



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

Created: 07/10/2015

Last updated: 08/01/2015

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

## Page 1

### 1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

ALBANY COMMUNITY CS (SUNY TRUSTEES) 010100860899

### 2. CHARTER AUTHORIZER

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

SUNY-Authorized Charter School

### 3. DISTRICT / CSD OF LOCATION

Albany

### 4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	65 Krank St Albany, NY 12202	518-433-5300	518-433-1501	[REDACTED]

### 4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Jen Brady
Title	Business Manager
Emergency Phone Number (###-###-####)	[REDACTED]

### 5. SCHOOL WEB ADDRESS (URL)

[www.albanycommunitycs.org](http://www.albanycommunitycs.org)

### 6. DATE OF INITIAL CHARTER

2005-12-01 00:00:00

**7. DATE FIRST OPENED FOR INSTRUCTION**

2006-09-01 00:00:00

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

643

**9. GRADES SERVED IN SCHOOL YEAR 2014-15**

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8
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**10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

	Yes/No	Name of CMO/EMO
	No	

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**11. FACILITIES**

Will the School maintain or operate multiple sites?

Yes, 2 sites
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**12. SCHOOL SITES**

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	65 Krank St. Albany, NY 12202	518-433-1500	ALBANY CITY SD	K-4	Yes	Rent/Lease
Site 2	42 S. Dove St Albany, NY 12202	518-433-1500	ALBANY CITY SD	5-8	Yes	Own
Site 3						

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

Name	Work Phone	Alternate Phone	Email Address
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School Leader	Andrea Ralph	518-433-1500		[REDACTED]
Operational Leader	Jen Brady	518-433-1500		[REDACTED]
Compliance Contact				
Complaint Contact				

**12b. Please provide the contact information for Site 2.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Andrea Ralph	518-433-1500		[REDACTED]
Operational Leader	Jen Brady	518-433-1500		[REDACTED]
Compliance Contact				
Complaint Contact				

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

No

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

Jen Pasek, Consultant

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

Responses Selected:

Yes

**Signature, Head of Charter School**



**Signature, President of the Board of Trustees**

A handwritten signature consisting of two intersecting lines forming an 'X' shape, located in the top left corner of a light gray rectangular box.

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**Thank you.**



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

Last updated: 07/10/2015

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Page 1

**Charter School Name: 010100860899 ALBANY COMMUNITY CS**

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## 1. NEW YORK STATE REPORT CARD

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

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

<http://data.nysed.gov/profile.php?instid=800000059310>



**ALBANY COMMUNITY  
CHARTER SCHOOL**

**2014-15 ACCOUNTABILITY  
PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2015

By S. Neal Currie, Jr.

66 Krank Street, Albany New York

Phone: (518) 433-1500

Fax: (518) 233-1501

S. Neal Currie, Executive Director, prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Raimundo C. Archibold Jr., CFA	President, Finance & Academic
Juanita Nabors	VP, Governance & Finance
Lekeya Martin	Secretary, Parent Legislative and Legal
Bramble Buran <a href="mailto:buranb@albanyacademies.org">mailto:buranb@albanyacademies.org</a>	Trustee, Development
Michael J. Strianese <a href="mailto:Mj.strianese@gmail.com">mailto:Mj.strianese@gmail.com</a>	Trustee, Academic
Felicia Reed	Trustee, Special Ed

**S. Neal Currie has served as the Executive Director or Principal since 2006.**

<b>INTRODUCTION</b>
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**Our Mission**

The mission of Albany Community Charter School is to provide a high quality educational experience for children in the Albany area by building a shared responsibility and commitment for student success. We believe all children can excel in a nurturing and supportive environment of high expectations, love and respect giving them the ability to determine their future success in school and life.

Through a relentless focus on academic achievement and character development, we seek to develop in our students the academic and social skills necessary to enable them to discover their unique gifts and talents in order to become responsible public citizens dedicated to the advancement of one's self, one's family and one's community.

**Our Vision**

We will develop an exceptional school community where student success is truly a shared responsibility of parents, teachers and students and all children will exceed the most challenging standards.

**Our Program**

- Small, Safe and Structured Environment
- Extended School Day (7:30am – 4pm)
- A Longer School Year: 190 Days
- ESL and Special Education Services
- Research-Based Math and Reading Program
- School Uniforms
- Frequent Assessment to Monitor Progress
- High Expectation for Every Child
- Weekly Awards Assembly
- Parent Involvement
- Character Education

The ACCS class schedule provides substantial weekly allotments of time for each of the core academic subjects, totaling more than 1,300 minutes, or more than 22 hours of instruction per week. Core subjects amount to the following time allotments:

- 10 hours (600 min.) for English Language Arts
- 6.25 hours (375 min.) for mathematics;
- 3 hours (180 min.) for science; and
- 3 hours (180 min.) for social studies

**School Enrollment by Grade Level and School Year**

School	K	1	2	3	4	5	6	7	8	Total
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Year										
2011-12	76	73	73	67	64	51				404
2012-13	75	74	75	67	71	63	58			483
2013-14	75	75	74	74	67	68	64	59		556
2014-15	75	74	76	76	75	65	69	66	67	643

- AS of BEDS Day

## ENGLISH LANGUAGE ARTS

### **Goal 1: English Language Arts**

All students at Albany Community Charter School Charter School will become proficient readers and writers of the English language.

### **Background**

Albany Community Charter School previously used curricula from Harcourt for its English Language Arts program. This included a period of transition from New York State standards towards Common Core State Standards (CCSS) during the 2012-13 school year through now. After second subpar performance on NYS exams, we were finding growing evidence that although Harcourt had revised its resources to be aligned with the new Common Core Standard, the material was not dense and rigorous enough to prepare our students for more the challenging CCSS assessments. We therefore made a decision to change our curriculum to the EngageNY modules. The shift began approximately half way through the past school year to the modules and the lessons, standards, objectives, and scope and sequence contained within them. We recognized that this shift was an investment in time, and would not automatically pay dividends immediately.

### **Goal 1: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.

### **Method**

The school administered the New York State Testing Program English language arts assessment to students in grades 3 through 8 in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

**2014-15 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>1</sup>			Total Enrolled
		IEP	ELL	Absent	
3	75			1	76
4	72			2	74
5	57			5	57
6	60			4	60
7	61			0	61
8	62			1	62
All	387	0	0	13	400

**Results**

16 percent of all students and 16 percent of students in at least their second year at ACCS performed at standards 3 and 4 on the 2015 NYS ELA exam.

**Performance on 2014-15 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade s	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	25%	75	24%	71
4	26%	72	26%	69
5	18%	57	21%	43
6	7%	60	8%	53
7	3%	61	2%	52
8	11%	62	13%	54
All	<b>16%</b>	387	<b>16%</b>	342

**Evaluation**

**ACCS did not achieve this measure.** Like so many public schools, the struggle towards 75% proficiency is going to continue. Long since diminished as an important measure due to the vast majority not coming close to 75%, it has not lost its importance to us. We pointed out in our renewal application that we intend on returning to where we once were three short years ago: an elite performer in SUNY's charter school portfolio.

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<sup>1</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## Additional Evidence

As noted in our recent renewal submission's Executive Summary, we are in the midst of a somewhat flat three year period. Although nearly every school suffered dramatic score declines in 2013, we were expecting a greater rise in the last two assessments. We acknowledge that our middle school is in need of the most significant remedies right now. Most of these involve pedagogical effectiveness and gaining another year of implementing the EngageNY modules.

### English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	20%	59	27%	70	24%	71
4	14%	64	24%	56	26%	69
5	6%	54	17%	58	21%	43
6	24%	50	4%	54	8%	53
7			14%	49	2%	52
8					13%	54
All	<b>16%</b>	227	<b>18%</b>	287	<b>16%</b>	342

#### Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State English language arts exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

#### Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index ("PLI") value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>2</sup>

#### Results

The ACCS Performance Level Indicator in ELA calculates to 71, which is less than the AMO of 97.

<sup>2</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

### English Language Arts 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
387	44	41	12	3

$$\begin{array}{rcccccccl}
 \text{PI} & = & 41 & + & 12 & + & 3 & = & 56 \\
 & & & & 12 & + & 3 & = & \underline{15} \\
 & & & & & & \text{PLI} & = & 71
 \end{array}$$

### Evaluation

ACCS did not achieve this measure.

#### Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

### Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>3</sup>

### Results

ACCS outperformed the local district overall, 16% vs 15%.

### 2014-15 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	24%	71	14%	591
4	26%	69	14%	570
5	21%	43	15%	502
6	8%	53	13%	436
7	2%	52	13%	445
8	13%	54	19%	425
All	<b>16%</b>	342	<b>15%</b>	2969

<sup>3</sup> Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

## Evaluation

ACCS achieved this measure.

## Additional Evidence

ACCS has outperformed the local Albany City School District in ELA for the past two years.

### English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	20%	22%	27%	16%	24%	14%
4	14%	15%	24%	15%	26%	14%
5	6%	18%	17%	10%	21%	15%
6	24%	19%	4%	16%	8%	13%
7			14%	9%	2%	13%
8					13%	19%
All	<b>16%</b>	<b>18%</b>	<b>18%</b>	<b>13%</b>	<b>16%</b>	<b>15%</b>

#### Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

#### Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a meaningful degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

## Results

The comparative performance 2013-14 ELA effect size is 0.20, just less than the target 0.3.

### **2013-14 English Language Arts Comparative Performance by Grade Level**

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	86.5	74	30	21.1	8.9	0.66
4	94.0	66	26	19.0	7.0	0.54
5	92.6	63	19	16.2	2.8	0.25
6	89.1	64	6	14.8	-8.8	-0.74
7	89.8	59	17	14.8	2.2	0.20
8						
All	90.3	326	20.0	17.3	2.7	0.20

<b>School's Overall Comparative Performance:</b>
Slightly higher than expected

## Evaluation

ACCS did not achieve this measure, but did perform slightly higher than expected.

## Additional Evidence

Although the Effect Size has been steady at 0.20 in 2013 and 2014, we anticipate some improvement going forward as we have implemented new programs.

### **English Language Arts Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-5	92.7	182	70.3	35.5	2.15
2012-13	3-6	95.4	252	16.3	14.8	0.20
2013-14	3-7	90.3	326	20.0	17.3	0.20

### **Goal 1: Growth Measure<sup>4</sup>**

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

### **Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 score and assigned a percentile based on their relative growth in performance (student 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 must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.<sup>5</sup>

### **Results**

The 2013-14 Mean Growth Percentile have not been posted.

#### **2013-14 English Language Arts Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

### **Evaluation**

Pending

### **Additional Evidence**

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4 See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

5 Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

The ACCS mean growth percentile was less than the statewide median in 2013, however; it will likely be higher in 2014 and 2015.

### English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 <sup>6</sup>	2012-13	2013-14	Statewide Median
4		32.41		50.0
5		36.08		50.0
6		35.93		50.0
7				50.0
8				50.0
All		34.7		50.0

### Summary of the English Language Arts Goal

The CCSS aligned NYS test in ELA continues to prove challenging to our scholars which ACCS addressed by implementing a new ELA program in 2014-15 that continues today. We anticipate some transitional time to see the expected results as the lower grades benefit from the foundational teaching that is now taking place. The skills and performance will increase as the scholars move through the grades. ACCS does continue to outperform the district.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts 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 public schools in New York State. (Using 2013-14 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Results Pending

<sup>6</sup> Grade level results not available.

## Action Plan

ACCS has previously used curricular programs from Harcourt for ELA. With the introduction of the CCSS, Harcourt released newly-aligned resources, which ACCS purchased. After flat performance on the first two CCSS-aligned NYS exams, ACCS realized a need to implement a curriculum that is better aligned to the CCSS. Careful analysis determined that the Harcourt curriculum resources did not include texts with the level of density necessary to sharpen students' close reading skills.

After comparing several options for curriculum resources, ACCS chose to use EngageNY modules for ELA. ACCS began the transition to EngageNY in winter 2015 and will fully implement EngageNY in the 2015-16 school year. Throughout the year, teachers will be provided with professional development and coaching to unpack each module, craft pacing charts, write unit plans, and design collaborative lessons using the new EngageNY curriculum. Concurrent to the adoption of EngageNY modules, ACCS teachers are also honing their instructional methods in order to increase rigor in the classroom. With the transition to the CCSS, we have recognized that if students are to excel at problem solving, they must have experience grappling with challenging academic material. In observations throughout years of official state alignment to the CCSS, we discovered that classrooms at ACCS were dominated by teacher talk that preempted any chance for students to struggle with problems. In the years prior to the CCSS, best practices for urban education indicated that a direct instruction approach—characterized by lectures, modeling, student note taking and fact recall—worked to prepare students for mastery. However, we know now that the CCSS require students to go beyond basic fact recall. They must use higher order and critical thinking skills to discern not just “what,” but “how,” and “why.” ACCS is working under this understanding to adopt instructional practices that sharpen students' capacity to problem solve, think critically, and make connections across subjects. Students learn more when they are required to grapple with a problem; it is these intellectual struggles that help them master the demands of the Common Core.

## MATHEMATICS

### **Goal 2: Mathematics**

All students at Albany Community Charter School will demonstrate competency in the understanding and application of mathematical computation and problem solving.

### **Background**

2015 marked the third straight Common Core mathematics assessment in our five year accountability period. We have maintained more favorable results than the local district throughout this period thus far, but are in no way satisfied with our stagnant trend in Math as well as ELA. This is rectified through a significant continued departure from direct instruction methods that led to our success in the early part of the state standards-based NYS assessments. Today's assessment requires students to solve challenging problems in math, often times showing evidence of how they arrived at their answers. We are confident our shift to EngageNY modules over the last two school years, and significant attention to limiting teacher talk, will begin to pay dividends in student achievement and reverse of stagnant recent trend.

### **Goal 2: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

### **Method**

The school administered the New York State Testing Program mathematics assessment to students in grades 3 through 8 in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2014-15 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>7</sup>			Total Enrolled
		IEP	ELL	Absent	
3	75			1	76
4	71			3	74
5	57			5	62
6	60			3	63
7	61			0	61
8	61			2	63
All	385	0	0	14	399

**Results**

22 percent of all students and 23 percent of students in at least their second year at ACCS performed at standards 3 and 4 on the 2015 NYS Math exam.

**Performance on 2014-15 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade s	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	36%	75	37%	71
4	28%	71	28%	71
5	33%	57	42%	43
6	8%	60	8%	53
7	5%	61	4%	52
8	16%	61	19%	53
All	<b>22%</b>	385	<b>23%</b>	343

**Evaluation**

ACCS did not achieve this measure.

**Additional Evidence**

The CCSS based NYS ELA exam continues to challenge our students, however the new programs put in place beginning in 2014-15 are changing the way material is presented and student comprehension is improving. We are invested in these programs and expect the test results to reflect increased performance as the foundations become solid throughout the grades.

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<sup>7</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	29	59	29	69	37%	71
4	13	64	46	53	28%	71
5	24	54	33	58	42%	43
6	22	50	6	54	8%	53
7			21	48	4%	52
8					19%	53
All	<b>22%</b>	227	<b>27%</b>	282	<b>23%</b>	343

### Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

### Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>8</sup>

### Results

The ACCS Performance Level Indicator in math calculates to 87, which is just below the AMO of 94.

### Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
385	35	43	15	7

<sup>8</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

$$\begin{array}{rcccccc}
 \text{PI} & = & 43 & + & 15 & + & 7 & = & 65 \\
 & & & & 15 & + & 7 & = & \underline{22} \\
 & & & & & & \text{PLI} & = & 87
 \end{array}$$

## Evaluation

ACCS did not achieve this measure.

### Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

## Method

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>9</sup>

## Results

ACCS outperformed the local district overall, 23% versus 14%.

### 2014-15 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	37%	71	15%	572
4	28%	71	16%	556
5	42%	43	17%	488
6	8%	53	13%	407
7	4%	52	13%	354
8	19%	53	1%	271
All	<b>23%</b>	343	<b>14%</b>	2648

## Evaluation

ACCS achieved this measure.

## Additional Evidence

<sup>9</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

ACCS continues to outperform the local district overall in grades 3-8 mathematics.

### Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	29%	20%	29%	14%	37%	15%
4	13%	16%	46%	17%	28%	16%
5	24%	14%	33%	13%	42%	17%
6	22%	14%	6%	17%	8%	13%
7			21%	8%	4%	13%
8					19%	1%
All	<b>22%</b>	<b>16%</b>	<b>27%</b>	<b>14%</b>	<b>23%</b>	<b>14%</b>

#### Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

#### Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a meaningful degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

#### Results

The comparative performance 2013-14 math effect size is 0.18, a bit less than the target 0.3, and deemed slightly higher than expected.

