



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

Created: 07/18/2015

Last updated: 07/30/2015

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

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1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

TECH INTERNATIONAL CS (SUNY TRUSTEES) 321000861032

2. CHARTER AUTHORIZER

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

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 10

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	3120 Corlear Avenue	718-549-1908	718-549-2612	[REDACTED]

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Oslene Verret
Title	Executive Director
Emergency Phone Number (###-###-####)	[REDACTED]

5. SCHOOL WEB ADDRESS (URL)

www.ticharter.org

6. DATE OF INITIAL CHARTER

2011-06-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2012-08-01 00:00:00

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

289

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	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?

	No, just one site.
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12. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	3120 Corlear Ave Bronx, NY, 10463	718-549-1908	CSD 10	6,7,8	No	Rent/Lease
Site 2						
Site 3						

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Oslene Verret	718-549-1908		

Operational Leader	Scott Matluck	718-549-1908		██████████
Compliance Contact	Scott Matluck	718-549-1908		██████████
Complaint Contact	Scott Matluck	718-549-1908		██████████

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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).

Yes

14a. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in admissions/enrollment policy	Revised admissions policy to allow school to recruit at the 6th, 7th, and 8th grade levels.		5/27/2015
2				
3				
4				
5				

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

Chinenye Aguojj, Director of Analytics

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

Thank you.



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

Created: 07/20/2015

Last updated: 07/21/2015

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Charter School Name:

1. NEW YORK STATE REPORT CARD

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

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

<http://data.nysed.gov/profile.php?instid=800000071165>



**TECH INTERNATIONAL
CHARTER SCHOOL**

**2014-15 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

November 1, 2015

By Ryan McCabe, Principal
3120 Corlear Avenue, Bronx, NY 10463
718-549-1908

Ryan McCabe, Principal, prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Andre Pascal	Board Chairman, Executive Committee
Bindi Patel	Board Secretary, Academic Oversight Committee, Executive Committee
Weenia Allen	Chairperson, Academic Oversight Committee
Michael Bryant	Member, Finance Committee
Nefertiti Smith	Chairperson, Finance Committee
Agnes Willson	Member, Finance Committee
Joanne Taylor	Member, Finance Committee
Alberta Conteh	Member, Academic Oversight Committee

Ryan McCabe has served as the Principal since August 3, 2015.

In July of 2015, the Board of Trustees of Tech International Charter School made a decision to move the school in a different direction by releasing the previous Executive Director, Oslene Carrington-Verret and bringing in Ryan McCabe. This transition, which occurred in early August, was done with the intention of moving the school under the direction of an educator with experience in the classroom and administrative aspects of school leadership.

Due to the nature of the transition, as well as the nature of leadership communication and transparency prior to the adjustment, much of the planning and prior year's data associated with the completion of this plan is incomplete or unreliable. The report has several sections that are incomplete and that is due to the nature of data collection from previous administration and while that is completely unacceptable and will not be the case going forward, it does currently exist. As the school year progresses, more reliable information and data will be shared accordingly and used to make decisions.

In many sections, let this preface be the apology for the lack of detail and depth at which the analysis of the data has been reflected upon in the report. Much time has been spent on the lack of results at Tech International and internally the measures, both quantitative and qualitative are analyzed consistently, however, results from last year are the result of myriad inadequate systems and philosophies that do not currently exist at TI. It became difficult in the reflection of this report to identify one cause for the poor results and inability to meet outlined goals thereby making the action plan the most important piece of information.

Part of what we have been trying to accomplish in this new school year is a positive culture for students, families, and teachers at Tech International. The transience needs to end because it has caused negative results and in essence a poor environment for students. Part of the work being done at TI, although not mentioned directly in this report, is the development of teachers and the building of a restorative justice approach to students. These measures will help to accomplish our goals.

Furthermore, with proper guidance, the current school administration would be willing and able to conduct any data analysis protocols necessary to prove growth and proper assistance to students as outlined by the requirements of the SUNY Charter School Institute. As we move into our renewal year, we have consulted with the Partnership for Innovative Compensation for Charter Schools (PICCS) and other consulting organizations associated to assist with the process of reporting and analysis.

INTRODUCTION

Tech International Charter (TI), based in the Bronx, New York, opened in the fall of 2012 and serves middle school students in 6th, 7th and 8th grade. TI offers its students a technology enhanced, internationally focused and academically challenging education that develops the critical thinking skills needed for postsecondary success in the 21st century. Currently, approximately 85% of TI students are designated as Title I, and about 25% have IEPs. Tech International student population is 72% Latino, 20% Black, 5% White, and 2% Asian providing a unique experience to students throughout the Bronx's District 10 community.

