(22,609)
141							
142	FACILITY OPERATION & MAINTENANCE						
143	Insurance		35,000	35,000	-	(11,014)	(11,014)
144	Janitorial		-	-	-	-	-
145	Building and Land Rent / Lease		350,000	350,000	-	(124,000)	(124,000)
146	Repairs & Maintenance		495,000	495,000	-	(484,773)	(484,773)
147	Equipment / Furniture		-	-	-	-	-
148	Security		-	-	-	-	-
149	Utilities		30,000	30,000	-	(4,149)	(4,149)
150	TOTAL FACILITY OPERATION & MAINTENANCE		910,000	910,000	-	(623,936)	(623,936)
151							
152	DEPRECIATION & AMORTIZATION		-	-	-	59,635	59,635
153	RESERVES / CONTINGENCY		25,000	25,000	-	-	-
154							
155	TOTAL EXPENSES		5,913,045	5,913,045	-	(3,429,879)	(3,429,879)
156							
157	NET INCOME		3,668	3,668	-	(359,982)	(359,982)
158							

Broome Street Academy Charter High School Budget / Operating Plan 2013-14						DESCRIPTION OF ASSUMPTIONS	
	Original	Total Year Current	Variance	Original vs. PY	VARIANCE Current vs. PY		
2							
3							
4							
5							
6	Total Revenue	5,916,713	5,916,713	-	3,069,897		3,069,897
7	Total Expenses	5,913,045	5,913,045	-	(3,429,873)		(3,429,873)
8	Net Income	3,668	3,668	-	(359,982)		(359,982)
9	Actual Student Enrollment						
10	Total Paid Student Enrollment						
11							
12							
13							
14							
15							
160	ENROLLMENT - *School Districts Are Linked To Above Entries*						
161	School District 1 (Enter Name)						
162	School District 2 (Enter Name)						
163	School District 3 (Enter Name)						
164	School District 4 (Enter Name)						
165	School District 5 (Enter Name)						
166	School District 6 (Enter Name)						
167	School District 7 (Enter Name)						
168	School District 8 (Enter Name)						
169	School District 9 (Enter Name)						
170	School District 10 (Enter Name)						
171	School District 11 (Enter Name)						
172	School District 12 (Enter Name)						
173	School District 13 (Enter Name)						
174	School District 14 (Enter Name)						
175	School District 15 (Enter Name)						
176	School District - ALL OTHER						
177	TOTAL ENROLLMENT						
178							
179	REVENUE PER PUPIL						
180							
181	EXPENSES PER PUPIL						

**Broome Street Academy Charter High School
Budget / Operating Plan
2013-14**

Total Revenue	-	1,919,439	-	-	1,305,758	-	-	1,305,758	-	-	1,385,758	-
Total Expenses	-	1,668,843	-	-	1,391,919	-	-	1,261,184	-	-	1,591,099	-
Net Income	-	250,596	-	-	(86,161)	-	-	44,574	-	-	(205,341)	-
Actual Student Enrollment	-	316	-	-	316	-	-	316	-	-	316	-
Total Paid Student Enrollment	-	316	-	-	316	-	-	316	-	-	316	-

* 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			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance

REVENUE * When entering in Actuals, ORANGE cells must be entered in EACH SECTION in order to generate variance analysis.

REVENUES FROM STATE SOURCES		CY Per Pupil Rate											
Per Pupil Revenue		1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
School District 1 (Enter Name)	-	-	980,708	-	-	980,708	-	-	980,708	-	-	980,708	-
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	980,708	-	-	980,708	-	-	980,708	-	-	980,708	-
Special Education Revenue	-	-	237,500	-	-	237,500	-	-	237,500	-	-	237,500	-
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Stimulus	-	-	100,000	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	1,318,208	-	-	1,218,208	-	-	1,218,208	-	-	1,218,208	-
REVENUE FROM FEDERAL FUNDING	-	-	-	-	-	-	-	-	-	-	-	-	-
IDEA Special Needs	-	-	-	-	-	-	-	-	-	-	-	80,000	-
Title I	-	-	15,000	-	-	15,000	-	-	15,000	-	-	15,000	-
Title Funding - Other	-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	83,667	-	-	-	-	-	-	-	-	-	-
Other	-	-	6,000	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	104,667	-	-	15,000	-	-	15,000	-	-	95,000	-
LOCAL and OTHER REVENUE	-	-	-	-	-	-	-	-	-	-	-	-	-
Contributions and Donations	-	-	22,500	-	-	22,500	-	-	22,500	-	-	22,500	-
Fundraising	-	-	474,014	-	-	50,000	-	-	50,000	-	-	50,000	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	50	-	-	50	-	-	50	-	-	50	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	496,564	-	-	72,550	-	-	72,550	-	-	72,550	-
TOTAL REVENUE	-	-	1,919,439	-	-	1,305,758	-	-	1,305,758	-	-	1,385,758	-