**2013-14 Mathematics Comparative Performance by Grade Level**

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	86.5	74	29	30.0	-1.0	-0.05
4	94.0	64	45	26.2	18.8	1.02
5	92.6	63	33	24.2	8.8	0.50
6	89.1	64	7	21.8	-14.8	-0.79
7	89.8	58	21	16.3	4.7	0.29
8						
All	90.3	323	27.2	24.0	3.1	0.18

<b>School's Overall Comparative Performance:</b>
Slightly higher than expected

**Evaluation**

ACCS did not achieve this measure.

**Additional Evidence**

ACCS maintains a positive effect size.

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-5	92.7	182	83.5	47.3	1.89
2012-13	3-6	95.4	252	21.8	18.2	0.26
2013-14	3-7	90.3	323	27.2	24.0	0.18

**Goal 2: Growth Measure<sup>10</sup>**

<sup>10</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

## Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 scores and assigned a percentile based on their relative growth in performance (student 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 must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.<sup>11</sup>

## Results

The 2013-14 Mean Growth Percentile has not been posted.

### **2013-14 Mathematics Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

## Evaluation

Results Pending

## Additional Evidence

In 2012-13 the ACCS mean growth percentile fell short of the statewide median.

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<sup>11</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

## Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 <sup>12</sup>	2012-13	2013-14	Statewide Median
4		33.22		50.0
5		53.83		50.0
6		34.18		50.0
7				50.0
8				50.0
All		40.2		50.0

### Summary of the Mathematics Goal

ACCS continues to outperform the local city school district in math. Unfortunately, we did not see the gains we expected this year and continue to fully implement our new math program that was rolled out last year. Please refer to the Action Plan below for more details.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state 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 public schools in New York State. (Using 2013-14 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

<sup>12</sup> Grade level results not available.

## Action Plan

Similar to ELA, we are now in our second full implementation year using EngageNY math modules. The only substantial difference between math and ELA is we are utilizing curricular support resources from Big Ideas Math. Like so many other charters, our Math scores in this past accountability period have stayed slightly higher than ELA. Our intent during this period of CCSS is to introduce considerably more rigor and student struggle into our instruction.

## SCIENCE

### Goal 3: Science

All Students at Albany Community Charter School will demonstrate competency in understanding and applying scientific concepts, principles and theories.

### Background

#### Harcourt Science Series

We are using the Harcourt Science series because the curriculum is designed to be exploratory and introduce students to foundational concepts in life science, physical science, earth and space science, and technology engineering. Harcourt Science teaches students from the perspective of the scientist – using inquiry and exploration to engage students and help them master important scientific facts. In the Harcourt Science series, students investigate science concepts through hands-on activities, reinforce scientific inquiry through reading support, and link the real world to the classroom.

### Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

### Method

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2015. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students93 enrolled in at least their second year to score at proficiency.

### Results

75 percent of all students and 79 percent of students in at least their second year at ACCS scored at levels 3 and 4 on the NYS Science 4 exam in 2015.

**Charter School Performance on 2014-15 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	All Charter School Students		Charter School Students In At Least 2 <sup>nd</sup> Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	93%	72	97%	69
8	59%	61	60%	53
<b>All</b>	<b>75%</b>	<b>133</b>	<b>79%</b>	<b>122</b>

**Evaluation**

ACCS achieved this measure.

**Additional Evidence**

The fourth grade scholars have always done well on the NYS science exam. This was our first year administering the grade 8 exam.

**Science Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	<b>94%</b>	64	<b>100%</b>	53	97%	69
8					60%	53
<b>All</b>	<b>94%</b>	64	<b>100%</b>	53	<b>79%</b>	<b>122</b>

**Goal 3: Comparative Measure**

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

**Method**

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

**Results**

The local district’s science results have not been made available at this time.

**Evaluation**

Pending

**Additional Evidence**

ACCS has outperformed the local district in science in past years.

**Science Performance of Charter School and Local District  
by Grade Level and School Year**

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	94	76	100	74%	97%	
8					60%	
All	94	76	100	74%	79%	TBD

**Summary of the Science Goal**

Our scholars generally do well in science, but the grade 8 exam proved to be a challenge.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Results Pending

**Action Plan**

ACCS will analyze the gaps that students missed on the grade 8 exam and provide increased emphasis on the skills identified.

## NCLB

### Goal 4: NCLB

Each year the school will be deemed in 'good standing' by the state's accountability system.

### Goal 4: Absolute Measure

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

## Method

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

## Results

ACCS continues to be in Good Standing.

## Evaluation

ACCS achieved this measure.

## Additional Evidence

ACCS has been in good standing since opening.

### NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing

**Goal 5: Parent Satisfaction**

Albany Community Charter School parents will identify the school as meeting the academic needs of their children.

**Goal 5: Absolute Measure**

Each year, parents will express satisfaction with Albany Community Charter School's program based on the school's Parent Survey in which at least two-thirds of all parents of students enrolled in the school provide a positive response to each of the survey items.

**Method**

ACCS administered a parent survey in the spring of 2015. The survey design is a 5 point scale asking parents to rate their child's teacher, office staff, and the school leader. Respondents were also asked to rate their satisfaction with various aspects of the school such as teaching quality, classroom management, academic standards and expectations; communication, curriculum, school atmosphere, and special education services.

**Results***Elementary*

ACCS administers an annual parent satisfaction survey for our elementary school. Parent participation for the 2014-15 school year was approximately 34%. Of the surveys received,

- 53% of the responders rated every question with the highest rating (5)
- 47% responded with a mix ratings at 4 and 3

ACCS recognizes that our parent participation rate was low in the 2014-15 school year. We are working to increase participation for the following charter term. Over the past charter term, our key method of measuring parent satisfaction is student retention. ACCS has strong student retention and a robust waiting list every year.

*Middle School*

Parent satisfaction is consistently strong at ACCS's middle school. To measure parent satisfaction, ACCS conducts an annual Parent Satisfaction Survey.

For the 2014-15 school year, 93% of middle school parents completed Parent Satisfaction surveys. On this survey, there were significantly more responses of “Almost Always” or “Always” than the of “Rarely” or “Never.” This is a strong indicator of positive parent perceptions regarding the quality of the 2014-2015 ACCS middle school program.

Key findings from the 2014-15 ACCS Middle School survey are:

- 92% of parents were “almost always” or “always satisfied” with teacher communication
- 93% of parents were “almost always” or “always satisfied” with the leadership of the Principal
- 87% of parents would recommend ACCS to a friend

### Evaluation

ACCS achieved this optional metric.

#### Goal 5: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

### Method

In the spring of each year Albany Community Charter School sends home an "Intent to Return" form to be filled out by parents/guardians of students. The form asks parents to indicate whether or not their child/children will be returning to ACCS in the following school year.

### Results

92 percent of students returned in the fall.

### Evaluation

**This outcome measure has been met by ACCS.** 92% of 2014-15 eligible students returned this fall for the 2015-2016 school year.

### Additional Evidence

Year	Retention Rate
2008-09	94%
2009-10	92.5%
2010-11	98%
2011-12	99%
2012-13	97%
2013-14	99%

2014-15	92%
---------	-----

**Goal 5: Absolute Measure**

Each year the school will have a daily attendance rate of at least 95 percent.

**Method**

Albany Community Charter School keeps daily attendance logs throughout the course of the year to monitor student attendance. Parents are expected to call in if a child is going to be absent. Each time a student misses, Albany Community staff will make efforts to contact the parent/guardian via telephone, writing or in person to find out the reason for the absence. When students are truant, a mandatory conference is held with the parent to develop a written attendance plan to remedy the situation.

**Results**

A review of school student attendance records indicated an overall average daily attendance rate of 94%.

**Evaluation**

ACCS fell short of this measure, but has had above a 92 percent attendance rate year to year.

Year	Average Daily Attendance Rate
2007-08	92%
2008-09	92%
2009-10	93%
2010-11	94%
2011-12	95%
2012-13	93%
2013-14	95%
2014-15	94%

**Goal 6: Legal Compliance**

Albany Community Charter School will meet its legal and regulatory obligations in a manner that promotes the academic success of its students.

**Goal 6: Optional Measure 1**

Each year, the school will generally and substantially comply with all applicable federal and state laws, rules and regulations, including, but not limited to, the New York 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 its by-laws, Provisional Charter (certificate of incorporation) and Charter Agreement.

**Goal 6: Optional Measure 2**

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.

**Method**

The school has employed administrative personnel whom are responsible for all compliance and accountability requirements.

**Result**

The Albany Community Charter School remained in compliance with all applicable federal and state laws, rules and regulations

**Evaluation**

ACCS achieved this measure.

**Goal 6: Optional Measure 3**

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.

**Method**

Albany Community Charter School retains the counsel of The Couch and White law firm. The firm reviews and checks all documents related to school policy.

**Result**

ACCS remained in compliance with all applicable federal and state laws, rules and regulations.

**Evaluation**

ACCS achieved this measure.

**Goal 7: Fiscal Soundness**

Albany Community Charter School will operate in a fiscally sound manner that promotes a high quality academic program.

**Goal 7: Optional Measure 1: Budgeting**

Each year, the school will operate on a balanced budget where actual revenues will actually meet or exceed actual expenses.

**Method**

Each month financial documents will be provided to the Board of Trustees to be reviewed and analyzed for fiscal accountability.

**Result**

The Albany Community Charter School maintained a surplus at the close of 2013-14.

**Evaluation**

ACCS achieved this measure.

**Goal 7: Optional Measure 2: Financial Condition**

At the end of each fiscal year, unrestricted net assets will equal or exceed 1.5% of the school's operating budget for the upcoming year.

**Method**

The school maintains a contingency reserve account, with a balance equal to 1.5% of the school's operating budget for the subsequent year.

**Result**

The school has funded and maintained a reserve account equal to 1.5% of the operating budget.

**Evaluation**

ACCS achieved this measure.

**Goal 7: Optional Measure 3: Internal Controls & Compliance**

Each year any internal control or compliance deficiencies that are identified by an external auditor, SED, CSI, or the Board of Trustees will be reviewed and corrective actions or measures will be taken in a timely manner. A record of the deficiency and corrective actions will be kept on file in the Business office.

### **Method**

An external audit will be performed each year and submitted by Nov. 1.



# Appendix B: Total Expenditures and Administrative Expenditures per Child

Last updated: 07/29/2015

## Page 1

Charter School Name: 010100860899 ALBANY COMMUNITY CS

### B. Financial Information

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

#### 1. Total Expenditures Per Child

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

Line 1: Total Expenditures	7923804
Line 2: Year End Per Pupil Count	558
Line 3: Divide Line 1 by Line 2	14200

#### 2. Administrative Expenditures per Child

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

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

Please note the following:

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

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

Line 1: Relevant Personnel Services Cost (Row)	331205
Line 2: Management and General Cost (Column)	151648
Line 3: Sum of Line 1 and Line 2	482853
Line 4: Year End Per Pupil Count	558
Line 5: Divide Line 3 by the Year End Per Pupil Count	865

***Thank you.***



## GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

### TEMPLATE TABS

**1- GRAY tab contains the Instructions**

<a href="#">Instructions</a>	Provides description of tabs and input requirements.
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**2- BLUE tabs require input of information**

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

### CELL COLORS & GUIDANCE COMMENTS

- = Enter information into the light BLUE shaded cells.
- = Cells labeled in ORANGE containe guidance regarding the input of information.
- = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

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

<b>District Code</b>	<b>School District Name</b>	<b>Final 2014-15 Basic Tuition*</b>	<b>Final 2015-16 Basic Tuition*</b>
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**ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE**

**ALBANY COMMUNITY CHARTER SCHOOL**

Contact Name: Jennifer Brady  
Contact Title: Director of Finance and Operations  
Contact Email: [REDACTED]  
Contact Phone: [REDACTED]

Current Academic Year: 2015-16  
Prior Academic Year: #MACRO?



		PRIOR YEAR	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
PRIMARY/OTHER	DISTRICT NAME(S)	#MACRO?	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
		Actual Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment
	(Select from drop-down list)													
	(Select from drop-down list)													
	(Select from drop-down list)													
	(Select from drop-down list)													
	(Select from drop-down list)													

**ALBANY COMMUNITY CHARTER SCHOOL  
2015-16**

**STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")**

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

<b>ADMINISTRATIVE PERSONNEL FTE</b>
<i>*NOTE: Enter the number of FTE positions in the "blue" cells.</i>
Executive Management
Instructional Management
Deans, Directors & Coordinators
CFO / Director of Finance
Operation / Business Manager
Administrative Staff
<b>TOTAL ADMINISTRATIVE STAFF</b>

<b>PRIOR YEAR</b>
<b>2014-15</b>
<b>ACTUAL</b>
1.0
3.0
5.0
1.0
4.0
14.0

<b>ANNUAL BUDGETED FTE</b>									
<b>Q1</b>		<b>Q2</b>		<b>Q3</b>		<b>Q4</b>			
<b>Original</b>	<b>Revised</b>	<b>Original</b>	<b>Revised</b>	<b>Original</b>	<b>Revised</b>	<b>Original</b>	<b>Revised</b>	<b>Original</b>	<b>Revised</b>
1.0		1.0		1.0		1.0		1.0	
3.0		3.0		3.0		3.0		3.0	
5.0		5.0		5.0		5.0		5.0	
1.0		1.0		1.0		1.0		1.0	
4.0		4.0		4.0		4.0		4.0	
14.0	0.0	14.0	0.0	14.0	0.0	14.0	0.0	14.0	0.0

<b>ACTUAL QUARTERLY FTE</b>			
<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>
0.0	0.0	0.0	0.0

<b>INSTRUCTIONAL PERSONNEL FTE</b>
<i>*NOTE: Enter the number of FTE positions in the "blue" cells.</i>
Teachers - Regular
Teachers - SPED
Substitute Teachers
Teaching Assistants
Specialty Teachers
Aides
Therapists & Counselors
Other
<b>TOTAL INSTRUCTIONAL</b>

<b>PRIOR YEAR</b>
<b>2014-15</b>
<b>ACTUAL</b>
25.0
4.0
29.0
6.0
1.0
1.0
65.0

<b>ANNUAL BUDGETED FTE</b>									
<b>Q1</b>		<b>Q2</b>		<b>Q3</b>		<b>Q4</b>			
<b>Original</b>	<b>Revised</b>	<b>Original</b>	<b>Revised</b>	<b>Original</b>	<b>Revised</b>	<b>Original</b>	<b>Revised</b>	<b>Original</b>	<b>Revised</b>
33.0		33.0		33.0		33.0		33.0	
6.0		6.0		6.0		6.0		6.0	
29.0		29.0		29.0		29.0		29.0	
5.0		5.0		5.0		5.0		5.0	
1.0		1.0		1.0		1.0		1.0	
1.0		1.0		1.0		1.0		1.0	
75.0	0.0	75.0	0.0	75.0	0.0	75.0	0.0	75.0	0.0

<b>ACTUAL QUARTERLY FTE</b>			
<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>
0.0	0.0	0.0	0.0

<b>NON-INSTRUCTIONAL PERSONNEL FTE</b>
<i>*NOTE: Enter the number of FTE positions in the "blue" cells.</i>
Nurse
Librarian
Custodian
Security
Other
<b>TOTAL NON-INSTRUCTIONAL</b>

<b>PRIOR YEAR</b>
<b>2014-15</b>
<b>ACTUAL</b>
1.2
2.0
5.0
8.2

<b>ANNUAL BUDGETED FTE</b>									
<b>Q1</b>		<b>Q2</b>		<b>Q3</b>		<b>Q4</b>			
<b>Original</b>	<b>Revised</b>	<b>Original</b>	<b>Revised</b>	<b>Original</b>	<b>Revised</b>	<b>Original</b>	<b>Revised</b>	<b>Original</b>	<b>Revised</b>
1.2		1.2		1.2		1.2		1.2	
4.0		4.0		4.0		4.0		4.0	
5.0		5.0		5.0		5.0		5.0	
10.2	0.0	10.2	0.0	10.2	0.0	10.2	0.0	10.2	0.0

<b>ACTUAL QUARTERLY FTE</b>			
<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>
0.0	0.0	0.0	0.0

<b>TOTAL PERSONNEL SERVICE FTE</b>
------------------------------------

87.2
------

99.2	0.0	99.2	0.0	99.2	0.0	99.2	0.0	99.2	0.0
------	-----	------	-----	------	-----	------	-----	------	-----

0.0	0.0	0.0	0.0
-----	-----	-----	-----

ALBANY COMMUNITY CHARTER SCHOOL

STAFFING PLAN - WAGES

**ADMINISTRATIVE PERSONNEL WAGES**

*\*NOTE: Enter the average salary for each category in the "blue" cells.*

Executive Management	100,000.00
Instructional Management	215,500.00
Deans, Directors & Coordinators	463,399.00
CFO / Director of Finance	91,001.00
Operation / Business Manager	-
Administrative Staff	187,320.00