Tech International focuses on the integration of technology into the classroom environments implementing Google classroom integration in many grades and requiring that students submit a minimum of two digital projects each school year. These projects are to be stored in a student's digital portfolio which is used as a requirement for promotion in the 8th grade. The integration of these projects is made easier by the use of laptops, iPads, kindles, and Chromebooks in classrooms throughout the school.

TI has started an Advisory program that pairs a group of 10-12 students with an individual teacher. This person serves as the advocate for each child in the building. Parent teacher conferences, discipline conversations, and parent meetings all occur with the Advisor present and this groups rotates together for three years. A morning meeting program focusing on character development is an essential part of the TI Advisory program. Each week students are presented with an ethical dilemma that they discuss in their Advisory classrooms. These dilemmas are acted out in front of the entire grade during Morning Meeting and discussions around STAR students and Random Acts of Kindness are recognized in this weekly school assembly.

Providing a robust afterschool enrichment program has been important to the TI community since its inception. In an effort to support the needs and interests of the students and parents, TI pairs with Kingsbridge Heights Community Center to develop and execute a program that challenges students cognitively and engages them socially. Programs include making beats through online software, robotics, sports, as well as art and dance classes.

Mission - The mission of Tech International Charter School is to offer its students a technology enhanced, internationally focused and academically challenging education that develops the critical thinking skills needed for postsecondary success.

Core Courses - Tech International's middle school program for core courses meets the New York State Education Department's requirements and is in line with the New York Common Core State Standards (NYCCSS). Tech International also affords students opportunities to become stronger in their use of technology tools and applications. Students are supported in their efforts to develop digital ePortfolios of their work over the course of their time at the school.

English Language Arts - Tech International helps students develop an understanding and use of the oral and written language, as well as media and technology for expressive, informational, argumentative,

critical, and literary purposes. While emphasis is placed on personal expression, students also will be able to interpret and synthesize information.

Mathematics - Tech International’s math curriculum satisfies the NYCCSS and provides instructional focus on appropriate grade-level content for academic success. Given the difficulty that many students experience with the subject, teachers make use of differentiation strategies to help students to move along with the pace of the curriculum. Additionally, academic support is prescribed for incoming 6th graders as well as 7th graders. Many of Tech International’s math teachers also provide afterschool tutoring in the subject.

Social Studies - The social studies curriculum provides students with the opportunity to explore belief systems across time. Among the skills learned, students will develop fluency in: distinguishing between fact and fiction; recognizing and using a variety of systems for organizing; using information to create original products; selecting and presenting creative projects in a variety of formats; working collaboratively; using the writing process to express new understandings; and comparing and contrasting historical and current events.

Science - Middle school science consists of the physical, life, and earth and space sciences. The physical science curriculum allows students to learn the laws of motion, force, speed, and the transfer of energy. In life science, everything from the human body to ecology is included. And earth science classes commence with how the earth was formed, but also include lessons about the earth’s orbit around the sun as well as the moon’s orbit around the earth. Geology also may be included in the earth science program.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12	-	-	-	-	-	-	-	-	-	-	-	-	-	0
2012-13	-	-	-	-	-	-	135	-	-	-	-	-	-	135
2013-14	-	-	-	-	-	-	104	103	-	-	-	-	-	207
2014-15	-	-	-	-	-	-	105	97	87	-	-	-	-	289

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Background

In the 2014-2015 school year students were instructed with EngageNY lessons and assessments without modification.

Interim assessments were provided and evaluated by ANET, and administered by teachers.

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 6 through 8 grades 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 ¹			Total Enrolled
		IEP	ELL	Absent	
3	-	-	-	-	-
4	-	-	-	-	-
5	-	-	-	-	-
6	102	0	3	3	105
7	93	2	1	4	97
8	82	1	0	5	87
All	277	3	4	12	289

¹ 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.