**Broome Street Academy Charter High School
Budget / Operating Plan
2013-14**

Total Revenue	-	1,919,439	-	-	1,305,758	-	-	1,305,758	-	-	1,385,758	-
Total Expenses	-	1,668,843	-	-	1,391,919	-	-	1,261,184	-	-	1,591,099	-
Net Income	-	250,596	-	-	(86,161)	-	-	44,574	-	-	(205,341)	-
Actual Student Enrollment	-	316	-	-	316	-	-	316	-	-	316	-
Total Paid Student Enrollment	-	316	-	-	316	-	-	316	-	-	316	-

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance

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

EXPENSES												
ADMINISTRATIVE STAFF PERSONNEL COSTS												
	No. of Positions											
Executive Management	-	-	25,554	-	-	32,523	-	-	27,877	-	-	34,846
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	118,200	-	-	150,436	-	-	128,945	-	-	161,182
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	20,099	-	-	25,581	-	-	21,926	-	-	27,408
Administrative Staff	-	-	14,835	-	-	18,880	-	-	16,183	-	-	20,229
TOTAL ADMINISTRATIVE STAFF	-	-	178,688	-	-	227,420	-	-	194,931	-	-	243,665
INSTRUCTIONAL PERSONNEL COSTS												
Teachers - Regular	-	-	128,599	-	-	163,671	-	-	140,289	-	-	175,362
Teachers - SPED	-	-	137,063	-	-	174,444	-	-	149,523	-	-	186,904
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	158,332	-	-	201,513	-	-	172,725	-	-	215,907
Aides	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	59,715	-	-	76,001	-	-	65,144	-	-	81,429
Other	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	483,709	-	-	615,629	-	-	527,681	-	-	659,602
NON-INSTRUCTIONAL PERSONNEL COSTS												
Nurse	-	-	13,888	-	-	17,675	-	-	15,150	-	-	18,938
Librarian	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	13,888	-	-	17,675	-	-	15,150	-	-	18,938
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	676,285	-	-	860,724	-	-	737,762	-	-	922,205
PAYROLL TAXES AND BENEFITS												
Payroll Taxes	-	-	67,647	-	-	80,678	-	-	73,310	-	-	86,340
Fringe / Employee Benefits	-	-	98,749	-	-	98,749	-	-	98,748	-	-	230,584
Retirement / Pension	-	-	24,056	-	-	24,056	-	-	24,056	-	-	24,056
TOTAL PAYROLL TAXES AND BENEFITS	-	-	190,452	-	-	203,483	-	-	196,114	-	-	340,980
TOTAL PERSONNEL SERVICE COSTS	-	-	866,737	-	-	1,064,207	-	-	933,876	-	-	1,263,185
CONTRACTED SERVICES												
Accounting / Audit	-	-	7,500	-	-	7,500	-	-	7,500	-	-	7,500
Legal	-	-	7,750	-	-	7,750	-	-	7,750	-	-	7,750
Management Company Fee	-	-	65,000	-	-	65,000	-	-	65,000	-	-	65,000
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	3,185	-	-	3,185	-	-	3,185	-	-	3,185
Special Ed Services	-	-	5,000	-	-	5,000	-	-	5,000	-	-	5,000
Titement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	46,796	-	-	47,492	-	-	46,998	-	-	47,604
TOTAL CONTRACTED SERVICES	-	-	135,231	-	-	135,837	-	-	135,433	-	-	136,039
SCHOOL OPERATIONS												
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	8,000	-	-	8,000	-	-	8,000	-	-	8,000
Special Ed Supplies & Materials	-	-	5,500	-	-	5,500	-	-	5,500	-	-	5,500
Textbooks / Workbooks	-	-	10,000	-	-	10,000	-	-	10,000	-	-	10,000
Supplies & Materials other	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500
Equipment / Furniture	-	-	8,750	-	-	8,750	-	-	8,750	-	-	8,750
Telephone	-	-	3,750	-	-	3,750	-	-	3,750	-	-	3,750
Technology	-	-	8,750	-	-	8,750	-	-	8,750	-	-	8,750
Student Testing & Assessment	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500
Student Services - other	-	-	8,500	-	-	8,500	-	-	8,500	-	-	8,500
Office Expense	-	-	4,875	-	-	4,875	-	-	4,875	-	-	4,875
Staff Development	-	-	5,000	-	-	5,000	-	-	5,000	-	-	5,000
Staff Recruitment	-	-	1,250	-	-	1,250	-	-	1,250	-	-	1,250
Student Recruitment / Marketing	-	-	1,250	-	-	1,250	-	-	1,250	-	-	1,250
School Meals / Lunch	-	-	750	-	-	750	-	-	750	-	-	750
Travel (Staff)	-	-	500	-	-	500	-	-	500	-	-	500
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500
TOTAL SCHOOL OPERATIONS	-	-	76,875	-	-	76,875	-	-	76,875	-	-	76,875
FACILITY OPERATION & MAINTENANCE												
Insurance	-	-	8,750	-	-	8,750	-	-	8,750	-	-	8,750
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	87,500	-	-	87,500	-	-	87,500	-	-	87,500
Repairs & Maintenance	-	-	480,000	-	-	5,000	-	-	5,000	-	-	5,000
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	7,500	-	-	7,500	-	-	7,500	-	-	7,500
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	583,750	-	-	108,750	-	-	108,750	-	-	108,750
DEPRECIATION & AMORTIZATION RESERVES / CONTINGENCY												
	-	-	6,250	-	-	6,250	-	-	6,250	-	-	6,250
TOTAL EXPENSES	-	-	1,668,843	-	-	1,391,919	-	-	1,261,184	-	-	1,591,099