**PRIOR YEAR**

2014-15

**ACTUAL**

ANNUAL BUDGETED WAGES									
Q1		Q2		Q3		Q4			
Original	Revised	Original	Revised	Original	Revised	Original	Revised	Original	Revised
111,405.00		111,405.00		111,405.00		111,405.00		111,405.00	
98,973.33		98,973.33		98,973.33		98,973.33		98,973.33	
69,907.40		69,907.40		69,907.40		69,907.40		69,907.40	
94,641.00		94,641.00		94,641.00		94,641.00		94,641.00	
-									
48,703.00		48,703.00		48,703.00		48,703.00		48,703.00	

**ACTUAL QUARTERLY WAGES**

Q1	Q2	Q3	Q4
Actual	Actual	Actual	Actual

**INSTRUCTIONAL PERSONNEL WAGES**

*\*NOTE: Enter the average salary for each category in the "blue" cells.*

Teachers - Regular	185,393.00
Teachers - SPED	40,000.00
Substitute Teachers	750,000.00
Teaching Assistants	576,123.00
Specialty Teachers	
Aides	
Therapists & Counselors	58,530.00
Other	125,777.00

**PRIOR YEAR**

2014-15

**ACTUAL**

ANNUAL BUDGETED WAGES									
Q1		Q2		Q3		Q4			
Original	Revised	Original	Revised	Original	Revised	Original	Revised	Original	Revised
50,670.33		50,670.33		50,670.33		50,670.33		50,670.33	
47,000.00		47,000.00		47,000.00		47,000.00		47,000.00	
10,300.00		10,300.00		10,300.00		10,300.00		10,300.00	
31,551.72		31,551.72		31,551.72		31,551.72		31,551.72	
91,020.50		91,020.50		91,020.50		91,020.50		91,020.50	
61,000.00		61,000.00		61,000.00		61,000.00		61,000.00	
151,000.00		151,000.00		151,000.00		151,000.00		151,000.00	

**ACTUAL QUARTERLY WAGES**

Q1	Q2	Q3	Q4
Actual	Actual	Actual	Actual

**NON-INSTRUCTIONAL PERSONNEL WAGES**

*\*NOTE: Enter the average salary for each category in the "blue" cells.*

Nurse	54,226.00
Librarian	
Custodian	
Security	76,609.00
Other	125,777.00

**PRIOR YEAR**

2014-15

**ACTUAL**

ANNUAL BUDGETED WAGES									
Q1		Q2		Q3		Q4			
Original	Revised	Original	Revised	Original	Revised	Original	Revised	Original	Revised
47,500.00		47,500.00		47,500.00		47,500.00		47,500.00	
47,500.00		47,500.00		47,500.00		47,500.00		47,500.00	
25,000.00		25,000.00		25,000.00		25,000.00		25,000.00	

**ACTUAL QUARTERLY WAGES**

Q1	Q2	Q3	Q4
Actual	Actual	Actual	Actual

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

ADMINISTRATIVE PERSONNEL FTE	Description of Assumptions
<b>*NOTE:</b> Enter the number of FTE positions in the "blue" cells.	
Executive Management	
Instructional Management	
Deans, Directors & Coordinators	
CFO / Director of Finance	
Operation / Business Manager	
Administrative Staff	
TOTAL ADMINISTRATIVE STAFF	
INSTRUCTIONAL PERSONNEL FTE	Description of Assumptions
<b>*NOTE:</b> Enter the number of FTE positions in the "blue" cells.	
Teachers - Regular	
Teachers - SPED	
Substitute Teachers	
Teaching Assistants	
Specialty Teachers	
Aides	
Therapists & Counselors	
Other	
TOTAL INSTRUCTIONAL	
NON-INSTRUCTIONAL PERSONNEL FTE	Description of Assumptions
<b>*NOTE:</b> Enter the number of FTE positions in the "blue" cells.	
Nurse	
Librarian	
Custodian	
Security	
Other	
TOTAL NON-INSTRUCTIONAL	
<b>TOTAL PERSONNEL SERVICE FTE</b>	

ADMINISTRATIVE PERSONNEL WAGES	
ADMINISTRATIVE PERSONNEL WAGES	Description of Assumptions
<i>*NOTE: Enter the average salary for each category in the "blue" cells.</i>	
Executive Management	
Instructional Management	
Deans, Directors & Coordinators	
CFO / Director of Finance	
Operation / Business Manager	
Administrative Staff	
INSTRUCTIONAL PERSONNEL WAGES	
INSTRUCTIONAL PERSONNEL WAGES	Description of Assumptions
<i>*NOTE: Enter the average salary for each category in the "blue" cells.</i>	
Teachers - Regular	
Teachers - SPED	
Substitute Teachers	
Teaching Assistants	
Specialty Teachers	
Aides	
Therapists & Counselors	
Other	
NON-INSTRUCTIONAL PERSONNEL WAGES	
NON-INSTRUCTIONAL PERSONNEL WAGES	Description of Assumptions
<i>*NOTE: Enter the average salary for each category in the "blue" cells.</i>	
Nurse	
Librarian	
Custodian	
Security	
Other	

**ALBANY COMMUNITY CHARTER SCHOOL  
Budget / Operating Plan  
2015-16**

<b>Total Revenue</b>	9,472,953	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
<b>Total Expenses</b>	7,652,796	2,461,587	#MACRO?	#MACRO?	2,461,587	#MACRO?	#MACRO?	2,461,587	#MACRO?	#MACRO?	2,461,587	#MACRO?	#MACRO?
<b>Net Income</b>	1,820,157	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
<b>Actual Student Enrollment</b>	549	675	-	-	675	-	-	675	-	-	675	-	-
	<b>Prior Year Actual</b>	<b>1st Quarter - 7/1 - 9/30</b>			<b>2nd Quarter - 10/1 - 12/31</b>			<b>3rd Quarter - 1/1 - 3/31</b>			<b>4th Quarter - 4/1 - 6/30</b>		
	#MACRO?	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
<b>REVENUE</b>	<b>NOTE* If there are NO budget revisions at the time of quarterly submittal leave 'REVISED' Column(s) COMPLETELY BLANK. If Revised Budget column is utilized, the entire column MUST be completed.</b>												
<b>REVENUES FROM STATE SOURCES</b>	2015-16												
<b>Per Pupil Revenue</b>	Per Pupil Rate												
ALBANY CITY SD	#MACRO?	6,571,615	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
TROY CITY SD	#MACRO?	911,201	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
SCHENECTADY CITY SD	#MACRO?	567,091	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
BETHLEHEM CSD	#MACRO?	38,289	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
COHOES CITY SD	#MACRO?	48,453	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
EAST GREENBUSH CSD	#MACRO?	11,909	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
GUILDERLAND CSD	#MACRO?	23,208	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
LANSINGBURGH CSD	#MACRO?	92,464	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
MENANDS UFSB	#MACRO?	36,963	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
NORTH COLONIE CSD	#MACRO?	55,053	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
RAVENA-COEYMANS-SELKIRK CSD	#MACRO?	13,539	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
RENSSELAER CITY SD	#MACRO?	123,647	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
SHENENDEHOWA CSD	#MACRO?	21,838	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
SOUTH COLONIE CSD	#MACRO?	111,483	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
WATERVLIET CITY SD	#MACRO?	93,248	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
ALL OTHER School Districts: ( Weighted Avg )	#MACRO?	637	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#MACRO?	8,720,637	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Special Education Revenue		77,295	188,712	-	#MACRO?	188,712	-	#MACRO?	188,712	-	#MACRO?	188,712	-
Grants													
Stimulus		-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-
DYCD (Department of Youth and Community Development)		-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-
Other		-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-
Other		-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-
TOTAL REVENUE FROM STATE SOURCES		8,797,933	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
<b>REVENUE FROM FEDERAL FUNDING</b>													
IDEA Special Needs		11,440	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-
Title I		248,480	76,950	-	#MACRO?	76,950	-	#MACRO?	76,950	-	#MACRO?	76,950	-
Title Funding - Other		-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-
School Food Service (Free Lunch)		317,490	84,431	-	#MACRO?	84,431	-	#MACRO?	84,431	-	#MACRO?	84,431	-
Grants													
Charter School Program (CSP) Planning & Implementation		-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-
Other		-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-
Other		26,359	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		603,769	161,381	-	#MACRO?	161,381	-	#MACRO?	161,381	-	#MACRO?	161,381	-
<b>LOCAL and OTHER REVENUE</b>													
Contributions and Donations		-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-
Fundraising		-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-
Erate Reimbursement		25,466	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-
Earnings on Investments		-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-
Interest Income		3,694	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-
Food Service (Income from meals)		-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-
Text Book		-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-
OTHER		42,091	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		71,251	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-
<b>TOTAL REVENUE</b>		<b>9,472,953</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>

**ALBANY COMMUNITY CHARTER SCHOOL  
Budget / Operating Plan  
2015-16**

Total Revenue		9,472,953	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?		
Total Expenses		7,652,796	2,461,587	#MACRO?	#MACRO?	2,461,587	#MACRO?	#MACRO?	2,461,587	#MACRO?	#MACRO?	2,461,587	#MACRO?		
Net Income		1,820,157	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?		
Actual Student Enrollment		549	675	-	-	675	-	-	675	-	-	675	-		
		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30			
		#MACRO?	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	
<b>EXPENSES</b>															
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>		Avg. No. of Positions													
Executive Management	1.00	101,611	27,851	-	#MACRO?	27,851	-	#MACRO?	27,851	-	#MACRO?	27,851	-	#MACRO?	
Instructional Management	3.00	265,613	74,230	-	#MACRO?	74,230	-	#MACRO?	74,230	-	#MACRO?	74,230	-	#MACRO?	
Deans, Directors & Coordinators	5.00	258,418	87,384	-	#MACRO?	87,384	-	#MACRO?	87,384	-	#MACRO?	87,384	-	#MACRO?	
CFO / Director of Finance	1.00	83,606	23,660	-	#MACRO?	23,660	-	#MACRO?	23,660	-	#MACRO?	23,660	-	#MACRO?	
Operation / Business Manager	-	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	
Administrative Staff	4.00	177,724	48,703	-	#MACRO?	48,703	-	#MACRO?	48,703	-	#MACRO?	48,703	-	#MACRO?	
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>14.00</b>	<b>886,972</b>	<b>261,829</b>	<b>-</b>	<b>#MACRO?</b>	<b>261,829</b>	<b>-</b>	<b>#MACRO?</b>	<b>261,829</b>	<b>-</b>	<b>#MACRO?</b>	<b>261,829</b>	<b>-</b>	<b>#MACRO?</b>	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>															
Teachers - Regular	33.00	1,040,128	418,030	-	#MACRO?	418,030	-	#MACRO?	418,030	-	#MACRO?	418,030	-	#MACRO?	
Teachers - SPED	6.00	148,852	70,500	-	#MACRO?	70,500	-	#MACRO?	70,500	-	#MACRO?	70,500	-	#MACRO?	
Substitute Teachers	-	34,429	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	
Teaching Assistants	29.00	673,571	228,750	-	#MACRO?	228,750	-	#MACRO?	228,750	-	#MACRO?	228,750	-	#MACRO?	
Specialty Teachers	5.00	342,697	113,776	-	#MACRO?	113,776	-	#MACRO?	113,776	-	#MACRO?	113,776	-	#MACRO?	
Aides	-	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	
Therapists & Counselors	1.00	49,373	15,250	-	#MACRO?	15,250	-	#MACRO?	15,250	-	#MACRO?	15,250	-	#MACRO?	
Other	1.00	86,640	37,750	-	#MACRO?	37,750	-	#MACRO?	37,750	-	#MACRO?	37,750	-	#MACRO?	
<b>TOTAL INSTRUCTIONAL</b>	<b>75.00</b>	<b>2,375,691</b>	<b>884,056</b>	<b>-</b>	<b>#MACRO?</b>	<b>884,056</b>	<b>-</b>	<b>#MACRO?</b>	<b>884,056</b>	<b>-</b>	<b>#MACRO?</b>	<b>884,056</b>	<b>-</b>	<b>#MACRO?</b>	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>															
Nurse	1.20	47,538	14,250	-	#MACRO?	14,250	-	#MACRO?	14,250	-	#MACRO?	14,250	-	#MACRO?	
Librarian	-	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	
Custodian	-	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	
Security	4.00	74,292	47,500	-	#MACRO?	47,500	-	#MACRO?	47,500	-	#MACRO?	47,500	-	#MACRO?	
Other	5.00	122,800	31,250	-	#MACRO?	31,250	-	#MACRO?	31,250	-	#MACRO?	31,250	-	#MACRO?	
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>10.20</b>	<b>244,630</b>	<b>93,000</b>	<b>-</b>	<b>#MACRO?</b>	<b>93,000</b>	<b>-</b>	<b>#MACRO?</b>	<b>93,000</b>	<b>-</b>	<b>#MACRO?</b>	<b>93,000</b>	<b>-</b>	<b>#MACRO?</b>	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>		<b>99.20</b>	<b>3,507,292</b>	<b>1,238,885</b>	<b>-</b>	<b>#MACRO?</b>	<b>1,238,885</b>	<b>-</b>	<b>#MACRO?</b>	<b>1,238,885</b>	<b>-</b>	<b>#MACRO?</b>	<b>1,238,885</b>	<b>-</b>	<b>#MACRO?</b>
<b>PAYROLL TAXES AND BENEFITS</b>															
Payroll Taxes		273,473	97,304	-	#MACRO?	97,304	-	#MACRO?	97,304	-	#MACRO?	97,304	-	#MACRO?	
Fringe / Employee Benefits		854,593	220,260	-	#MACRO?	220,260	-	#MACRO?	220,260	-	#MACRO?	220,260	-	#MACRO?	
Retirement / Pension		72,268	50,878	-	#MACRO?	50,878	-	#MACRO?	50,878	-	#MACRO?	50,878	-	#MACRO?	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>1,200,335</b>	<b>368,441</b>	<b>-</b>	<b>#MACRO?</b>	<b>368,441</b>	<b>-</b>	<b>#MACRO?</b>	<b>368,441</b>	<b>-</b>	<b>#MACRO?</b>	<b>368,441</b>	<b>-</b>	<b>#MACRO?</b>	
<b>TOTAL PERSONNEL SERVICE COSTS</b>		<b>99.20</b>	<b>4,707,627</b>	<b>1,607,326</b>	<b>-</b>	<b>#MACRO?</b>	<b>1,607,326</b>	<b>-</b>	<b>#MACRO?</b>	<b>1,607,326</b>	<b>-</b>	<b>#MACRO?</b>	<b>1,607,326</b>	<b>-</b>	<b>#MACRO?</b>
<b>CONTRACTED SERVICES</b>															
Accounting / Audit		15,369	4,261	-	#MACRO?	4,261	-	#MACRO?	4,261	-	#MACRO?	4,261	-	#MACRO?	
Legal		18,051	3,000	-	#MACRO?	3,000	-	#MACRO?	3,000	-	#MACRO?	3,000	-	#MACRO?	
Management Company Fee		-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	
Nurse Services		-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	
Food Service / School Lunch		192,603	84,431	-	#MACRO?	84,431	-	#MACRO?	84,431	-	#MACRO?	84,431	-	#MACRO?	
Payroll Services		6,482	2,275	-	#MACRO?	2,275	-	#MACRO?	2,275	-	#MACRO?	2,275	-	#MACRO?	
Special Ed Services		82,250	19,500	-	#MACRO?	19,500	-	#MACRO?	19,500	-	#MACRO?	19,500	-	#MACRO?	
Titlement Services (i.e. Title I)		18,000	4,000	-	#MACRO?	4,000	-	#MACRO?	4,000	-	#MACRO?	4,000	-	#MACRO?	
Other Purchased / Professional / Consulting		216,125	17,550	-	#MACRO?	17,550	-	#MACRO?	17,550	-	#MACRO?	17,550	-	#MACRO?	
<b>TOTAL CONTRACTED SERVICES</b>		<b>548,880</b>	<b>135,016</b>	<b>-</b>	<b>#MACRO?</b>	<b>135,016</b>	<b>-</b>	<b>#MACRO?</b>	<b>135,016</b>	<b>-</b>	<b>#MACRO?</b>	<b>135,016</b>	<b>-</b>	<b>#MACRO?</b>	