Results

Due to the transience of the staff and students, it is difficult to accurately assess this goal. Student records have not been accurate and the entire operations team has transitioned in the last school year. This makes the process of accurately recording this information near impossible. For internal purposes, we are assuming that all enrolled students have been here for two years at the point of 8th grade instruction but will adjust the number as needed. Going forward, the school has a detailed plan to use ATS and Datacation's Skedula to provide accurate information for student records through the work with PICCS and Digant Bahl of Accounting Solutions of NY.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	5.9	102		
7	8.6	93		
8	21.9	82		
All	12.13	277		

Evaluation

The school has not performed well in any aspects of the ELA measurements in the previous school term and many of the changes being made under the new administration have been implemented in order to combat the numbers contained in the tables above.

8th grade students showed the greatest performance on the 2015 ELA state exam with an increase from the previous school year of almost 2 %. The trend developing over time at TI has been that sixth grade performance significantly drops off with students in their first year. In order to combat this trend, the school has added three new teachers to the 6th grade team and completely designed the curriculum, removing the reliance on the documents created by EngageNY modules and moving more to a system where teachers can differentiate based on need.

The school has long-suffered from teacher transience and the last school year was no different having many staff members leave in the middle of the year and several others repositioned during the year. Teacher capacity to plan and assess was compromised by teacher coverages being assigned daily to all teachers. Anecdotally, several staff members reported having taught more

than 10-15 days of ELA classes throughout the year. The gaps in instruction in our students are severe because of the lack of professional conduct and planning around attendance and attrition.

The school has a tremendous task in the current school year and has incorporated several planned initiatives to work towards meeting the goals outlined in the original charter. The task of improvement is extremely difficult as the majority of scores at the proficient level have graduated and moved on to high schools so the department understands that these interventions need to occur in every classroom at every level.

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						
4						
5						
6						
7						
8						
All						

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 200.²

Results

² In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Tech International 6th through 8th grade students achieved a Performance Level Index value of 68.1, which was 28.9 below the required AMO of 97.

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
177	43.3	45.1	10.4	1.1

$$\begin{array}{rcccccccl}
 \text{PI} & = & 45.1 & + & 10.4 & + & 1.1 & = & 56.6 \\
 & & & & 10.4 & + & & = & \underline{11.5} \\
 & & & & & & \text{PLI} & = & 68.1
 \end{array}$$

Evaluation

The measure was not met.

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.³

Results

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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6			17.2	3,696
7			15.4	3,643
8			20.5	3,358
All			17.7	10,697

³ 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

As seen in table above, students in grade 7 were unable to meet the performance on their district-wide peers by seven percentage points, while those students in the 8th grade exceeded district performance by just over one percent. Both of these results indicate the need for the school to improve performance dramatically in order to provide the educational experience promised to the state and the families in District 10 during the Charter acquisition process.

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	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6						17.2
7						15.4
8						20.5
All						17.7

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 overall 2013-14 ELA Comparative Performance Effect Size value at Tech International was .08, which was .22 below the required Effect Size of .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						
4						
5						
6	92.2	104	14	13.7	0.3	0.03
7	83.2	103	19	17.2	1.8	0.12
8						
All	87.7	207	16.5	15.4	1.1	0.08

School's Overall Comparative Performance:
Slightly higher than expected

Evaluation

The measure was not met.

Additional Evidence

Tech International has failed to meet the required Effect size of .3 for two years in a row.

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	-	-	-	-	-	-
2012-13	6		135	11.1	27.2	-1.29
2013-14	6 and 7	87.7	207	16.5	15.4	.08

Goal 1: Growth Measure⁴

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.⁵

Results

The all student 2013-14 ELA Mean Growth Percentile at Tech International was 54.8. 6th grade students scored below the required Statewide Median of 50 by 9.1 points, while 7th grade students surpassed the Median by 18.5 points. 6th grade students scored below the required Statewide Median of 50 by 9.1 points, while 7th grade students surpassed the Median by 18.5 points.

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	40.9	50.0
7	68.5	50.0
8	-	50.0
All	54.8	50.0

Evaluation

The measure was met.

Additional Evidence

Tech International has shown significant increase in the Mean Growth Percentile from 34.5 in 2012-13 to 54.8 in 2013-14. The increase was 20.3 points.

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.

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

Grade	Mean Growth Percentile			
	2011-12 ⁶	2012-13	2013-14	Statewide Median
4				50.0
5				50.0
6		34.5	40.9	50.0
7			68.5	50.0
8			-	50.0
All		34.5	54.8	50.0

Summary of the English Language Arts Goal

Absolute

Absolute - Tech International 6th through 8th grade students achieved a Performance Level Index value of 68.1, which was 28.9 below the required AMO of 97.