**Broome Street Academy Charter High School
Budget / Operating Plan
2013-14**

Total Revenue	-	1,919,439	-	-	1,305,758	-	-	1,305,758	-	-	1,385,758	-
Total Expenses	-	1,668,843	-	-	1,391,919	-	-	1,261,184	-	-	1,591,099	-
Net Income	-	250,596	-	-	(86,161)	-	-	44,574	-	-	(205,341)	-
Actual Student Enrollment	-	316	-	-	316	-	-	316	-	-	316	-
Total Paid Student Enrollment	-	316	-	-	316	-	-	316	-	-	316	-
	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
* Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
NET INCOME	-	250,596	-	-	(86,161)	-	-	44,574	-	-	(205,341)	-

**Broome Street Academy Charter High School
Budget / Operating Plan
2013-14**

Total Revenue	-	1,919,439	-	-	1,305,758	-	-	1,305,758	-	-	1,385,758	-
Total Expenses	-	1,668,843	-	-	1,391,919	-	-	1,261,184	-	-	1,591,099	-
Net Income	-	250,596	-	-	(86,161)	-	-	44,574	-	-	(205,341)	-
Actual Student Enrollment	-	316	-	-	316	-	-	316	-	-	316	-
Total Paid Student Enrollment	-	316	-	-	316	-	-	316	-	-	316	-
* 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			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
	ENROLLMENT - *School Districts Are Linked To Above Entries*											
School District 1 (Enter Name)	-	316	-	-	316	-	-	316	-	-	316	-
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	316	-	-	316	-	-	316	-	-	316	-
REVENUE PER PUPIL	-	5,074	-	-	4,132	-	-	4,132	-	-	4,385	-
EXPENSES PER PUPIL	-	5,281	-	-	4,405	-	-	3,991	-	-	5,035	-

**Broome Street Academy Charter High School
Budget / Operating Plan
2013-14**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	-	-	-	5,916,713	(5,916,713)	-	-	5,916,713	(5,916,713)	-	-
Total Expenses	-	-	-	5,913,045	5,913,045	-	-	5,913,045	5,913,045	-	-
Net Income	-	-	-	3,668	(3,668)	-	-	3,668	(3,668)	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-	-	-	-	-	-	-