**ALBANY COMMUNITY CHARTER SCHOOL**  
**Budget / Operating Plan**  
**2015-16**

<b>Total Revenue</b>	9,472,953	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
<b>Total Expenses</b>	7,652,796	2,461,587	#MACRO?	#MACRO?	2,461,587	#MACRO?	#MACRO?	2,461,587	#MACRO?	#MACRO?	2,461,587	#MACRO?	#MACRO?
<b>Net Income</b>	1,820,157	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
<b>Actual Student Enrollment</b>	549	675	-	-	675	-	-	675	-	-	675	-	-
	<b>Prior Year Actual</b>	<b>1st Quarter - 7/1 - 9/30</b>			<b>2nd Quarter - 10/1 - 12/31</b>			<b>3rd Quarter - 1/1 - 3/31</b>			<b>4th Quarter - 4/1 - 6/30</b>		
	#MACRO?	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
<b>SCHOOL OPERATIONS</b>													
Board Expenses	1,591	2,741	-	#MACRO?	2,741	-	#MACRO?	2,741	-	#MACRO?	2,741	-	#MACRO?
Classroom / Teaching Supplies & Materials	144,478	55,079	-	#MACRO?	55,079	-	#MACRO?	55,079	-	#MACRO?	55,079	-	#MACRO?
Special Ed Supplies & Materials	43,600	515	-	#MACRO?	515	-	#MACRO?	515	-	#MACRO?	515	-	#MACRO?
Textbooks / Workbooks	68,424	29,531	-	#MACRO?	29,531	-	#MACRO?	29,531	-	#MACRO?	29,531	-	#MACRO?
Supplies & Materials other	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Equipment / Furniture	39,098	7,500	-	#MACRO?	7,500	-	#MACRO?	7,500	-	#MACRO?	7,500	-	#MACRO?
Telephone	25,676	5,763	-	#MACRO?	5,763	-	#MACRO?	5,763	-	#MACRO?	5,763	-	#MACRO?
Technology	-	12,500	-	#MACRO?	12,500	-	#MACRO?	12,500	-	#MACRO?	12,500	-	#MACRO?
Student Testing & Assessment	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Field Trips	17,861	15,356	-	#MACRO?	15,356	-	#MACRO?	15,356	-	#MACRO?	15,356	-	#MACRO?
Transportation (student)	278,211	80,000	-	#MACRO?	80,000	-	#MACRO?	80,000	-	#MACRO?	80,000	-	#MACRO?
Student Services - other	20,337	24,364	-	#MACRO?	24,364	-	#MACRO?	24,364	-	#MACRO?	24,364	-	#MACRO?
Office Expense	58,759	29,219	-	#MACRO?	29,219	-	#MACRO?	29,219	-	#MACRO?	29,219	-	#MACRO?
Staff Development	24,071	11,250	-	#MACRO?	11,250	-	#MACRO?	11,250	-	#MACRO?	11,250	-	#MACRO?
Staff Recruitment	2,045	2,575	-	#MACRO?	2,575	-	#MACRO?	2,575	-	#MACRO?	2,575	-	#MACRO?
Student Recruitment / Marketing	24,704	6,250	-	#MACRO?	6,250	-	#MACRO?	6,250	-	#MACRO?	6,250	-	#MACRO?
School Meals / Lunch	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Travel (Staff)	-	750	-	#MACRO?	750	-	#MACRO?	750	-	#MACRO?	750	-	#MACRO?
Fundraising	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Other	116,315	6,317	-	#MACRO?	6,317	-	#MACRO?	6,317	-	#MACRO?	6,317	-	#MACRO?
<b>TOTAL SCHOOL OPERATIONS</b>	865,170	289,710	-	#MACRO?	289,710	-	#MACRO?	289,710	-	#MACRO?	289,710	-	#MACRO?
<b>FACILITY OPERATION &amp; MAINTENANCE</b>													
Insurance	105,382	30,000	-	#MACRO?	30,000	-	#MACRO?	30,000	-	#MACRO?	30,000	-	#MACRO?
Janitorial	204,147	74,179	-	#MACRO?	74,179	-	#MACRO?	74,179	-	#MACRO?	74,179	-	#MACRO?
Building and Land Rent / Lease / Facility Finance Interest	1,027,747	273,881	-	#MACRO?	273,881	-	#MACRO?	273,881	-	#MACRO?	273,881	-	#MACRO?
Repairs & Maintenance	109,236	20,078	-	#MACRO?	20,078	-	#MACRO?	20,078	-	#MACRO?	20,078	-	#MACRO?
Equipment / Furniture	-	541	-	#MACRO?	541	-	#MACRO?	541	-	#MACRO?	541	-	#MACRO?
Security	-	1,450	-	#MACRO?	1,450	-	#MACRO?	1,450	-	#MACRO?	1,450	-	#MACRO?
Utilities	84,608	29,407	-	#MACRO?	29,407	-	#MACRO?	29,407	-	#MACRO?	29,407	-	#MACRO?
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	1,531,119	429,535	-	#MACRO?	429,535	-	#MACRO?	429,535	-	#MACRO?	429,535	-	#MACRO?
<b>DEPRECIATION &amp; AMORTIZATION</b>													
RESERVES / CONTINGENCY	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
<b>TOTAL EXPENSES</b>	7,652,796	2,461,587	-	#MACRO?	2,461,587	-	#MACRO?	2,461,587	-	#MACRO?	2,461,587	-	#MACRO?
<b>NET INCOME</b>	1,820,157	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?

**ALBANY COMMUNITY CHARTER SCHOOL  
Budget / Operating Plan  
2015-16**

<b>Total Revenue</b>	9,472,953	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
<b>Total Expenses</b>	7,652,796	2,461,587	#MACRO?	#MACRO?	2,461,587	#MACRO?	#MACRO?	2,461,587	#MACRO?	#MACRO?	2,461,587	#MACRO?	#MACRO?
<b>Net Income</b>	1,820,157	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
<b>Actual Student Enrollment</b>	549	675	-	-	675	-	-	675	-	-	675	-	-
	<b>Prior Year Actual</b>	<b>1st Quarter - 7/1 - 9/30</b>			<b>2nd Quarter - 10/1 - 12/31</b>			<b>3rd Quarter - 1/1 - 3/31</b>			<b>4th Quarter - 4/1 - 6/30</b>		
	#MACRO?	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>													
<b>Number of Districts:</b>	16	15	-	-	15	-	-	15	-	-	15	-	-
ALBANY CITY SD	387	511	-	-	511	-	-	511	-	-	511	-	-
TROY CITY SD	59	53	-	-	53	-	-	53	-	-	53	-	-
SCHENECTADY CITY SD	34	50	-	-	50	-	-	50	-	-	50	-	-
BETHLEHEM CSD	3	3	-	-	3	-	-	3	-	-	3	-	-
COHOES CITY SD	6	3	-	-	3	-	-	3	-	-	3	-	-
EAST GREENBUSH CSD	1	1	-	-	1	-	-	1	-	-	1	-	-
GUILDERLAND CSD	2	2	-	-	2	-	-	2	-	-	2	-	-
LANSINGBURGH CSD	12	7	-	-	7	-	-	7	-	-	7	-	-
MENANDS UFSB	3	2	-	-	2	-	-	2	-	-	2	-	-
NORTH COLONIE CSD	6	6	-	-	6	-	-	6	-	-	6	-	-
RAVENA-COEYMANS-SELKIRK CSD	3	1	-	-	1	-	-	1	-	-	1	-	-
RENSSELAER CITY SD	11	14	-	-	14	-	-	14	-	-	14	-	-
SHENENDEHOWA CSD	2	2	-	-	2	-	-	2	-	-	2	-	-
SOUTH COLONIE CSD	10	9	-	-	9	-	-	9	-	-	9	-	-
WATERVLIET CITY SD	9	11	-	-	11	-	-	11	-	-	11	-	-
ALL OTHER School Districts: ( Weighted Avg )	1	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>	<b>549</b>	<b>675</b>	<b>-</b>	<b>-</b>	<b>675</b>	<b>-</b>	<b>-</b>	<b>675</b>	<b>-</b>	<b>-</b>	<b>675</b>	<b>-</b>	<b>-</b>
<b>REVENUE PER PUPIL</b>	<b>17,255</b>	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
<b>EXPENSES PER PUPIL</b>	<b>13,940</b>	<b>3,647</b>	-	#MACRO?	<b>3,647</b>	-	#MACRO?	<b>3,647</b>	-	#MACRO?	<b>3,647</b>	-	#MACRO?

**ALBANY COMMUNITY CHARTER SCHOOL  
Budget / Operating Plan  
2015-16**

	#MACRO?					
	Total Revenue	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
	Total Expenses	9,846,349	#MACRO?	#MACRO?	(2,193,553)	
Net Income	#MACRO?	#MACRO?	#MACRO?	#MACRO?		
Actual Student Enrollment	#MACRO?	#MACRO?	#MACRO?	#MACRO?		
		Total Year			VARIANCE	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
<b>REVENUE</b>						
<b>REVENUES FROM STATE SOURCES</b>						
	2015-16					
<b>Per Pupil Revenue</b>	Per Pupil Rate					
ALBANY CITY SD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
TROY CITY SD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
SCHENECTADY CITY SD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
BETHLEHEM CSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
COHOES CITY SD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
EAST GREENBUSH CSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
GUILDERLAND CSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
LANSINGBURGH CSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
MENANDS UFS	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
NORTH COLONIE CSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
RAVENA-COEYMANS-SELKIRK CSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
RENSSELAER CITY SD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
SHENENDEHOWA CSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
SOUTH COLONIE CSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
WATERVLIET CITY SD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
ALL OTHER School Districts: ( Weighted Avg )	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
Special Education Revenue		754,848	#MACRO?	#MACRO?	677,553	
Grants						
Stimulus		-	#MACRO?	#MACRO?	-	
DYCD (Department of Youth and Community Development)		-	#MACRO?	#MACRO?	-	
Other		-	#MACRO?	#MACRO?	-	
Other		-	#MACRO?	#MACRO?	-	
<b>TOTAL REVENUE FROM STATE SOURCES</b>		#MACRO?	#MACRO?	#MACRO?	#MACRO?	
<b>REVENUE FROM FEDERAL FUNDING</b>						
IDEA Special Needs		-	#MACRO?	#MACRO?	(11,440)	
Title I		307,800	#MACRO?	#MACRO?	59,320	
Title Funding - Other		-	#MACRO?	#MACRO?	-	
School Food Service (Free Lunch)		337,723	#MACRO?	#MACRO?	20,233	
Grants						
Charter School Program (CSP) Planning & Implementation		-	#MACRO?	#MACRO?	-	
Other		-	#MACRO?	#MACRO?	-	
Other		-	#MACRO?	#MACRO?	(26,359)	
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>		645,523	#MACRO?	#MACRO?	41,754	
<b>LOCAL and OTHER REVENUE</b>						
Contributions and Donations		-	#MACRO?	#MACRO?	-	
Fundraising		-	#MACRO?	#MACRO?	-	
Erate Reimbursement		-	#MACRO?	#MACRO?	(25,466)	
Earnings on Investments		-	#MACRO?	#MACRO?	-	
Interest Income		-	#MACRO?	#MACRO?	(3,694)	
Food Service (Income from meals)		-	#MACRO?	#MACRO?	-	
Text Book		-	#MACRO?	#MACRO?	-	
OTHER		-	#MACRO?	#MACRO?	(42,091)	
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>		-	#MACRO?	#MACRO?	(71,251)	
<b>TOTAL REVENUE</b>		#MACRO?	#MACRO?	#MACRO?	#MACRO?	

DESCRIPTION OF ASSUMPTIONS

**ALBANY COMMUNITY CHARTER SCHOOL**  
**Budget / Operating Plan**  
**2015-16**

	ALBANY COMMUNITY CHARTER SCHOOL Budget / Operating Plan 2015-16					DESCRIPTION OF ASSUMPTIONS
	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
	9,846,349	#MACRO?	#MACRO?	(2,193,553)	#MACRO?	
<b>Total Revenue</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
<b>Total Expenses</b>	9,846,349	#MACRO?	#MACRO?	(2,193,553)	#MACRO?	
<b>Net Income</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
<b>Actual Student Enrollment</b>						
	<b>Total Year</b>			<b>VARIANCE</b>		
	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget vs. PY Budget</b>	<b>Revised Budget vs. PY Budget</b>	
<b>EXPENSES</b>						
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	Avg. No. of Positions					
Executive Management	1.00	111,405	#MACRO?	#MACRO?	(9,794)	#MACRO?
Instructional Management	3.00	296,920	#MACRO?	#MACRO?	(31,307)	#MACRO?
Deans, Directors & Coordinators	5.00	349,537	#MACRO?	#MACRO?	(91,119)	#MACRO?
CFO / Director of Finance	1.00	94,641	#MACRO?	#MACRO?	(11,035)	#MACRO?
Operation / Business Manager	-	-	#MACRO?	#MACRO?	-	#MACRO?
Administrative Staff	4.00	194,812	#MACRO?	#MACRO?	(17,088)	#MACRO?
<b>TOTAL ADMINISTRATIVE STAFF</b>	14.00	1,047,315	#MACRO?	#MACRO?	(160,343)	#MACRO?
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
Teachers - Regular	33.00	1,672,121	#MACRO?	#MACRO?	(631,993)	#MACRO?
Teachers - SPED	6.00	282,000	#MACRO?	#MACRO?	(133,148)	#MACRO?
Substitute Teachers	-	-	#MACRO?	#MACRO?	34,429	#MACRO?
Teaching Assistants	29.00	915,000	#MACRO?	#MACRO?	(241,429)	#MACRO?
Specialty Teachers	5.00	455,103	#MACRO?	#MACRO?	(112,405)	#MACRO?
Aides	-	-	#MACRO?	#MACRO?	-	#MACRO?
Therapists & Counselors	1.00	61,000	#MACRO?	#MACRO?	(11,627)	#MACRO?
Other	1.00	151,000	#MACRO?	#MACRO?	(64,360)	#MACRO?
<b>TOTAL INSTRUCTIONAL</b>	75.00	3,536,224	#MACRO?	#MACRO?	(1,160,533)	#MACRO?
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse	1.20	57,000	#MACRO?	#MACRO?	(9,462)	#MACRO?
Librarian	-	-	#MACRO?	#MACRO?	-	#MACRO?
Custodian	-	-	#MACRO?	#MACRO?	-	#MACRO?
Security	4.00	190,000	#MACRO?	#MACRO?	(115,708)	#MACRO?
Other	5.00	125,000	#MACRO?	#MACRO?	(2,200)	#MACRO?
<b>TOTAL NON-INSTRUCTIONAL</b>	10.20	372,000	#MACRO?	#MACRO?	(127,370)	#MACRO?
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	99.20	4,955,539	#MACRO?	#MACRO?	(1,448,246)	#MACRO?
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes		389,214	#MACRO?	#MACRO?	(115,741)	#MACRO?
Fringe / Employee Benefits		881,040	#MACRO?	#MACRO?	(26,447)	#MACRO?
Retirement / Pension		203,510	#MACRO?	#MACRO?	(131,242)	#MACRO?
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		1,473,764	#MACRO?	#MACRO?	(273,429)	#MACRO?
<b>TOTAL PERSONNEL SERVICE COSTS</b>	99.20	6,429,302	#MACRO?	#MACRO?	(1,721,675)	#MACRO?
<b>CONTRACTED SERVICES</b>						
Accounting / Audit		17,042	#MACRO?	#MACRO?	(1,673)	#MACRO?
Legal		12,000	#MACRO?	#MACRO?	6,051	#MACRO?
Management Company Fee		-	#MACRO?	#MACRO?	-	#MACRO?
Nurse Services		-	#MACRO?	#MACRO?	-	#MACRO?
Food Service / School Lunch		337,723	#MACRO?	#MACRO?	(145,120)	#MACRO?
Payroll Services		9,100	#MACRO?	#MACRO?	(2,618)	#MACRO?
Special Ed Services		78,000	#MACRO?	#MACRO?	4,250	#MACRO?
Titlement Services (i.e. Title I)		16,000	#MACRO?	#MACRO?	2,000	#MACRO?
Other Purchased / Professional / Consulting		70,200	#MACRO?	#MACRO?	145,925	#MACRO?
<b>TOTAL CONTRACTED SERVICES</b>		540,065	#MACRO?	#MACRO?	8,815	#MACRO?