Comparative

Comparative - The overall 2013-14 ELA Comparative Performance Effect Size value at Tech International was .08, which was .22 below the required Effect Size of .3.

Growth - The all student 2013-14 ELA Mean Growth Percentile at Tech International was 54.8. 6th grade students scored below the required Statewide Median of 50 by 9.1 points, while 7th grade students surpassed the Median by 18.5 points.

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.	Did Not Achieve
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	Did Not Achieve

⁶ Grade level results not available.

	among all public schools in New York State. (Using 2013-14 school district results.)	
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.	Achieved

Action Plan

English language arts instruction is essential to the success of all students at Tech International. Students in all grades receive 90 minutes of instructional daily including thirty minutes of independent reading on their independent reading level with focus question on five essential reading standards from the Common Core State Standards.

The program has been completely overhauled from last school year because of teacher turnover and a lack of positive results. The curriculum uses EngageNY as the foundation for instruction but differentiates activities and assignments based on student preference and need. Lessons are collaboratively developed in PLC meetings and reviewed consistently in these meetings for standards alignment, levels of differentiation, and assessment usage. Our ELA teacher work collaboratively to ensure that students are engaged in higher order thinking around the standards using the reading material associated with the EngageNY Modules as the guidelines. Teacher teams have adjusted the calendar to focus on certain standards (RL 6.1, RL6.4, RI 7.1, RI 7.6, RL 8.1, RL8.3) earlier in the year to build the foundation with reading materials that are both of interest to the schools but also to align the modules with our current Social Studies curriculum.

Teachers in this area were trained over the summer in Understanding by Design and have started the process of submitting Unit Templates in the UbD format amended by Kim Marshall. These documents are submitted regularly and reviewed by the Instructional Leadership Team. Along with the increased time for analysis and professional learning communities, the number of teacher evaluations have increased from 1-2 to 10-12 annually with a debrief session occurring within one day of this process. This helps to analyze and evaluate instruction much more deliberately.

The use of assessment in a formative or summative way was absent at Tech International in the previous school year for ELA. The school has adopted a school-wide assessment protocol where Interim Exams (developed by Curriculum Associates and PARRC) are given four times a year to get summative data on performance of all standards. In the previous year, ANET was used to assess what was being taught in classrooms according to the curriculum. This type of assessment is now developed and assessed collaboratively by teams of teachers under the direction of the Assistant Principal, Anthony Vandarakis. The use of formative assessment is also improving through the integration of several different systems and the exposure to new tools, such as Plickers. The NWEA Map test will also be used to gain accurate Lexile and predictive measures.

Professional development on a school-wide level has focused on four major items- standards alignment, differentiation, formative assessment, and academic rigor. These areas prove to be essential to the growth and success of schools in research and therefore need to be developed in

the staff at TI. Internal resources are paired with outside consultants to provide this instruction and assessment of the goals developed in order to ensure that all students are being challenged at a high level.

In ELA, Ira Bolterman with ALL and Katanna Conley of the Public Consulting group have partnered with Tech International to form our Deeper Learning task force. This group of people, serving as internal development and dedicating a minimum of 25 days this school year, is helping to achieve internal goals outlined on the Deeper Learning Plan such as:

Internal Goal # 1: 100% of ELA teachers will participate in an independent reading program designed to engage readers in productive reading for thirty minutes every day.

Internal Goal # 2: 100% of students will be engaged in tasks that are cognitively aligned to the grade level standards in that content area.

Internal Goal # 3: By June 2016, teacher knowledge and skill to use formative assessment will increase by at least one level of effectiveness as measured by component 1f and 3d on the Danielson Framework for Teaching.

The management and progress monitoring of these goals will allow the school to achieve its focus of educational students at the highest level and meeting progress monitoring benchmarks.

MATHEMATICS

Goal 2: Mathematics

Background

In the 2014-2015 school year students were instructed with EngageNY lessons and assessments without modification.

Interim assessments were provided and evaluated by ANET, and administered by teachers.

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 6 through 8 grade 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 ⁷			Total Enrolled
		IEP	ELL	Absent	
3	-	-	-	-	-
4	-	-	-	-	-
5	-	-	-	-	-
6	105	0	0	0	105
7	94	2	1	3	97
8	79	2	0	8	87
All	278	4	1	11	289

Results

Due to the transience of the staff and students, it is difficult to accurately assess this goal. Student records have not been accurate and the entire operations team has transitioned in the last school year. This makes the process of accurately recording this information near impossible. For internal purposes, we are assuming that all enrolled students have been here for two years at the point of 8th grade instruction but will adjust the number as needed. Going forward, the school has a detailed plan to use ATS and Datacation’s Skedula to provide accurate information for student records through the work with PICCS and Digant Bahl of Accounting Solutions of NY.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	-	-		-
4	-	-		-
5	-	-		-
6	9.5	105		
7	17.0	94		
8	46.8	79		
All	24.4	278		

⁷ 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.