* 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	Original Budget - TY	Actual Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
REVENUE											
REVENUES FROM STATE SOURCES											
Per Pupil Revenue											
CY Per Pupil Rate											
School District 1 (Enter Name)	-	-	-	3,922,832	(3,922,832)	-	-	3,922,832	(3,922,832)	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	3,922,832	(3,922,832)	-	-	3,922,832	(3,922,832)	-	-
Special Education Revenue	-	-	-	950,000	(950,000)	-	-	950,000	(950,000)	-	-
Grants											
Stimulus	-	-	-	100,000	(100,000)	-	-	100,000	(100,000)	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	4,972,832	(4,972,832)	-	-	4,972,832	(4,972,832)	-	-
REVENUE FROM FEDERAL FUNDING											
IDEA Special Needs	-	-	-	80,000	(80,000)	-	-	80,000	(80,000)	-	-
Title I	-	-	-	60,000	(60,000)	-	-	60,000	(60,000)	-	-
Title Funding - Other	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-
Grants											
Charter School Program (CSP) Planning & Implementation	-	-	-	83,667	(83,667)	-	-	83,667	(83,667)	-	-
Other	-	-	-	6,000	(6,000)	-	-	6,000	(6,000)	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	229,667	(229,667)	-	-	229,667	(229,667)	-	-
LOCAL and OTHER REVENUE											
Contributions and Donations	-	-	-	90,000	(90,000)	-	-	90,000	(90,000)	-	-
Fundraising	-	-	-	624,014	(624,014)	-	-	624,014	(624,014)	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	200	(200)	-	-	200	(200)	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	714,214	(714,214)	-	-	714,214	(714,214)	-	-
TOTAL REVENUE	-	-	-	5,916,713	(5,916,713)	-	-	5,916,713	(5,916,713)	-	-

**Broome Street Academy Charter High School
Budget / Operating Plan
2013-14**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	-	-	-	5,916,713	(5,916,713)	-	-	5,916,713	(5,916,713)	-	-
Total Expenses	-	-	-	5,913,045	5,913,045	-	-	5,913,045	5,913,045	-	-
Net Income	-	-	-	3,668	(3,668)	-	-	3,668	(3,668)	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-	-	-	-	-	-	-