**ALBANY COMMUNITY CHARTER SCHOOL**  
**Budget / Operating Plan**  
**2015-16**

	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
	9,846,349	#MACRO?	#MACRO?	(2,193,553)	#MACRO?
	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Total Revenue	Total Year			VARIANCE	
Total Expenses	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
Net Income					
Actual Student Enrollment					
<b>SCHOOL OPERATIONS</b>					
Board Expenses	10,965	#MACRO?	#MACRO?	(9,374)	#MACRO?
Classroom / Teaching Supplies & Materials	220,317	#MACRO?	#MACRO?	(75,839)	#MACRO?
Special Ed Supplies & Materials	2,060	#MACRO?	#MACRO?	41,540	#MACRO?
Textbooks / Workbooks	118,125	#MACRO?	#MACRO?	(49,701)	#MACRO?
Supplies & Materials other	-	#MACRO?	#MACRO?	-	#MACRO?
Equipment / Furniture	30,000	#MACRO?	#MACRO?	9,098	#MACRO?
Telephone	23,053	#MACRO?	#MACRO?	2,623	#MACRO?
Technology	50,000	#MACRO?	#MACRO?	(50,000)	#MACRO?
Student Testing & Assessment	-	#MACRO?	#MACRO?	-	#MACRO?
Field Trips	61,425	#MACRO?	#MACRO?	(43,564)	#MACRO?
Transportation (student)	320,000	#MACRO?	#MACRO?	(41,789)	#MACRO?
Student Services - other	97,454	#MACRO?	#MACRO?	(77,117)	#MACRO?
Office Expense	116,874	#MACRO?	#MACRO?	(58,115)	#MACRO?
Staff Development	45,000	#MACRO?	#MACRO?	(20,929)	#MACRO?
Staff Recruitment	10,300	#MACRO?	#MACRO?	(8,255)	#MACRO?
Student Recruitment / Marketing	25,000	#MACRO?	#MACRO?	(296)	#MACRO?
School Meals / Lunch	-	#MACRO?	#MACRO?	-	#MACRO?
Travel (Staff)	3,000	#MACRO?	#MACRO?	(3,000)	#MACRO?
Fundraising	-	#MACRO?	#MACRO?	-	#MACRO?
Other	25,268	#MACRO?	#MACRO?	91,047	#MACRO?
<b>TOTAL SCHOOL OPERATIONS</b>	<b>1,158,841</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>(293,671)</b>	<b>#MACRO?</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance	120,000	#MACRO?	#MACRO?	(14,618)	#MACRO?
Janitorial	296,716	#MACRO?	#MACRO?	(92,569)	#MACRO?
Building and Land Rent / Lease / Facility Finance Interest	1,095,522	#MACRO?	#MACRO?	(67,775)	#MACRO?
Repairs & Maintenance	80,311	#MACRO?	#MACRO?	28,925	#MACRO?
Equipment / Furniture	2,163	#MACRO?	#MACRO?	(2,163)	#MACRO?
Security	5,800	#MACRO?	#MACRO?	(5,800)	#MACRO?
Utilities	117,629	#MACRO?	#MACRO?	(33,021)	#MACRO?
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>1,718,141</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>(187,022)</b>	<b>#MACRO?</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	#MACRO?	#MACRO?	-	#MACRO?
<b>RESERVES / CONTINGENCY</b>	-	#MACRO?	#MACRO?	-	#MACRO?
<b>TOTAL EXPENSES</b>	<b>9,846,349</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>(2,193,553)</b>	<b>#MACRO?</b>
<b>NET INCOME</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>

DESCRIPTION OF ASSUMPTIONS

**ALBANY COMMUNITY CHARTER SCHOOL**  
**Budget / Operating Plan**  
**2015-16**

	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	DESCRIPTION OF ASSUMPTIONS
	9,846,349	#MACRO?	#MACRO?	(2,193,553)	#MACRO?	
	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
	Total Year			VARIANCE		
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
<b>Total Revenue</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
<b>Total Expenses</b>	9,846,349	#MACRO?	#MACRO?	(2,193,553)	#MACRO?	
<b>Net Income</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
<b>Actual Student Enrollment</b>						
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>						
<b>Number of Districts:</b>						
ALBANY CITY SD						
TROY CITY SD						
SCHENECTADY CITY SD						
BETHLEHEM CSD						
COHOES CITY SD						
EAST GREENBUSH CSD						
GUILDERLAND CSD						
LANSINGBURGH CSD						
MENANDS UFSD						
NORTH COLONIE CSD						
RAVENA-COEYMANS-SELKIRK CSD						
RENSSELAER CITY SD						
SHENENDEHOWA CSD						
SOUTH COLONIE CSD						
WATERVLIET CITY SD						
ALL OTHER School Districts: ( Weighted Avg )						
<b>TOTAL ENROLLMENT</b>						
<b>REVENUE PER PUPIL</b>						
<b>EXPENSES PER PUPIL</b>						

**ALBANY COMMUNITY CHARTER SCHOOL  
BALANCE SHEET  
2015-16**

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

**ALBANY COMMUNITY CHARTER SCHOOL**

**Budget / Operating Plan**

**2015-16**

<b>Total Revenue</b>	#MACRO?											
<b>Total Expenses</b>	#MACRO?											
<b>Net Income</b>	#MACRO?											
<b>Actual Student Enrollment</b>	-	#MACRO?	-									

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Current Budget	Variance		Current Budget	Variance		Current Budget	Variance		Current Budget	Variance
	Actual			Actual			Actual			Actual		

REVENUE												
REVENUES FROM STATE SOURCES												
Per Pupil Revenue	CY Per Pupil Rate											
ALBANY CITY SD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
TROY CITY SD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
SCHENECTADY CITY SD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
BETHLEHEM CSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
COHES CITY SD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
EAST GREENBUSH CSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
GUILDERLAND CSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
LANSINGBURGH CSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
MENANDS UFSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
NORTH COLONIE CSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
RAVENA-COEYMANS-SELKIRK CSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
RENSSELAER CITY SD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
SHENENDEHOWA CSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
SOUTH COLONIE CSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
WATERVLIET CITY SD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
ALL OTHER School Districts: ( Count = 0 )	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Special Education Revenue	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Grants												
Stimulus	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
DYCD (Department of Youth and Community Development)	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Other	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Other	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
<b>TOTAL REVENUE FROM STATE SOURCES</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
<b>REVENUE FROM FEDERAL FUNDING</b>												
IDEA Special Needs	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Title I	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Title Funding - Other	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
School Food Service (Free Lunch)	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Grants												
Charter School Program (CSP) Planning & Implementation	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Other	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Other	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
<b>LOCAL and OTHER REVENUE</b>												
Contributions and Donations	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Fundraising	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Erate Reimbursement	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Earnings on Investments	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Interest Income	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Food Service (Income from meals)	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Text Book	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
OTHER	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
<b>TOTAL REVENUE</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?

**ALBANY COMMUNITY CHARTER SCHOOL**

**Budget / Operating Plan**

**2015-16**

<b>Total Revenue</b>	#MACRO?											
<b>Total Expenses</b>	#MACRO?											
<b>Net Income</b>	#MACRO?											
<b>Actual Student Enrollment</b>	-	#MACRO?	-									

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Current Budget	Variance		Current Budget	Variance		Current Budget	Variance		Current Budget	Variance
	Actual			Actual			Actual			Actual		

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

**ALBANY COMMUNITY CHARTER SCHOOL**

**Budget / Operating Plan**

**2015-16**

<b>Total Revenue</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
<b>Total Expenses</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
<b>Net Income</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
<b>Actual Student Enrollment</b>	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
<b>SCHOOL OPERATIONS</b>												
Board Expenses	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Classroom / Teaching Supplies & Materials	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Special Ed Supplies & Materials	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Textbooks / Workbooks	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Supplies & Materials other	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Equipment / Furniture	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Telephone	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Technology	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Student Testing & Assessment	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Field Trips	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Transportation (student)	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Student Services - other	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Office Expense	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Staff Development	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Staff Recruitment	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Student Recruitment / Marketing	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
School Meals / Lunch	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Travel (Staff)	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Fundraising	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Other	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
<b>TOTAL SCHOOL OPERATIONS</b>	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
<b>FACILITY OPERATION &amp; MAINTENANCE</b>												
Insurance	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Janitorial	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Building and Land Rent / Lease / Facility Finance Interest	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Repairs & Maintenance	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Equipment / Furniture	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Security	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Utilities	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
<b>RESERVES / CONTINGENCY</b>	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
<b>TOTAL EXPENSES</b>	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
<b>NET INCOME</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?

**ALBANY COMMUNITY CHARTER SCHOOL**

**Budget / Operating Plan**

**2015-16**

<b>Total Revenue</b>	#MACRO?											
<b>Total Expenses</b>	#MACRO?											
<b>Net Income</b>	#MACRO?											
<b>Actual Student Enrollment</b>	-	#MACRO?	-									

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Current Budget	Variance		Current Budget	Variance		Current Budget	Variance		Current Budget	Variance
	Actual			Actual			Actual			Actual		

<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>												
ALBANY CITY SD	-	#MACRO?	-									
TROY CITY SD	-	#MACRO?	-									
SCHENECTADY CITY SD	-	#MACRO?	-									
BETHLEHEM CSD	-	#MACRO?	-									
COHOES CITY SD	-	#MACRO?	-									
EAST GREENBUSH CSD	-	#MACRO?	-									
GUILDERLAND CSD	-	#MACRO?	-									
LANSINGBURGH CSD	-	#MACRO?	-									
MENANDS UFSD	-	#MACRO?	-									
NORTH COLONIE CSD	-	#MACRO?	-									
RAVENA-COEYMANS-SELKIRK CSD	-	#MACRO?	-									
RENSSELAER CITY SD	-	#MACRO?	-									
SHENENDEHOWA CSD	-	#MACRO?	-									
SOUTH COLONIE CSD	-	#MACRO?	-									
WATERVLIET CITY SD	-	#MACRO?	-									
ALL OTHER School Districts: ( Count = 0 )	-	#MACRO?	-									
<b>TOTAL ENROLLMENT</b>	-	#MACRO?	-									
<b>REVENUE PER PUPIL</b>	-	#MACRO?	#MACRO?									
<b>EXPENSES PER PUPIL</b>	-	#MACRO?	#MACRO?									

**ALBANY COMMUNITY CHARTER SCHOOL**

**Budget / Operating Plan**

**2015-16**

<b>Total Revenue</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?							
<b>Total Expenses</b>	#MACRO?	9,846,349	#MACRO?	#MACRO?	#MACRO?						
<b>Net Income</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?							
<b>Actual Student Enrollment</b>	-	-	-	-	-	-	-	-	-	-	-

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

REVENUE												
REVENUES FROM STATE SOURCES												
Per Pupil Revenue	CY Per Pupil Rate											
ALBANY CITY SD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
TROY CITY SD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
SCHENECTADY CITY SD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
BETHLEHEM CSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
COHOES CITY SD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
EAST GREENBUSH CSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
GUILDERLAND CSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
LANSINGBURGH CSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
MENANDS UFSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
NORTH COLONIE CSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
RAVENA-COEYMANS-SELKIRK CSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
RENSSELAER CITY SD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
SHENENDEHOWA CSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
SOUTH COLONIE CSD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
WATERVLIET CITY SD	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
ALL OTHER School Districts: ( Count = 0 )	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Special Education Revenue	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	754,848	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Grants												
Stimulus	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?	#MACRO?
DYCD (Department of Youth and Community Development)	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Other	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Other	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?	#MACRO?
TOTAL REVENUE FROM STATE SOURCES	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
REVENUE FROM FEDERAL FUNDING												
IDEA Special Needs	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Title I	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	307,800	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Title Funding - Other	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?	#MACRO?
School Food Service (Free Lunch)	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	337,723	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Grants												
Charter School Program (CSP) Planning & Implementation	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Other	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Other	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?	#MACRO?
TOTAL REVENUE FROM FEDERAL SOURCES	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	645,523	#MACRO?	#MACRO?	#MACRO?	#MACRO?
LOCAL and OTHER REVENUE												
Contributions and Donations	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Fundraising	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Erate Reimbursement	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Earnings on Investments	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Interest Income	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Food Service (Income from meals)	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Text Book	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?	#MACRO?
OTHER	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?	#MACRO?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?	#MACRO?
TOTAL REVENUE	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?

**ALBANY COMMUNITY CHARTER SCHOOL**

**Budget / Operating Plan**

**2015-16**

<b>Total Revenue</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?							
<b>Total Expenses</b>	#MACRO?	9,846,349	#MACRO?	#MACRO?	#MACRO?						
<b>Net Income</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?							
<b>Actual Student Enrollment</b>	-	-	-	-	-	-	-	-	-	-	-

**TOTALS AND VARIANCE ANALYSIS**

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

EXPENSES		Quarter 0	TOTALS AND VARIANCE ANALYSIS									
		No. of Positions	Actual	Actual	Current Budget - TY	Current Budget TY	Original Budget (Current Quarter)	Original Budget	Original Budget - TY	Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>			#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Executive Management		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	111,405	#MACRO?	#MACRO?	#MACRO?
Instructional Management		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	296,920	#MACRO?	#MACRO?	#MACRO?
Deans, Directors & Coordinators		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	349,537	#MACRO?	#MACRO?	#MACRO?
CFO / Director of Finance		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	94,641	#MACRO?	#MACRO?	#MACRO?
Operation / Business Manager		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Administrative Staff		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	194,812	#MACRO?	#MACRO?	#MACRO?
<b>TOTAL ADMINISTRATIVE STAFF</b>		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	1,047,315	#MACRO?	#MACRO?	#MACRO?
<b>INSTRUCTIONAL PERSONNEL COSTS</b>			#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Teachers - Regular		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	1,672,121	#MACRO?	#MACRO?	#MACRO?
Teachers - SPED		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	282,000	#MACRO?	#MACRO?	#MACRO?
Substitute Teachers		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Teaching Assistants		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	915,000	#MACRO?	#MACRO?	#MACRO?
Specialty Teachers		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	455,103	#MACRO?	#MACRO?	#MACRO?
Aides		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Therapists & Counselors		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	61,000	#MACRO?	#MACRO?	#MACRO?
Other		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	151,000	#MACRO?	#MACRO?	#MACRO?
<b>TOTAL INSTRUCTIONAL</b>		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	3,536,224	#MACRO?	#MACRO?	#MACRO?
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>			#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Nurse		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	57,000	#MACRO?	#MACRO?	#MACRO?
Librarian		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Custodian		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Security		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	190,000	#MACRO?	#MACRO?	#MACRO?
Other		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	125,000	#MACRO?	#MACRO?	#MACRO?
<b>TOTAL NON-INSTRUCTIONAL</b>		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	372,000	#MACRO?	#MACRO?	#MACRO?
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	4,955,539	#MACRO?	#MACRO?	#MACRO?
<b>PAYROLL TAXES AND BENEFITS</b>			#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Payroll Taxes		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	389,214	#MACRO?	#MACRO?	#MACRO?
Fringe / Employee Benefits		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	881,040	#MACRO?	#MACRO?	#MACRO?
Retirement / Pension		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	203,510	#MACRO?	#MACRO?	#MACRO?
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	1,473,764	#MACRO?	#MACRO?	#MACRO?
<b>TOTAL PERSONNEL SERVICE COSTS</b>		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	6,429,302	#MACRO?	#MACRO?	#MACRO?
<b>CONTRACTED SERVICES</b>			#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Accounting / Audit		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	17,042	#MACRO?	#MACRO?	#MACRO?
Legal		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	12,000	#MACRO?	#MACRO?	#MACRO?
Management Company Fee		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Nurse Services		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Food Service / School Lunch		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	337,723	#MACRO?	#MACRO?	#MACRO?
Payroll Services		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	9,100	#MACRO?	#MACRO?	#MACRO?
Special Ed Services		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	78,000	#MACRO?	#MACRO?	#MACRO?
Titlement Services (i.e. Title I)		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	16,000	#MACRO?	#MACRO?	#MACRO?
Other Purchased / Professional / Consulting		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	70,200	#MACRO?	#MACRO?	#MACRO?
<b>TOTAL CONTRACTED SERVICES</b>		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	540,065	#MACRO?	#MACRO?	#MACRO?

**ALBANY COMMUNITY CHARTER SCHOOL**

**Budget / Operating Plan**

**2015-16**

<b>Total Revenue</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?							
<b>Total Expenses</b>	#MACRO?	9,846,349	#MACRO?	#MACRO?	#MACRO?						
<b>Net Income</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?							
<b>Actual Student Enrollment</b>	-	-	-	-	-	-	-	-	-	-	-

**TOTALS AND VARIANCE ANALYSIS**

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual vs.		Actual vs.		Actual vs.		Actual vs.		PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
	Current Budget (Current Quarter)	Current Budget	Current Budget - TY	Current Budget TY	Original Budget (Current Quarter)	Original Budget	Original Budget - TY	Original Budget TY		
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual		
<b>SCHOOL OPERATIONS</b>										
Board Expenses	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	10,965	#MACRO?	#MACRO?
Classroom / Teaching Supplies & Materials	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	220,317	#MACRO?	#MACRO?
Special Ed Supplies & Materials	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	2,060	#MACRO?	#MACRO?
Textbooks / Workbooks	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	118,125	#MACRO?	#MACRO?
Supplies & Materials other	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Equipment / Furniture	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	30,000	#MACRO?	#MACRO?
Telephone	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	23,053	#MACRO?	#MACRO?
Technology	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	50,000	#MACRO?	#MACRO?
Student Testing & Assessment	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Field Trips	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	61,425	#MACRO?	#MACRO?
Transportation (student)	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	320,000	#MACRO?	#MACRO?
Student Services - other	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	97,454	#MACRO?	#MACRO?
Office Expense	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	116,874	#MACRO?	#MACRO?
Staff Development	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	45,000	#MACRO?	#MACRO?
Staff Recruitment	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	10,300	#MACRO?	#MACRO?
Student Recruitment / Marketing	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	25,000	#MACRO?	#MACRO?
School Meals / Lunch	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Travel (Staff)	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	3,000	#MACRO?	#MACRO?
Fundraising	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Other	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	25,268	#MACRO?	#MACRO?
<b>TOTAL SCHOOL OPERATIONS</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	1,158,841	#MACRO?	#MACRO?
<b>FACILITY OPERATION &amp; MAINTENANCE</b>										
Insurance	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	120,000	#MACRO?	#MACRO?
Janitorial	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	296,716	#MACRO?	#MACRO?
Building and Land Rent / Lease / Facility Finance Interest	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	1,095,522	#MACRO?	#MACRO?
Repairs & Maintenance	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	80,311	#MACRO?	#MACRO?
Equipment / Furniture	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	2,163	#MACRO?	#MACRO?
Security	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	5,800	#MACRO?	#MACRO?
Utilities	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	117,629	#MACRO?	#MACRO?
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	1,718,141	#MACRO?	#MACRO?
<b>DEPRECIATION &amp; AMORTIZATION</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
<b>RESERVES / CONTINGENCY</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
<b>TOTAL EXPENSES</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	9,846,349	#MACRO?	#MACRO?
<b>NET INCOME</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?