Evaluation

The trends in Mathematics, similar to those identified in ELA, show the 8th grade outperforming their TI peers with all grades failing to exceed their district peers or meet the goals outlined in the Accountability Plan.

Due to all of the factors outlined throughout this report, inexcusable failure occurred throughout the cohorts. Please see the action plan below for detailed analysis and information pertaining to how the school plans to address this going forward.

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						
4						
5						
6						
7						
8						
All						

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 200.⁸

Results

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

Tech International student achieved a 2014-15 Mathematics Performance Level Index value of 66.2, which was lower than the required AMO of 94 by 27.2 points.

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
278	46.7	39.9	12.2	1

$$\begin{aligned}
 \text{PI} &= 39.9 + 12.2 + 1 = 53.0 \\
 &12.2 + 1 = \underline{13.2} \\
 \text{PLI} &= 66.2
 \end{aligned}$$

Evaluation

The measure was not met.

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.⁹

Results

The school was unable to meet the AMO outlined of 94 by a significant amount in the previous school year. No cohorts of students greatly outperformed any other providing accurately spread data that in unacceptable and below the outlined performance level.

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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested

⁹ 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](#).

3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6			21.6	3,793
7			17.0	3,710
8			13.9	3,358
All			<u>17.5</u>	10,861

Evaluation

As was the case with many of the result sections, the organization of the school, lack of a clear plan supported by research or data, and inefficient attention to detail in key areas resulted in the school’s lack of ability to meet goals.

The comprehensive failure of the school under the previous administration makes it difficult to pinpoint the exact cause of poor results as staff retention, student discipline, curriculum alignment, professional conduct, professional development, and overall vision were lacking. Please see the outlined Action Plan to see how the school is planning to address these factors going forward.

**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						
4						
5						
6						
7						
8						
All						

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

With an Effect Size of -.025 overall Comparative Performance in 2013-14, Tech International did not meet the required measure of .3

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	92.2						
4							
5							
6		83.2	104	20	20.4	-0.4	-0.02
7		101	10	19.1	-9.1	-0.48	
8							
All	87.8	205	15.1	19.7	-4.7	-0.25	

School’s Overall Comparative Performance:
Lower than expected

Evaluation

The measure was not met.

Additional Evidence

Tech International has consistently failed to meet the State requirement for Effect Size.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically	Number Tested	Actual	Predicted	Effect Size

		Disadvantaged				
2011-12	-	-	-	-	-	-
2012-13	6		135	11.1	27.2	-1.29
2013-14	6 and 7	87.8	205	15.1	19.7	-025

Goal 2: Growth Measure¹⁰

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.¹¹

Tech International failed to meet the Statewide Median of 50 by 4.3 points. 6th grade students achieved 41.0 or 9 points below the required target. 7th grade students achieved 50.3, which met the Statewide Median and surpassed it by .3 points.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	-	50.0
5	-	50.0
6	41.0	50.0
7	50.3	50.0
8	-	50.0
All	<u>45.7</u>	50.0

¹⁰ See Guidelines for Creating a SUNY Accountability Plan for an explanation.

¹¹ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

Evaluation

The measure was not met.

Additional Evidence

Tech International has failed two years in a row to achieve the Statewide Median for Mean Growth Percentile. The change from 38.4 in 2012-13 to 45.7 in 2013-14 shown significant improvement.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ¹²	2012-13	2013-14	Statewide Median
4				50.0
5				50.0
6		38.4	41.0	50.0
7		-	50.3	50.0
8		-	-	50.0
All		38.4	45.7	50.0

Summary of the Mathematics Goal

Absolute

Absolute - Tech International student achieved a 2014-15 Mathematics Performance Level Index value of 66.2, which was lower than the required AMO of 94 by 27.2 points.

Comparative

Comparative - With an Effect Size of -.025 overall Comparative Performance in 2013-14, Tech International did not met the required measure of .3

Growth - Tech International failed to meet the Statewide Median of 50 by 4.3 points. 6th grade students achieved 41.0 or 9 points below the required target. 7th grade students achieved 50.3, which met the Statewide Median and surpassed it by .3 points.