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

TOTALS AND VARIANCE ANALYSIS

	No. of Positions	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual Budget TY	vs. Current Budget	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual Budget TY	vs. Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS														
Executive Management	-	-	-	-	120,800	120,800	-	-	-	120,800	120,800	-	-	-
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	558,763	558,763	-	-	-	558,763	558,763	-	-	-
CFD / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	95,014	95,014	-	-	-	95,014	95,014	-	-	-
Administrative Staff	-	-	-	-	70,127	70,127	-	-	-	70,127	70,127	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	844,704	844,704	-	-	-	844,704	844,704	-	-	-
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	607,921	607,921	-	-	-	607,921	607,921	-	-	-
Teachers - SPED	-	-	-	-	647,934	647,934	-	-	-	647,934	647,934	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	748,477	748,477	-	-	-	748,477	748,477	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	282,289	282,289	-	-	-	282,289	282,289	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	2,286,621	2,286,621	-	-	-	2,286,621	2,286,621	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	65,651	65,651	-	-	-	65,651	65,651	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	65,651	65,651	-	-	-	65,651	65,651	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	3,196,976	3,196,976	-	-	-	3,196,976	3,196,976	-	-	-
PAYROLL TAXES AND BENEFITS														
Payroll Taxes	-	-	-	-	307,975	307,975	-	-	-	307,975	307,975	-	-	-
Fringe / Employee Benefits	-	-	-	-	526,830	526,830	-	-	-	526,830	526,830	-	-	-
Retirement / Pension	-	-	-	-	96,224	96,224	-	-	-	96,224	96,224	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	931,029	931,029	-	-	-	931,029	931,029	-	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	4,128,005	4,128,005	-	-	-	4,128,005	4,128,005	-	-	-
CONTRACTED SERVICES														
Accounting / Audit	-	-	-	-	30,000	30,000	-	-	-	30,000	30,000	-	-	-
Legal	-	-	-	-	31,000	31,000	-	-	-	31,000	31,000	-	-	-
Management Company Fee	-	-	-	-	260,000	260,000	-	-	-	260,000	260,000	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	12,740	12,740	-	-	-	12,740	12,740	-	-	-
Special Ed Services	-	-	-	-	20,000	20,000	-	-	-	20,000	20,000	-	-	-
Titement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	188,800	188,800	-	-	-	188,800	188,800	-	-	-
TOTAL CONTRACTED SERVICES	-	-	-	-	542,540	542,540	-	-	-	542,540	542,540	-	-	-
SCHOOL OPERATIONS														
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	32,000	32,000	-	-	-	32,000	32,000	-	-	-
Special Ed Supplies & Materials	-	-	-	-	22,000	22,000	-	-	-	22,000	22,000	-	-	-
Textbooks / Workbooks	-	-	-	-	40,000	40,000	-	-	-	40,000	40,000	-	-	-
Supplies & Materials other	-	-	-	-	10,000	10,000	-	-	-	10,000	10,000	-	-	-
Equipment / Furniture	-	-	-	-	35,000	35,000	-	-	-	35,000	35,000	-	-	-
Telephone	-	-	-	-	15,000	15,000	-	-	-	15,000	15,000	-	-	-
Technology	-	-	-	-	35,000	35,000	-	-	-	35,000	35,000	-	-	-
Student Testing & Assessment	-	-	-	-	10,000	10,000	-	-	-	10,000	10,000	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	10,000	10,000	-	-	-	10,000	10,000	-	-	-
Student Services - other	-	-	-	-	34,000	34,000	-	-	-	34,000	34,000	-	-	-
Office Expense	-	-	-	-	19,500	19,500	-	-	-	19,500	19,500	-	-	-
Staff Development	-	-	-	-	20,000	20,000	-	-	-	20,000	20,000	-	-	-
Staff Recruitment	-	-	-	-	5,000	5,000	-	-	-	5,000	5,000	-	-	-
Student Recruitment / Marketing	-	-	-	-	5,000	5,000	-	-	-	5,000	5,000	-	-	-
School Meals / Lunch	-	-	-	-	3,000	3,000	-	-	-	3,000	3,000	-	-	-
Travel (Staff)	-	-	-	-	2,000	2,000	-	-	-	2,000	2,000	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	10,000	10,000	-	-	-	10,000	10,000	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	-	307,500	307,500	-	-	-	307,500	307,500	-	-	-
FACILITY OPERATION & MAINTENANCE														
Insurance	-	-	-	-	35,000	35,000	-	-	-	35,000	35,000	-	-	-
Jaritorial	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	350,000	350,000	-	-	-	350,000	350,000	-	-	-
Repairs & Maintenance	-	-	-	-	495,000	495,000	-	-	-	495,000	495,000	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	30,000	30,000	-	-	-	30,000	30,000	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	910,000	910,000	-	-	-	910,000	910,000	-	-	-
DEPRECIATION & AMORTIZATION RESERVES / CONTINGENCY														
	-	-	-	-	25,000	25,000	-	-	-	25,000	25,000	-	-	-
TOTAL EXPENSES	-	-	-	-	5,913,045	5,913,045	-	-	-	5,913,045	5,913,045	-	-	-

**Broome Street Academy Charter High School
Budget / Operating Plan
2013-14**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	-	-	-	5,916,713	(5,916,713)	-	-	5,916,713	(5,916,713)	-	-
Total Expenses	-	-	-	5,913,045	5,913,045	-	-	5,913,045	5,913,045	-	-
Net Income	-	-	-	3,668	(3,668)	-	-	3,668	(3,668)	-	-
Actual Student Enrollment	-	-	-			-	-			-	-
Total Paid Student Enrollment	-	-	-			-	-			-	-

* 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	Original Budget - TY	Actual Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
NET INCOME	-	-	-	3,668	(3,668)	-	-	3,668	(3,668)	-	-



Annual Report Requirement
for SUNY Authorized Charter Schools

High School

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.

Appendix E: Disclosure of Financial Interest Form

Created Tuesday, July 16, 2013

Updated Thursday, August 01, 2013

Page 1

310200860992 BROOME ST ACADEMY CHS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2012-13 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at: <http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/>.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <http://fluidsurveys.com/account/surveys/210748/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

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

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

Thank you.

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

Yes

Thank you.