**ALBANY COMMUNITY CHARTER SCHOOL**

**Budget / Operating Plan**

**2015-16**

<b>Total Revenue</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?							
<b>Total Expenses</b>	#MACRO?	9,846,349	#MACRO?	#MACRO?	#MACRO?						
<b>Net Income</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?							
<b>Actual Student Enrollment</b>	-	-	-	-	-	-	-	-	-	-	-

<p><b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b></p>	<b>TOTALS AND VARIANCE ANALYSIS</b>											
	<b>Actual vs.</b>			<b>Actual vs.</b>			<b>Actual vs.</b>			<b>PY Actual (PY TY / No. of COMPLETED Actual CY Quarters</b>		<b>Actual CY vs. Actual PY</b>
	<b>Actual</b>	<b>Current Budget (Current Quarter)</b>	<b>Current Budget</b>	<b>Current Budget - TY</b>	<b>Current Budget TY</b>	<b>Original Budget (Current Quarter)</b>	<b>Original Budget</b>	<b>Original Budget - TY</b>	<b>Original Budget TY</b>	<b>Actual CY</b>	<b>Actual PY</b>	

<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>	<b>* Enrollment Data Based on Last Actual Quarter Completed</b>										
ALBANY CITY SD	-	-	-		-	-			-	-	
TROY CITY SD	-	-	-		-	-			-	-	
SCHENECTADY CITY SD	-	-	-		-	-			-	-	
BETHLEHEM CSD	-	-	-		-	-			-	-	
COHOES CITY SD	-	-	-		-	-			-	-	
EAST GREENBUSH CSD	-	-	-		-	-			-	-	
GUILDERLAND CSD	-	-	-		-	-			-	-	
LANSINGBURGH CSD	-	-	-		-	-			-	-	
MENANDS UFSD	-	-	-		-	-			-	-	
NORTH COLONIE CSD	-	-	-		-	-			-	-	
RAVENA-COEYMANS-SELKIRK CSD	-	-	-		-	-			-	-	
RENSSELAER CITY SD	-	-	-		-	-			-	-	
SHENENDEHOWA CSD	-	-	-		-	-			-	-	
SOUTH COLONIE CSD	-	-	-		-	-			-	-	
WATERVLIET CITY SD	-	-	-		-	-			-	-	
ALL OTHER School Districts: ( Count = 0 )	-	-	-		-	-			-	-	
<b>TOTAL ENROLLMENT</b>	<b>-</b>	<b>-</b>	<b>-</b>		<b>-</b>	<b>-</b>			<b>-</b>	<b>-</b>	
<b>REVENUE PER PUPIL</b>	<b>-</b>	<b>-</b>	<b>-</b>		<b>-</b>	<b>-</b>			<b>-</b>	<b>-</b>	
<b>EXPENSES PER PUPIL</b>	<b>-</b>	<b>-</b>	<b>-</b>		<b>-</b>	<b>-</b>			<b>-</b>	<b>-</b>	



**Annual Report Requirement**  
*for SUNY Authorized Charter Schools*  
ALBANY COMMUNITY CHARTER SCHOOL  
**2015-16**

Administrative  
expenditures per pupil:

\$0.00

Per NYS Statute

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

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



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

<b>Charter School Name:</b>	ALBANY COMMUNITY CHARTER SCHOOL
<b>Audit Period:</b>	6/30/2015
<b>Prior Period:</b>	6/30/2014
<b>Report Due Date:</b>	Sunday, November 01, 2015
<b>Date Submitted:</b>	October 30, 2015
<b>School Fiscal Contact Name:</b>	JENNIFER BRADY
<b>School Fiscal Contact Email:</b>	[REDACTED]
<b>School Fiscal Contact Phone:</b>	[REDACTED]
<b>School Audit Firm Name:</b>	CUSACK & COMPANY CPA'S LLC
<b>School Audit Contact Name:</b>	PAUL A. CUDA, CPA
<b>School Audit Contact Email:</b>	<a href="mailto:PCUDA@CUSACKCPA.COM">PCUDA@CUSACKCPA.COM</a>
<b>School Audit Contact Phone:</b>	(518) 786-3550

The following items are required to be included:

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

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

Item	If not included, state the reason(s) below <i>(if not applicable fill in "NIA")</i> :
Management Letter	[REDACTED]
Management Letter Response	
Form 990	FORM 990 IS NOT COMPLETE. SCHOOL WILL FILE EXTENSION.
Federal Single Audit (A-133) <sup>1</sup>	[REDACTED]
Corrective Action Plan	

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 <a href="mailto:charterschools@mail.nysed.gov">charterschools@mail.nysed.gov</a>	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Albany, New York 12234 <a href="mailto:FSandA133@mail.nysed.gov">FSandA133@mail.nysed.gov</a>
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<sup>1</sup> A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to the current "OMB Circu

**ALBANY COMMUNITY CHARTER SCHOOL**  
**Statement of Financial Position**  
**#NAME?**

<u>ASSETS</u>	<b>42185</b>
<b><u>CURRENT ASSETS</u></b>	
Cash and cash equivalents	2872357
Grants and contracts receivable	741297
Accounts receivables	0
Prepaid expenses	62275
Contributions and other receivables	0
<b>TOTAL CURRENT ASSETS</b>	<b>3,675,929</b>
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	<b>4953142</b>
<b><u>OTHER ASSETS</u></b>	<b>1102592</b>
<b>TOTAL ASSETS</b>	<b>9,731,663</b>
<b><u>LIABILITIES AND NET ASSETS</u></b>	
<b><u>CURRENT LIABILITIES</u></b>	
Accounts payable and accrued expenses	126422
Accrued payroll and benefits	624603
Deferred Revenue	0
Current maturities of long-term debt	50277
Short Term Debt - Bonds, Notes Payable	0
Other	0
<b>TOTAL CURRENT LIABILITIES</b>	<b>801,302</b>
<b><u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u></b>	<b>4157228</b>
<b>TOTAL LIABILITIES</b>	<b><u>4,958,530</u></b>
<b><u>NET ASSETS</u></b>	
Unrestricted	3773133
Temporarily restricted	100000
<b>TOTAL NET ASSETS</b>	<b><u>4,773,133</u></b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>9,731,663</b>

**ALBANY COMMUNITY CHART**  
**Statement of Financial P**  
**#NAME?**

<u>ASSETS</u>	<b>41820</b>	<b>IOI</b> nu
<b><u>CURRENT ASSETS</u></b>		
Cash and cash equivalents	1852049	
Grants and contracts receivable	664703	
Accounts receivables	0	
Prepaid expenses	61775	
Contributions and other receivables	0	
<b>TOTAL CURRENT ASSETS</b>	<b>2,578,527</b>	
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	<b>5128044</b>	
<b><u>OTHER ASSETS</u></b>	<b>1095984</b>	
<b>TOTAL ASSETS</b>	<b>8,802,555</b>	
<b><u>LIABILITIES AND NET ASSETS</u></b>		
<b><u>CURRENT LIABILITIES</u></b>		
Accounts payable and accrued expenses	153247	
Accrued payroll and benefits	676364	
Deferred Revenue	0	
Current maturities of long-term debt	47611	
Short Term Debt - Bonds, Notes Payable	0	
Other	26534	
<b>TOTAL CURRENT LIABILITIES</b>	<b>903,756</b>	
<b><u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u></b>	<b>4205992</b>	
<b>TOTAL LIABILITIES</b>	<b><u>5,109,748</u></b>	
<b><u>NET ASSETS</u></b>		
Unrestricted	2692807	
Temporarily restricted	1000000	
<b>TOTAL NET ASSETS</b>	<b><u>3,692,807</u></b>	
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>8,802,555</b>	

**ALBANY COMMUNITY CHARTER SCHOOL**

**Statement of Activities**

#NAME?

**42185**

**REVENUE, GAINS AND OTHER SUPPORT**

	<b>Unrestricted</b>	<b>Temporarily Restricted</b>	<b>Total</b>
Public School District			
Resident Student Enrollment	8618286	\$-	\$8,618,286
Students with disabilities	194032	-	194,032
Grants and Contracts			
State and local	0	-	-
Federal - Title and IDEA	300620	-	300,620
Federal - Other	0	-	-
Other	0	-	-
Food Service/Child Nutrition Program	402121	-	<u>402,121</u>
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	<b>9,515,059</b>	<b>-</b>	<b>9,515,059</b>

**EXPENSES**

Program Services			
Regular Education	5629447	\$-	\$5,629,447
Special Education	988875	-	988,875
Other Programs	819808	-	819,808
Total Program Services	7,438,130	-	7,438,130
Management and general	1097473	-	1,097,473
Fundraising	0	-	-
<b>TOTAL OPERATING EXPENSES</b>	<b>8,535,603</b>	<b>-</b>	<b>8,535,603</b>

**SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS**                      979,456                      -                      979,456

**SUPPORT AND OTHER REVENUE**

Contributions			
Foundations	0	\$-	\$-
Individuals	0	-	-
Corporations	0	-	-
Fundraising	265	-	265
Interest income	3782	-	3,782
Miscellaneous income	96823	-	96,823
Net assets released from restriction	0	-	-
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	<b>100,870</b>	<b>-</b>	<b>100,870</b>

**CHANGE IN NET ASSETS**                      1,080,326                      -                      1,080,326

NET ASSETS BEGINNING OF YEAR                      2692807                      1000000                      3,692,807  
 PRIOR YEAR/PERIOD ADJUSTMENTS                      0                      0                      -

**NET ASSETS END OF YEAR**                      **\$3,773,133**                      **\$1,000,000**                      **\$4,773,133**

<b>41820</b>	IOI nu
<b>Total</b>	

7624384  
169465  
0  
245401  
0  
0  
374735  
8,413,985

5047245  
940894  
910916  
6,899,055  
1135593  
0  
8,034,648  
379,337

0  
0  
0  
621  
3878  
62615  
0  
67,114  
446,451  
3246356  
0  
\$3,692,807

**ALBANY COMMUNITY CHARTER SCHOOL**  
**Statement of Cash Flows**  
**#NAME?**

	<b>42185</b>	<b>41820</b>
		*Please briefly explain any
<b>CASH FLOWS - OPERATING ACTIVITIES</b>		
Increase (decrease) in net assets	1080326	446451
Revenues from School Districts	0	0
Accounts Receivable	-118958	-320014
Due from School Districts	0	0
Depreciation	214000	150917
Grants Receivable	0	0
Due from NYS	0	0
Grant revenues	0	0
Prepaid Expenses	-500	77127
Accounts Payable	-26825	25244
Accrued Expenses	-51761	76853
Accrued Liabilities	-26534	12673
Contributions and fund-raising activities	0	0
Miscellaneous sources	0	0
Deferred Revenue	0	0
Interest payments	0	0
Amortization/Bad Debts	44111	35949
Inventory/Security Deposits/Loss on Asset Disposition	-8355	119207
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$1,105,504</b>	<b>\$624,407</b>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>	<b>\$</b>	<b>\$</b>
Purchase of equipment	-39098	-690408
Other	0	0
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$(39,098)</b>	<b>\$(690,408)</b>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>	<b>\$</b>	<b>\$</b>
Principal payments on long-term debt	-46098	-21399
Other	0	-68125
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$(46,098)</b>	<b>\$(89,524)</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$1,020,308</b>	<b>\$(155,525)</b>
Cash at beginning of year	2852049	3007574
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$3,872,357</b>	<b>\$2,852,049</b>

101  
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**ALBANY COMMUNITY CHARTER SCHOOL**  
**Statement of Functional Expenses**  
**#NAME?**

						42185
						S
Program Services						
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising
		\$	\$	\$	\$	\$
Personnel Services Costs						
Administrative Staff Personnel	-	149329	0	0	149,329	-
Instructional Personnel	-	2807451	462123	0	3,269,574	-
Non-Instructional Personnel	-	0	0	169080	169,080	-
Total Salaries and Staff	-	2,956,780	462,123	169,080	3,587,983	-
Fringe Benefits & Payroll Taxes		727909	107613	0	835,522	-
Retirement		50594	7480	0	58,074	-
Management Company Fees		0	0	0	-	-
Legal Service		13305	1967	0	15,272	-
Accounting / Audit Services		11328	1675	0	13,003	-
Other Purchased / Professional / Consulting Services		142792	152738	0	295,530	-
Building and Land Rent / Lease / Facility Finance Interest		767864	113520	83055	964,439	-
Repairs & Maintenance		245397	36279	26543	308,219	-
Insurance		78070	11542	8444	98,056	-
Utilities		62362	9219	6745	78,326	-
Supplies / Materials		92357	13654	9929	115,940	-
Equipment / Furnishings		2404	355	0	2,759	-
Staff Development		21946	3244	0	25,190	-
Marketing / Recruitment		19862	2937	0	22,799	-
Technology		32524	4808	0	37,332	-
Food Service		0	0	192417	192,417	-
Student Services		178273	26356	318994	523,623	-
Office Expense		42545	6290	4601	53,436	-
Depreciation		183135	27075	0	210,210	-
OTHER		0	0	0	-	-
<b>Total Expenses</b>		<b>\$5,629,447</b>	<b>\$988,875</b>	<b>\$819,808</b>	<b>\$7,438,130</b>	<b>\$-</b>

			<b>41820</b>	
<b>Supporting Services</b>				
<b>Management and General</b>		<b>Total</b>		
\$	\$	\$	\$	
597316	597,316	746,645	702397	
0	-	3,269,574	2973077	
55681	55,681	224,761	219010	
652,997	652,997	4,240,980	3,894,484	
152061	152,061	987,583	862964	
10569	10,569	68,643	53922	
0	-	-		
2779	2,779	18,051	5207	
2366	2,366	15,369	15626	
53785	53,785	349,315	245776	
77353	77,353	1,041,792	1064316	
24721	24,721	332,940	340788	
7865	7,865	105,921	79596	
6282	6,282	84,608	123081	
8595	8,595	124,535	129432	
502	502	3,261	2035	
0	-	25,190	45608	
4149	4,149	26,948	34264	
6795	6,795	44,127	32267	
0	-	192,417	185303	
0	-	523,623	533173	
4286	4,286	57,722	65343	
40004	40,004	250,214	160952	
42364	<u>42,364</u>	<u>42,364</u>	160511	
<b>\$1,097,473</b>	<b>\$1,097,473</b>	<b>\$8,535,603</b>	<b>\$8,034,648</b>	



# Audited Financial Statement Checklist

Created: 10/20/2015

Last updated: 10/30/2015

Page 1

**Charter School Name:**

**1. Please check each item that is included in the 2014-15 Audited Financial Statement submitted for your charter school.**

	Yes/No
Audited Financial Statements (including report on compliance and report on internal control over financial reporting)	
Single Audit (if applicable)	
CSP Agreed Upon Procedures (if applicable)	
Management Letter	
Report on Extracurricular Student Activity Accounts (if applicable)	
Corrective Action Plans for any Findings	

**2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2014-15 Audited Financial Statement.**

	Yes/No
Report on Compliance	
Report on Internal Control over Financial Reporting	
Single Audit	
CSP Agreed Upon Procedures Report	
Management Letter	

**Thank you.**



# Appendix E: Disclosure of Financial Interest Form

Created: 07/29/2015

Last updated: 10/20/2015

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Page 1

010100860899 ALBANY COMMUNITY CS

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All trustees who served on an education corporation governing one or more charter schools during the 2014-2015 school year must complete the form in Appendix E (Disclosure of Financial Interest Form). [The Disclosure of Financial Interest Forms are due on November 1, 2015. A link to a safe and secure form that each Trustee must complete by the November 1, 2015 deadline will be provide here by September 1, 2015 or sooner.](#)

ALL charter schools or merged education corporations must complete the Board of Trustees Membership Table within the online portal in Appendix F (Board of Trustees Membership Table). The Board of Trustees Membership Table must be submitted by August 1, 2015.

Regents-authorized charter schools must upload a complete set of board of trustee Meeting Minutes from July 2014-June 2015 into Appendix G (Board Minutes). Board of Trustee Meeting Minutes must be submitted by August 1, 2015.

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

Yes

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Thank you.



# Appendix F: BOT Membership Table

Created: 07/28/2015

Last updated: 07/29/2015

Page 1

## 010100860899 ALBANY COMMUNITY CS

### 1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Raimundo C. Archibold Jr., CFA	[REDACTED]	Chair/Board President	Yes	Finance	
2	Juanita Nabors	[REDACTED]	Vice Chair/Vice President	Yes	Legislative	
3	Michael J. Strianese	[REDACTED]	Trustee/Member	Yes	Operations & Finance	
4	Felicia Reed	[REDACTED]	Trustee/Member	Yes	Special Education	
5	Lekaya Martin	[REDACTED]	Secretary	Yes	Parent Legislative & Legal	
6	Bramble Buran	[REDACTED]	Trustee/Member	Yes		
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

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

1

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

(No response)

**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 2014-15 school year?**

10

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

12

**Thank you.**

## ***Appendix H: Enrollment and Retention Efforts***

The Albany Community Charter School continues to make a good faith effort to attract and retain a greater enrollment of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program. The school ensures that all brochures, mailings and application will mention that the school accommodates students with disabilities, English language learners and participates in the free and reduced lunch program. In 2014-15 we continued using a marketing and advertising professional to update our website, as well as, add advert on social media including facebook. We created new brochures, flyers and bookmarks for both English speaking and Spanish speaking families. We will be employing the same strategies going forward.

The following list summarizes other actions taken.

### Students with Special Needs

- School website that mentions special needs
- Other advertising (e.g. radio, TV, flyer) that mentions special needs
- Outreach to specialized feeder schools and programs

### English Language Learners

- Other advertising (e.g. radio, TV, flyer) in languages other than English
- Outreach by multi-lingual staff
- Outreach to immigrant community/ies
- Outreach to specialized feeder schools and programs
- Advertising and school materials are translated as needed
- A Google language translator dropdown will be added to the school website
- School information session(s) will be held in trusted cultural centers in the community to attract more families who speak a language other than English
- Advertising materials will be distributed in the primary languages other than English spoken in the area
- With notice, translators will be made available for families at school events, such as parent-teacher conferences

### Students Eligible for Free and Reduced Lunch Programs

- Meal program was covered at school open house, on application and during tours
- Support is offered to assist families in completing all necessary paperwork to ensure eligible students participate in the lunch program
- Recruitment occurred throughout neighborhoods surrounding the school and in the local district



# Appendix I: Teacher and Administrator Attrition

Last updated: 07/29/2015

Report changes in teacher and administrator staffing.

Page 1

**Charter School Name: 010100860899 ALBANY COMMUNITY CS**

## **Instructions for completing the Teacher and Administrator Attrition Tables**

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

### **2013-14 Teacher Attrition Table**

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	42	13	8

### **2013-14 Administrator Position Attrition Table**

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	12	2	1

**Thank you**



*ALBANY COMMUNITY CHARTER SCHOOL*

*FINANCIAL STATEMENTS  
AND OTHER FINANCIAL INFORMATION*

*JUNE 30, 2015 AND 2014*

**ALBANY COMMUNITY CHARTER SCHOOL**

*TABLE OF CONTENTS*  
*JUNE 30, 2015 AND 2014*

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**CUSACK & COMPANY**  
**Certified Public Accountants LLC**  
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MEMBERS OF:  
AMERICAN INSTITUTE OF  
CERTIFIED PUBLIC ACCOUNTANTS

MEMBERS OF:  
NEW YORK STATE SOCIETY OF  
CERTIFIED PUBLIC ACCOUNTANTS

**INDEPENDENT AUDITOR'S REPORT**

Board of Trustees  
Albany Community Charter School

**Report on the Financial Statements**

We have audited the accompanying financial statements of Albany Community Charter School (a nonprofit organization), which comprise the statements of financial position as of June 30, 2015 and 2014, and 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 audits to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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

### ***Opinion***

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Albany Community Charter School as of June 30, 2015 and 2014, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

### ***Other Matters***

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The schedules of functional expenses on pages 13-14 are presented for purposes of additional analysis and are not a required part of the financial statements. The accompanying schedule of expenditures of federal awards on page 20 is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is also not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

### ***Other Reporting Required by Government Auditing Standards***

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



**CUSACK & COMPANY, CPA'S LLC**

Latham, New York  
October 30, 2015

**ALBANY COMMUNITY CHARTER SCHOOL**

STATEMENTS OF FINANCIAL POSITION

JUNE 30, 2015 AND 2014

	<u>2015</u>	<u>2014</u>
<b><u>ASSETS</u></b>		
Current Assets		
Cash	\$ 2,872,357	\$ 1,852,049
Grants, Contracts and Accounts Receivable - Net	741,297	664,703
Inventory	33,807	28,732
Prepaid Expenses	<u>62,275</u>	<u>61,775</u>
Total Current Assets	<u>3,709,736</u>	<u>2,607,259</u>
Property and Equipment - Net	<u>4,953,142</u>	<u>5,128,044</u>
Other Assets		
Cash - Designated	1,000,000	1,000,000
Loan Acquisition Costs - Net	65,505	67,252
Security Deposits	<u>3,280</u>	<u>-</u>
Total Other Assets	<u>1,068,785</u>	<u>1,067,252</u>
Total Assets	<u>\$ 9,731,663</u>	<u>\$ 8,802,555</u>
<b><u>LIABILITIES AND NET ASSETS</u></b>		
Current Liabilities		
Current Portion of Long-Term Debt	\$ 50,277	\$ 47,611
Accounts Payable and Accrued Expenses	126,422	153,247
Accrued Payroll and Benefits	624,603	676,364
Compensated Absences	<u>-</u>	<u>26,534</u>
Total Current Liabilities	801,302	903,756
Long-Term Liabilities		
Long-Term Debt, Net of Current Portion	<u>4,157,228</u>	<u>4,205,992</u>
Total Liabilities	<u>4,958,530</u>	<u>5,109,748</u>
Net Assets		
Unrestricted		
Undesignated	3,773,133	2,692,807
Designated	<u>1,000,000</u>	<u>1,000,000</u>
Total Unrestricted	<u>4,773,133</u>	<u>3,692,807</u>
Total Liabilities and Net Assets	<u>\$ 9,731,663</u>	<u>\$ 8,802,555</u>

**ALBANY COMMUNITY CHARTER SCHOOL**

## STATEMENTS OF ACTIVITIES

FOR THE YEARS ENDED JUNE 30, 2015 AND 2014

	<u>2015</u>	<u>2014</u>
Revenue		
Public School District		
Resident Student Enrollment	\$ 8,618,286	\$ 7,624,384
Students with Disabilities	194,032	169,465
Grants and Contracts		
Federal Grants	300,620	245,401
Food Service/Children Nutrition Program	<u>402,121</u>	<u>374,735</u>
Total Revenue	<u>9,515,059</u>	<u>8,413,985</u>
Expenses		
Program Services		
Regular Education	5,629,447	5,047,245
Special Education	988,875	940,894
Other Programs	<u>819,808</u>	<u>910,916</u>
Total Program Services	7,438,130	6,899,055
Management and General	<u>1,097,473</u>	<u>1,135,593</u>
Total Operating Expenses	<u>8,535,603</u>	<u>8,034,648</u>
Surplus from School Operations	<u>979,456</u>	<u>379,337</u>
Other Revenue		
Fundraising	265	621
Interest Income	3,782	3,878
E-rate Income	28,419	39,507
Miscellaneous Income	<u>68,404</u>	<u>23,108</u>
Total Other Revenue	<u>100,870</u>	<u>67,114</u>
Increase in Net Assets	1,080,326	446,451
Net Assets, Beginning of Year	<u>3,692,807</u>	<u>3,246,356</u>
Net Assets, End of Year	<u>\$ 4,773,133</u>	<u>\$ 3,692,807</u>

**ALBANY COMMUNITY CHARTER SCHOOL**

## STATEMENTS OF CASH FLOWS

FOR THE YEARS ENDED JUNE 30, 2015 AND 2014

	<u>2015</u>	<u>2014</u>
Cash Flows Provided by (Used in) Operating Activities:		
Increase in Net Assets	\$ 1,080,326	\$ 446,451
Adjustments to Reconcile Increase in Net Assets to Net Cash Provided by Operating Activities:		
Amortization	1,747	873
Depreciation	214,000	150,917
Loss on Asset Dispositions	-	125,435
Bad Debt Expense	42,364	35,076
Changes in Operating Assets and Liabilities:		
<u>(Increase) Decrease in Assets</u>		
Grants, Contracts and Accounts Receivable	(118,958)	(320,014)
Inventory	(5,075)	(6,228)
Prepaid Expense	(500)	77,127
Security Deposits	(3,280)	-
<u>Increase (Decrease) in Liabilities</u>		
Accounts Payable and Accrued Expenses	(26,825)	25,244
Accrued Payroll and Benefits	(51,761)	76,853
Compensated Absences	(26,534)	12,673
Net Cash Provided by Operating Activities	<u>1,105,504</u>	<u>624,407</u>
Cash Flows Used in Investing Activities		
Purchase of Property and Equipment	<u>(39,098)</u>	<u>(690,408)</u>
Cash Flows Used in Financing Activities		
Repayments of Long-Term Debt	(46,098)	(21,399)
Payment for Debt Acquisition Costs	<u>-</u>	<u>(68,125)</u>
Net Cash Used in Financing Activities	<u>(46,098)</u>	<u>(89,524)</u>
Net Increase (Decrease) in Cash	1,020,308	(155,525)
Cash, Beginning of Year	<u>2,852,049</u>	<u>3,007,574</u>
Cash, End of Year	<u>\$ 3,872,357</u>	<u>\$ 2,852,049</u>
Non-Cash Investing/Financing - Building Acquisition with Debt Proceeds	<u>\$ -</u>	<u>\$ 4,275,000</u>

## **1. ORGANIZATION AND PURPOSE**

### *Organization*

Albany Community Charter School (the “School”) is a New York not-for-profit organization preparing students for a lifetime of opportunity by helping them master a primary rigorous, standards-based curriculum focused on literacy and other foundational knowledge.

By aligning the efforts of all members of the school community - student, parent, teacher, principal, board, and civic organizations - we dramatically increase the chances students will be prepared to succeed when they move on to middle school, high school, college and into the workforce. To achieve that goal, the learning community at the School emphasizes achievement, respect and positive behavior.

A provisional charter, valid for five years, was granted to the School by the University of the State of New York pursuant to Article 56 of the Education Law of the State of New York. The School began providing educational services in the fall of 2006 for K-1st grades. The provisional charter allowed for an additional grade to be added in each subsequent year until the School reaches grades K-4. A charter renewal was granted in 2010 extending the school’s operations for an additional five years (expires July 31, 2016) and the addition of a 5<sup>th</sup> grade. In January 2012, the School received approval to modify its charter renewal and add a middle school program to its existing elementary school program, effectively adding grades 6 through 8 in subsequent years through 2014-2015. As of June 30, 2015, the School had an enrollment of 650 students in K to 8<sup>th</sup> grades.

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

## **2. ACCOUNTING POLICIES AND FINANCIAL STATEMENT PRESENTATION**

### *Financial Statement Presentation*

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

### *Basis of Accounting*

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

**2. ACCOUNTING POLICIES AND FINANCIAL STATEMENT PRESENTATION (CONTINUED)**

*Support and Revenue*

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

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

*Revenue Recognition*

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

Revenue from other governmental sources generally represent entitlement grants and are recognized as earned when allowable expenditures are incurred. Costs are subject to audit and changes, if any, are recognized in the year known.

*Donated Services*

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

*Grants, Contracts and Accounts Receivables*

Receivables are carried at original invoice amounts less an estimate made for doubtful receivables based on a review of all outstanding amounts on a monthly basis. Management determines the allowance for doubtful accounts by identifying troubled accounts and by using historical experience applied to an aging of accounts. Receivables are written off when deemed uncollectible. Recoveries of accounts previously written off are recorded when received. A receivable is considered past due if any portion of the receivable balance is outstanding for more than 90 days. Management has recorded an allowance of \$28,278 and \$35,076 as of June 30, 2015 and 2014, respectively.

**2. ACCOUNTING POLICIES AND FINANCIAL STATEMENT PRESENTATION (CONTINUED)**

*Inventory*

Inventory consists of student uniforms and clothing available for use in the school's everyday operation. The inventory is stated at the lower of cost (on a first-in, first-out basis) or market value and is based on a physical inventory taken by management at June 30, 2015 and 2014.

*Property, Equipment and Depreciation*

Acquisitions of property and equipment in excess of \$500 are capitalized and recorded at cost. Improvements and replacements of property and equipment are capitalized. Maintenance and repairs not improving or extending the lives of property and equipment is charged to expense as incurred. When assets are sold or retired, their cost and related accumulated depreciation are removed from the accounts and any gain or loss is reported in the statement of activities. Depreciation is provided over the estimated useful life of each class of depreciable assets (ranging from 3 to 39 years) and is computed using the straight-line method.

*Conditional and Unconditional Promises to Give*

At June 30, 2015 and 2014, the School had not received any conditional or unconditional promises to give.

*Functional Expenses*

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

*Estimates*

The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Actual results could differ from these estimates.

*Fair Value*

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

**2. ACCOUNTING POLICIES AND FINANCIAL STATEMENT PRESENTATION (CONTINUED)**

*Income Taxes*

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

*Accounting for Uncertainty in Income Taxes*

The Accounting Standards Codification requires entities to disclose in their financial statements the nature of any uncertainty in their tax position. The School has not recognized any benefits from uncertain tax positions in 2015 and believes it has no uncertain tax positions for which it is reasonably possible that will significantly increase or decrease net assets within 12 months of the balance sheet date. Generally, federal and state authorities may examine the School's tax-exempt returns for three years from the date of filing; consequently, income tax returns for years prior to 2012 are no longer subject to examination by taxing authorities.

*Advertising Costs*

The School expenses advertising costs as they are incurred. Advertising costs for the years ended June 30, 2015 and 2014, were \$26,948 and \$34,264, respectively.

*Subsequent Events*

The School has adopted ASC 855, *Subsequent Events*, which establishes general standards of accounting for, and disclosures of, events that occur after the due date of the financial statements but before the financial statements are issued or are available to be issued. In the preparation of these financial statements and notes thereto, management has evaluated subsequent events or transactions as to any potential material impact on operations or financial position occurring through October 30, 2015, the date the financial statements were available to be issued. No such events or transactions were identified.

*Reclassification*

Certain 2014 amounts have been reclassified to conform with the current year presentation.

**3. DESIGNATED CASH**

The School has internally designated cash in the amount of \$1,000,000 as of June 30, 2015 and 2014. The intended purpose of this reserve is to provide down payment for a potential purchase of the building on Krank Street or similar facility. Management does not anticipate any purchase to take place within the next operating cycle.

**4. GRANTS, CONTRACTS AND ACCOUNTS RECEIVABLE**

At June 30, 2015 and 2014, grants, contracts and accounts receivable were comprised of the following funding sources:

	<u>2015</u>	<u>2014</u>
School District Tuition - Net	\$ 416,088	\$ 542,772
U.S. Department of Agriculture	83,630	77,790
U.S. Department of Education	241,579	44,131
Other Receivables	-	10
	<u>\$ 741,297</u>	<u>\$ 664,703</u>

**5. PROPERTY AND EQUIPMENT**

Property and equipment are reflected at historical cost, net of related depreciation, and are comprised of the following at June 30, 2015 and 2014.

	<u>2015</u>	<u>2014</u>
Land	\$ 300,000	\$ 300,000
Building	4,518,885	4,518,885
Equipment	325,665	297,526
Furniture/Fixtures	378,851	367,891
Leasehold Improvements	89,628	89,628
Building Improvements	5,206	5,206
Total at Cost	5,618,235	5,579,136
Less: Accumulated Depreciation	(665,093)	(451,092)
	<u>\$ 4,953,142</u>	<u>\$ 5,128,044</u>

Depreciation expense was \$214,000 and \$150,917 for the years ended June 30, 2015 and 2014, respectively.

**6. LOAN ACQUISITION COSTS - NET**

Other assets consist of capitalized transaction costs on the financing of certain real property of the School and are being amortized over 28 years. Capitalized costs totaled \$68,125 with accumulated amortization of \$2,620 and \$873 as of June 30, 2015 and 2014, respectively. Amortization expense was \$1,747 and \$873 for the years ended June 30, 2015 and 2014, respectively.