Appendix F: BOT Membership Table

Created Tuesday, July 16, 2013

Updated Wednesday, July 31, 2013

Page 1

310200860992 BROOME ST ACADEMY CHS

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Herbert Elish	Member	Yes	Programs	8/11-9/14	Programs and Finance
2	Belle Horowitz	Member	Yes	Development	8/11-9/13	Development
3	Travis Johnson	Member	Yes	Grievance	8/11-9/14	Grievance
4	James Kagen	Member	Yes	Finance	8/11-9/13	Finance and Programs
5	Gregory Kerr	Member	Yes	Development	8/11-9/14	Development
6	Noah Leff	Treasurer	Yes	Finance	8/11-9/13	Finance, Executive, and Audit
7	Marlene Nadel	Secretary	Yes	Finance	8/11-9/13	Executive and Programs
8	Janice Nittoli	Vice Chair/Vice President	Yes	Executive	8/11-9/13	Executive
9	Helen Santiago	Member	Yes	Programs/Educator	3/13-9/14	Programs
10	Elaine Schott	Member	Yes	Programs	12/12-9/14	Programs and Development
11	Monica de la Torre	Member	Yes	Grievance	8/11-9/13	Grievance and Development
12	M. David Zurndorfer	Chair/President	Yes	Executive	8/11-9/13	Executive, Finance and Audit
13	Jacqueline M. Riley-Lowery	Parent Rep	Yes	Grievance	5/13-7/14	
14						
15						
16						
17						
18						
19						
20						

2. Total Number of Members Joining Board during the 2012-13 school year

3

3. Total Number of Members Departing the Board during the 2012-13 school year

1

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

15

5. How many times did the Board meet during the 2012-13 school year?

13

6. How many times will the Board meet during the 2013-14 school year?

12

Thank you.

Broome Street Academy does not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measure of achievement or aptitude, athletic ability, race, creed gender, national origin, religion, or ancestry. The Academy's focus is to meet the needs of all students throughout New York City, especially those who may be underserved based on their financial, cultural, or educational background. The Academy's lottery provides preference for students who may be: homeless or transitionally housed, in foster care, or graduating from a low-achieving middle school. Half of the incoming seats for every new class beginning with the 2013-14 school year are reserved for youth who have ever been involved in the child welfare system or those who are currently homeless or transitionally-housed. The vast majority of these students are eligible for free or reduced price lunches.

Recruitment efforts include developing relationships with and visits to foster care and social service agencies across the five boroughs; as well as visits to low-achieving middle schools that have a high percentage of English Language Learners and students with disabilities. The paper application for admission to The Academy is available in English, Spanish, and Chinese in addition to the online application offered in six languages, including Arabic and Mandarin. The Academy works to recruit students whose primary language might not be English through advertisements in the Spanish newspaper El Diario and other sources.

Nearly 30% of our current student population has an Individualized Education Plan (IEP), allowing the school to utilize team-teaching practices to meet student needs and hold regularly scheduled meetings with students, caregivers, and social workers to review the content of each IEP for the student's benefit. The Academy has a comprehensive and robust student support team with three full time counselors available for our students. Broome Street Academy works closely with the Committee on Special Education to ensure our student needs are being met in all aspects of their education. Partnership with The Door also allows Broome Street Academy students to have access to both in-school and after-school counseling in addition to healthcare, legal support, and dinner every school night.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Saturday, July 20, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/ae05887ea522f31a98aa805d2f0ecc4>

Page 1

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

1. Trustee Name:

Mónica de la Torre

2. Charter School Name:

Broome Street Academy Charter High School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address|

8. Select all positions you held on Board:

(check all that apply)

(No response)

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink that reads "Mónica de la Torre". The signature is written in a cursive style with a large initial 'M' and a long horizontal stroke at the end.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Friday, July 19, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/bcdcac829e2be49ae4e95474158605>

Page 1

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

1. Trustee Name:

Belle Horwitz

2. Charter School Name:

Broome Street Academy Charter High School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: Head of Development Committee

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink, reading "Belle Howitz". The signature is written in a cursive style with a large, looped "B" and a stylized "H".