**7. LONG-TERM DEBT**

Long-term debt is comprised of the following at June 30:

	<u>2015</u>	<u>2014</u>
Loan payable to Local Initiatives Support Corporation (“LISC”), in monthly payments of \$29,019, including interest at 7.10%, maturing in January, 2043.	\$ 4,207,505	\$ 4,253,603
Less: current portion	<u>(50,277)</u>	<u>(47,611)</u>
	<u>\$ 4,157,228</u>	<u>\$ 4,205,992</u>

Estimated debt maturities at June 30 over the next five (5) years are as follows:

2016	\$	50,277
2017		54,792
2018		58,811
2019		63,125
2020		66,975
Thereafter		<u>3,913,525</u>
		<u>\$ 4,207,505</u>

The loan may be prepaid, in whole or in part, in minimum increments of at least \$100,000, only if such prepayment is accompanied by payment of a breakage fee equal to the cost to LISC of the breakage fee due under the Community Development Financial Institution (CDFI).

The School is required to maintain a debt covenant by the lender on the loan payable. As of June 30, 2015, the School was in compliance with this covenant.

**8. FACILITIES RENTAL**

The School leases their facilities on Krank Street from the Brighter Choice Foundation. Occupancy costs of the lease for the year ended June 30, 2015 and 2014 were \$741,300 and \$899,157, respectively. The Krank Street lease is effective through June 30, 2018. The Dove Street lease ended in December 2013, with the purchase of the building from the Foundation.

Future annual minimum lease payments required under the building leases in the fiscal years ending June 30 are approximated as follows:

2016	\$	747,300
2017		\$ 753,300
2018		\$ 800,000

**9. RETIREMENT PLAN**

The School has adopted a profit-sharing plan under IRC §401(k) covering all eligible employees. The School contributes a matching contribution to each eligible employee's profit-sharing plan at the rate of 4% of the employee's gross compensation for the calendar year. The School's retirement plan expense for the years ended June 30, 2015 and 2014 was \$68,643 and \$53,922, respectively.

**10. CONCENTRATION OF RISK**

The School receives a substantial portion of its funding from school districts where students reside. Three school districts comprised approximately 91% of total revenue and support for each of the years ended June 30, 2015 and 2014. No other funding sources accounted for more than 10% of total revenue and support.

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

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

**OTHER FINANCIAL INFORMATION**

**ALBANY COMMUNITY CHARTER SCHOOL**

*SCHEDULE OF FUNCTIONAL EXPENSES*

*FOR THE YEAR ENDED JUNE 30, 2015*

	<u>Program Services</u>			<u>Supporting Services</u>		
	<u>Regular Education</u>	<u>Special Education</u>	<u>Other Programs</u>	<u>Total</u>	<u>Management and General</u>	<u>Total</u>
Administrative Personnel	\$ 149,329	\$ -	\$ -	\$ 149,329	\$ 597,316	\$ 746,645
Instructional Personnel	2,807,451	462,123	-	3,269,574	-	3,269,574
Non-Instructional Personnel	-	-	169,080	169,080	55,681	224,761
Total Salaries	<u>2,956,780</u>	<u>462,123</u>	<u>169,080</u>	<u>3,587,983</u>	<u>652,997</u>	<u>4,240,980</u>
Fringe Benefits and Payroll Taxes	727,909	107,613	-	835,522	152,061	987,583
Retirement	50,594	7,480	-	58,074	10,569	68,643
Legal Service	13,305	1,967	-	15,272	2,779	18,051
Accounting and Audit Services	11,328	1,675	-	13,003	2,366	15,369
Other Purchased, Professional and Consulting Services	142,792	152,738	-	295,530	53,785	349,315
Building and Land Lease	546,383	80,777	59,099	686,259	55,041	741,300
Interest Expense	221,481	32,743	23,956	278,180	22,312	300,492
Repairs and Maintenance	245,397	36,279	26,543	308,219	24,721	332,940
Insurance	78,070	11,542	8,444	98,056	7,865	105,921
Utilities	62,362	9,219	6,745	78,326	6,282	84,608
Supplies and Materials	92,357	13,654	9,929	115,940	8,595	124,535
Equipment and Furnishings	2,404	355	-	2,759	502	3,261
Staff Development	21,946	3,244	-	25,190	-	25,190
Marketing and Recruitment	19,862	2,937	-	22,799	4,149	26,948
Technology	32,524	4,808	-	37,332	6,795	44,127
Food Service	-	-	192,417	192,417	-	192,417
Student Services	178,273	26,356	318,994	523,623	-	523,623
Office Expense	42,545	6,290	4,601	53,436	4,286	57,722
Bad Debt Expense	-	-	-	-	42,364	42,364
Depreciation and Other	<u>183,135</u>	<u>27,075</u>	<u>-</u>	<u>210,210</u>	<u>40,004</u>	<u>250,214</u>
<b>Total Expenses</b>	<u><b>\$ 5,629,447</b></u>	<u><b>\$ 988,875</b></u>	<u><b>\$ 819,808</b></u>	<u><b>\$ 7,438,130</b></u>	<u><b>\$1,097,473</b></u>	<u><b>\$ 8,535,603</b></u>

**ALBANY COMMUNITY CHARTER SCHOOL**

*SCHEDULE OF FUNCTIONAL EXPENSES*

*FOR THE YEAR ENDED JUNE 30, 2014*

	<u>Program Services</u>				<u>Supporting Services</u>	
	<u>Regular Education</u>	<u>Special Education</u>	<u>Other Programs</u>	<u>Total</u>	<u>Management and General</u>	<u>Total</u>
Administrative Personnel	\$ 140,479	\$ -	\$ -	\$ 140,479	\$ 561,918	\$ 702,397
Instructional Personnel	2,500,554	472,523	-	2,973,077	-	2,973,077
Non-Instructional Personnel	-	-	164,874	164,874	54,136	219,010
Total Salaries	<u>2,641,033</u>	<u>472,523</u>	<u>164,874</u>	<u>3,278,430</u>	<u>616,054</u>	<u>3,894,484</u>
Fringe Benefits and Payroll Taxes	621,750	104,705	-	726,455	136,509	862,964
Retirement	38,850	6,542	-	45,392	8,530	53,922
Legal Service	3,752	631	-	4,383	824	5,207
Accounting and Audit Services	11,258	1,896	-	13,154	2,472	15,626
Other Purchased, Professional and Consulting Services	123,022	83,875	-	206,897	38,879	245,776
Building and Land Lease	647,827	109,096	83,261	840,184	58,973	899,157
Interest Expense	105,905	17,835	15,294	139,034	26,125	165,159
Loss on Disposal of Assets	-	-	-	-	125,435	125,435
Repairs and Maintenance	245,532	41,348	31,557	318,437	22,351	340,788
Insurance	57,348	9,657	7,371	74,376	5,220	79,596
Utilities	88,678	14,934	11,396	115,008	8,073	123,081
Supplies and Materials	92,179	15,523	11,986	119,688	9,744	129,432
Equipment and Furnishings	1,466	247	-	1,713	322	2,035
Staff Development	39,034	6,574	-	45,608	-	45,608
Marketing and Recruitment	24,687	4,157	-	28,844	5,420	34,264
Technology	23,248	3,915	-	27,163	5,104	32,267
Food Service	-	-	185,303	185,303	-	185,303
Student Services	119,265	20,085	393,823	533,173	-	533,173
Office Expense	47,078	7,928	6,051	61,057	4,286	65,343
Bad Debt Expense	-	-	-	-	35,076	35,076
Depreciation and Other	<u>115,333</u>	<u>19,423</u>	<u>-</u>	<u>134,756</u>	<u>26,196</u>	<u>160,952</u>
<b>Total Expenses</b>	<b><u>\$ 5,047,245</u></b>	<b><u>\$ 940,894</u></b>	<b><u>\$ 910,916</u></b>	<b><u>\$ 6,899,055</u></b>	<b><u>\$1,135,593</u></b>	<b><u>\$ 8,034,648</u></b>

**FEDERAL AWARD PROGRAM INFORMATION**

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MEMBERS OF:  
NEW YORK STATE SOCIETY OF  
CERTIFIED PUBLIC ACCOUNTANTS

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

To the Board of Trustees  
Albany Community Charter School

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Albany Community Charter School (the “School”) (a nonprofit organization), which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 30, 2015.

**Internal Control Over Financial Reporting**

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

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

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

### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards* and which were described in the accompanying schedule of findings and questioned costs as items 2015-1 and 2015-2.

### **The School's Response to Findings**

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

### **Purpose of this Report**

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



**CUSACK & COMPANY, CPA'S LLC**

Latham, New York  
October 30, 2015

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR  
EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER  
COMPLIANCE REQUIRED BY OMB CIRCULAR A-133**

To the Board of Trustees  
Albany Community Charter School

**Report on Compliance for Each Major Federal Program**

We have audited Albany Community Charter School's (the "School") compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2015. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

***Management's Responsibility***

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

***Auditor's Responsibility***

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination on the School's compliance.

## ***Opinion on Each Major Federal Program***

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2015.

## ***Other Matters***

The results of our auditing procedures disclosed instances of noncompliance, which are required to be reported in accordance with OMB Circular A-133 and which are described in the accompanying schedule of findings and questioned costs as items 2015-1 and 2015-2. Our opinion on each major federal program is not modified with respect to these matters.

The School's response to the noncompliance findings identified in our audit is described in the accompanying schedule of findings and questioned costs. The School's response was not subject to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

## **Report on Internal Control Over Compliance**

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing our opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing our opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

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

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, we identified certain deficiencies in internal control over compliance, as described in the accompanying schedule of findings and questioned costs as items 2015-1 and 2015-2, that we consider to be significant deficiencies.

The School's response to the internal control over compliance findings identified in our audit is described in the accompanying schedule of findings and questioned costs. The School's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

A handwritten signature in black ink that reads "Cusack & Company, CPA's LLC". The signature is written in a cursive, flowing style.

**CUSACK & COMPANY, CPA'S LLC**

Latham, New York  
October 30, 2015

**ALBANY COMMUNITY CHARTER SCHOOL**  
*SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS*  
*FOR THE YEAR ENDED JUNE 30, 2015*

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<b><u>Federal Grantor/Pass-Through Grantor/Program or Cluster Title</u></b>	<b><u>Federal CFDA Number</u></b>	<b><u>Pass-Through Entity/Project Number</u></b>	<b><u>Federal Expenditures</u></b>
<u>Passed Through New York State Education Department:</u>			
<u>U.S. Department of Education</u>			
ESEA Title I	84.010	0021-15-4033	\$ 280,485
Improving Teacher Quality State Grants	84.367	0147-15-4033	<u>8,695</u>
Total U.S. Department of Education Passed Through New York State Education Department			<u>289,180</u>
<u>U.S. Department of Agriculture</u>			
School Breakfast Program	10.553	-	120,194
School Lunch Program	10.555	-	<u>261,068</u>
Total U.S. Department of Agriculture Passed Through New York State Education Department			<u>381,262</u>
Total Federal Assistance			<u><u>\$ 670,442</u></u>

**1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

The accompanying schedule of expenditures of federal awards was prepared on the accrual basis of accounting. Grant awards are recorded as revenue when the criteria for earning the revenue is met, generally when the expenditure of grant funds is made. Grant expenditures are recorded when the liability is incurred.

The amounts reported as federal expenditures on the schedule represent expenditures of federal funds as obtained from the appropriate federal financial reports for the applicable programs and periods. The non-federal share of expenditures, if any, is excluded from the schedule.

**2. SCOPE OF AUDIT PURSUANT TO OMB CIRCULAR A-133**

The Albany Community Charter School is an independent non-profit corporation. All federal grant operations of the School are included in the scope of the single audit.

**3. RELATIONSHIP TO FINANCIAL STATEMENTS**

Federal awards revenue is reported in the School's financial statements as follows:

Federal Grants	\$ 300,620
Food Service/Child Nutrition	402,121
Less: IDEA Allocation (Albany CSD)	(11,440)
Child Nutrition (NYS Portion)	(13,515)
Food Service (Cash Sales)	<u>(7,344)</u>
Total Federal Assistance	<u>\$ 670,442</u>

**ALBANY COMMUNITY CHARTER SCHOOL**  
**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**  
**FOR THE YEAR ENDED JUNE 30, 2015**

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**SECTION I — SUMMARY OF AUDITOR’S RESULTS**

*Financial Statements*

Type of auditor’s report issued: Unmodified

Internal control over financial reporting:

- “Going Concern” explanatory paragraph included in audit report? \_\_\_\_\_ Yes   X   No
- Significant deficiency(ies) disclosed?   X   Yes \_\_\_\_\_ No
- Significant deficiency(ies) reported as a material weakness? \_\_\_\_\_ Yes   X   None reported
- Noncompliance material to financial statements? \_\_\_\_\_ Yes   X   No

*Federal Awards*

Internal Control over major programs:

- Significant deficiency(ies) identified?   X   Yes \_\_\_\_\_ No
- Significant deficiency(ies) reported for any major programs as a material weakness(es)? \_\_\_\_\_ Yes   X   None reported
- Any known questioned costs reported?   X   Yes \_\_\_\_\_ No

Type of auditor’s report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133?   X   Yes \_\_\_\_\_ No

Identification of major programs:

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Clusters</u>
10.553/10.555	Child Nutrition Cluster

Dollar threshold used to distinguish between type A and type B programs: \$ 300,000

Auditee qualified as low-risk auditee? \_\_\_\_\_ Yes   X   No

**SECTION II — FINANCIAL STATEMENT FINDINGS**

N/A

**SECTION III — FEDERAL AWARD FINDINGS AND QUESTIONED COSTS**

See pages 23 for federal award findings and questioned costs.

**SECTION IV — RESOLUTION OF PRIOR YEAR AUDIT FINDINGS**

See page 24 for prior year federal award findings and questioned costs resolutions.

For the year ended June 30, 2015, we selected the Child Nutrition Cluster (CFDA Numbers 10.553 and 10.555) as a major program for the Albany Community Charter School's (the School) Single Audit. Our test work involved the inspection of 77 applications (Application for Free and Reduced Price School Meals/Milk) selected systematically (40), randomly (25) and internally (12 Income Verifications) testing various required attributes of the program. The current year findings below, in aggregate, are deemed to be significant deficiencies less than material but warrant the attention of those charged with governance.

**Findings and Questioned Costs:**

*Finding 2015-01: Auditor Preparation of Financial Statements*

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

*Finding 2015-02: Self-Verification Process*

Criteria (1): The School must select a pre-determined sample of applications and contact applicants for verification of income. If proof of income requires a change in the student's status in the program, the applicant must be notified and this action completed in the School's software system. Criteria (1) is applicable to all findings.

Statement of Condition: Under USDA guidelines, organizations which are recipients of Child Nutrition funding are required to complete income verification for a pre-determined sample size of applications. The sample size selected by the School was determined to be 12 applications. The income verification process involves contacting the applicant to provide verification of income listed on their original applications and changes to the meal plan must be made based on updated information if necessary. We reviewed all 12 income verifications noting 6 replies were not received and although the School followed up with the applicants, their status was not terminated for non-response.

**Questioned Costs:**

650 applications were received by the School and of those we selected 77 to test. From our test work we further noted 6 applications which had findings and were incorrect. We have identified likely questioned costs of approximately \$32,000, which was quantified by projecting the incorrect findings over the Child Nutrition Program as a whole. The amount of likely questioned costs is a reasonable estimate of the potential inaccuracy of the program, although the amount is not material to the financial statements.

Recommendation: We recommend the School establish a system of internal control which designates a person independent of the application, data entry or internal verification process to review each application for eligibility criteria. This person should also ensure authorized applications are posted correctly to the School's nutrition software. Recommendation is applicable to all findings.

Corrective Action Plan (Management's Response to Recommendation):

Management has responded to the above referenced findings by implementing a secondary review of all applications by a person who is independent of the school lunch function. Management believes this will help to identify discrepancies before being posted to the School's nutrition program.

*ALBANY COMMUNITY CHARTER SCHOOL*  
*RESOLUTION OF PRIOR YEAR AUDIT FINDINGS*  
*JUNE 30, 2015*

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**Prior Year Audit Findings:**

All prior year findings are considered resolved for the year ended June 30, 2014.



# Appendix F: BOT Membership Table

Created: 07/28/2015

Last updated: 07/29/2015

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## 010100860899 ALBANY COMMUNITY CS

### 1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Raimundo C. Archibold Jr., CFA	[REDACTED]	Chair/Board President	Yes	Finance	
2	Juanita Nabors	[REDACTED]	Vice Chair/Vice President	Yes	Legislative	
3	Michael J. Strianese	[REDACTED]	Trustee/Member	Yes	Operations & Finance	
4	Felicia Reed	[REDACTED]	Trustee/Member	Yes	Special Education	
5	Lekaya Martin	[REDACTED]	Secretary	Yes	Parent Legislative & Legal	
6	Bramble Buran	[REDACTED]	Trustee/Member	Yes		
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**2. Total Number of Members Joining Board during the 2014-15 school year**

1

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

(No response)

**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 2014-15 school year?**

10

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

12

**Thank you.**