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Friday, July 26, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/b4831cabaff1f75d96f1328fb698de2>

Page 1

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

1. Trustee Name:

Travis Johnson

2. Charter School Name:

Broome Street Academy Charter High School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

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

No

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

No

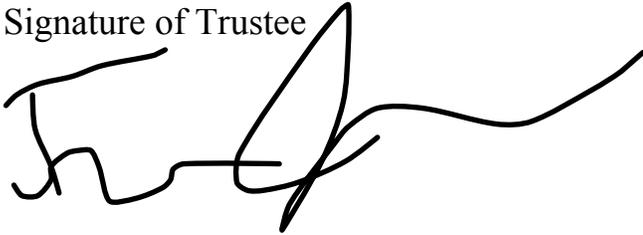
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of a series of connected loops and curves, extending horizontally across the page.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Sunday, July 21, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/90c9d14cad21561a4bbfa96f86b09>

Page 1

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

1. Trustee Name:

james g. kagen

2. Charter School Name:

Broome Street Academy Charter High School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: member Program and Finance Committees

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

No

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

No

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

No

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

Yes

14a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write None.

	Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1	The Door	Rental space, shared admin. services	\$500k	james kagen	abstain on votes affecting The Door
2					
3					
4					
5					

Signature of Trustee

The image shows two handwritten signatures in black ink. The signature on the left is a cursive name that appears to be 'James Kagen'. The signature on the right is a more stylized cursive signature, also appearing to be 'James Kagen'.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 25, 2013

Updated Tuesday, March 25, 2014

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/874969fa73695ecc4b9e05240f4c20>

Page 1

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

1. Trustee Name:

Gregory E. Kerr

2. Charter School Name:

Broome Street Academy Charter High School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: trustee

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink, reading "Gregory Kern". The signature is written in a cursive style with a large initial 'G' and a long, sweeping underline.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 22, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/6335684aa9b36af6d6f24791e97c73>

Page 1

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

1. Trustee Name:

Noah Leff

2. Charter School Name:

Broome Street Academy Charter High School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

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

No

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

No

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

No

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

No

Signature of Trustee

Two handwritten signatures in black ink. The first signature on the left is a cursive name that appears to be 'Mark'. The second signature on the right is a cursive name that appears to be 'Luis'.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 24, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/ae9b7e5a7470f3af84d4ed74eccc0f>

Page 1

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

1. Trustee Name:

Marlene Nadel

2. Charter School Name:

Broome Street Academy Charter High School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Secretary

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

No

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

No

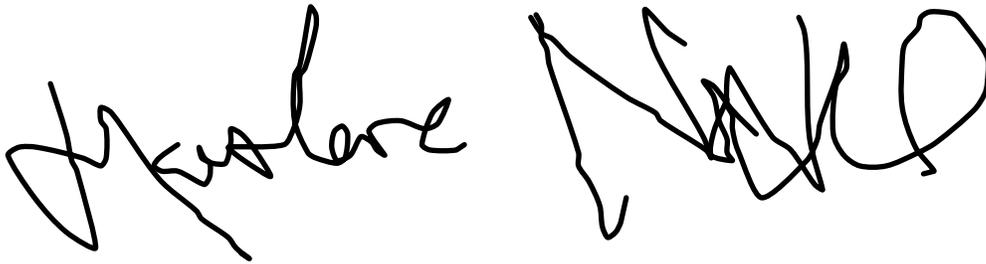
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

Two handwritten signatures in black ink. The first signature is written in a cursive style and appears to read "Kusler". The second signature is more stylized and abstract, consisting of several overlapping loops and lines.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Friday, July 19, 2013

Updated Tuesday, March 25, 2014

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/1c7396c97277f6cef5c0d1271f0149>

Page 1

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

1. Trustee Name:

Janice Nittoli

2. Charter School Name:

Broome Street Academy Charter High School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Vice Chair/Vice President

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

No

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

No

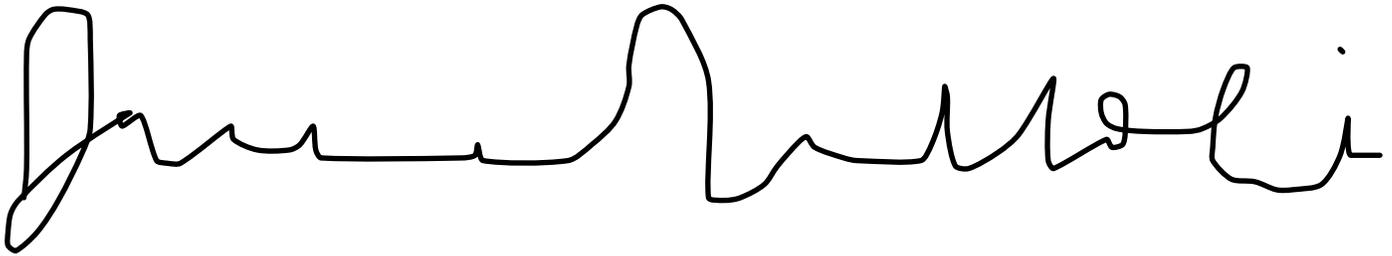
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "James M. Smith". The signature is written in a cursive style with a large initial "J" and a distinct "M".

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 22, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/96c1d89bd823dd9710105ff32fbb09>

Page 1

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

1. Trustee Name:

Jacqueline M. Riley-Lowery

2. Charter School Name:

Broome Street Academy Charter High School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Parent Representative

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

No

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

No

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

No

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

No

Signature of Trustee

 Jacqueline M. Riley-Lawson

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 30, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/61289baf7c3cebc4daefec1d5d3917>

Page 1

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

1. Trustee Name:

Helen C. Santiago

2. Charter School Name:

Broome Street Academy Charter High School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: Chair Program Comm.

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink that reads "Arden C. Sant". The signature is written in a cursive style with a large, looped initial 'A' and a period after the 'C'.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Friday, July 26, 2013

Updated Tuesday, March 25, 2014

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/db6b2bc1f982e55010f5b5c0fb1b8c>

Page 1

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

1. Trustee Name:

Elaine Schott

2. Charter School Name:

Broome Street Academy Charter High School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: member

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

No

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

No

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

(No response)

13a. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Question 2-4 above, you need not disclose again your employment status, salary, etc.

	Date(s) of Transactions	Nature of Financial Interest/Transaction	Steps Taken to Avoid Conflict of Interest (e.g., did not vote, did not participate in discussion)	Name of Person Holding Interest and Relationship to You
1				
2				
3				
4				
5				

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

(No response)

14a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write None.

	Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1					
2					
3					
4					
5					

Signature of Trustee

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 22, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/71665185580c52fdecf6bd8d4e171c>

Page 1

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

1. Trustee Name:

Jessica Zulawski

2. Charter School Name:

Broome Street Academy Charter High School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

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

No

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

No

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

(No response)

13a. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Question 2-4 above, you need not disclose again your employment status, salary, etc.

	Date(s) of Transactions	Nature of Financial Interest/Transaction	Steps Taken to Avoid Conflict of Interest (e.g., did not vote, did not participate in discussion)	Name of Person Holding Interest and Relationship to You
1				
2				
3				
4				
5				

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

(No response)

14a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write None.

	Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1					
2					
3					
4					
5					

Signature of Trustee

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Friday, July 19, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/664d2f19bdf13de2bedd67abe5241e>

Page 1

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

1. Trustee Name:

M. David Zurndorfer

2. Charter School Name:

Broome Street Academy Charter High School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Chair/President

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

No

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

No

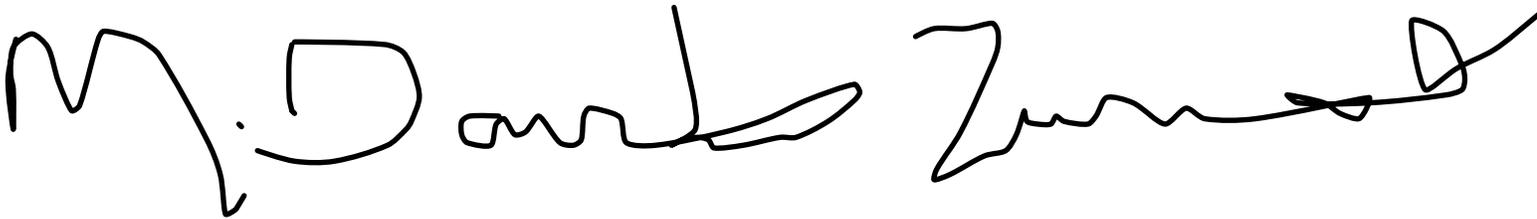
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "M. Donald Zuercher". The signature is written in a cursive style with a large initial "M" and a long horizontal stroke at the end.