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

¹² Grade level results not available.

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.	Did Not Achieve
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.	Did Not Achieve

Action Plan

The results in this report show the tremendous need for a complete overhaul of all things in all areas, and the need to build on some of the successes mathematically that TI's students may have achieved in the previous year.

There has been no formal assessment procedure in the school other than that outlined by ANET and the EngageNY modules and that is changing in the coming school year. Students will be engaged in constant and consistent assessments throughout the year in order to accurately inform instruction and cause change in the instructional program. Internal exams will serve as the basis for this analysis. Teachers provide quizzes with multiple choice responses throughout the unit in order to gauge student understanding and understand common misconceptions in order to provide interventions. These assessment results, along with the Interim Exam results, are analyzed in a group setting and action plans are developed based on them. These plans are reviewed collaboratively and enacted in classrooms. The overall goal of the new assessment procedures is to put the data analysis and plan development in the hands of the teachers so that it can be enacted in the classroom. Interim exams are the same as those given in ELA, with similar emphasis being placed on each.

The curriculum of TI Charter School in the previous year involved the direct alignment with the EngageNY modules and the use of myriad lower level worksheets. The plan throughout the year is to focus on task development. Teachers in all content areas, but specifically mathematics, are being asked to create differentiated tasks that encourage students to think at a higher level while incorporating the standards and assessment items outlined in our data. Use of the Instructional Rounds process led by Dr. Thomas Fowler-Finn in December will help to provide a comprehensive check-point for the analysis of this task and the progress. Teachers task development is done through weekly meetings with the Principal for planning and through collaborative PLCs.

The goals of the deeper learning task force, short the independent reading measure, have also been applied to this team under the direction of the National Training Network in collaboration with Kirk

Walters from AIR. The goals of standards alignment and formative assessment are being achieved by the use of our consultants with no less than 45 visits throughout the year.

In addition to amended teacher evaluation procedures, the incorporation of school-wide weekly learning walks and bulletin board analysis has worked towards building the collaborative environment that can cause instructional change. The mathematics department's participation in the process is crucial to our success.

Historically, because of the lack of data analysis and awareness by the teachers, sub groups analysis has not been conducted at any level. Going forward, students in cohorts, subgroups based on demographic information, and even class-level disaggregation is occurring in order to provide a fuller picture of why such trends are present.

SCIENCE

Goal 3: Science

Background

In the 2014-2015 school year the school lacked a comprehensive curriculum in Science allowing teachers to develop lessons as they see fit. Students in grades 6 and 7 had three to four periods of Science each week.

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 8th 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 students enrolled in at least their second year to score at proficiency.

Results

There is no record the 8th grade NYS Science test was administered to Tech International students. An inquiry has been done contacting the NYS Department of Assessment as well as the borough testing center. SUNY was informed of this inquiry in September.

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
-------	------------------------------------

	Charter School Students In At Least 2 nd Year		All TI Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	-	-	-	-
8	0	0	0	0

Evaluation

The measure was not met.

Additional Evidence

2014-15 was the first year Tech International students were eligible to take the 8th grade NYS Science test. There is not record it was administered.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the science program.

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						
8						
All						

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

There are no results to share.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	-	-		
8	0	0		

Evaluation

District 10 Science grades are not available and there is no record of the test being given at Tech International.

Additional Evidence

District 10 Science grades are not available and there is no record of the test being given at Tech International.

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	-	-	-	--		
8	-	-	--	-	0	
All	-	-		-	0	

Summary of the Science Goal

L2RPT data base for Tech International shows no results of Tech International student achievement for the NYS 8th grade Science test.

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.	Did Not Achieve
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.	Did Not Achieve

Action Plan

This goal is extremely important as the results from the previously tested cohort of students have

never been reported after much effort and coordination.

Most importantly, the coordination of the examination has moved away from the previous administration's testing coordinator to the Principal, who along with his administrative team, will ensure that testing conditions and procedures are followed and submitted in a timely manner.

As is the case in the two other areas outlined in this plan, there needed to be a complete overhaul of curriculum structures and assessments in order to ensure that this was conducted accurately and correctly.

Curriculum

The science program incorporates the curriculum outlined by the Next Generation Science Standards with the Scope and Sequence provided by the New York City Department of Education.

Students are engaged in inquiry-based investigations in all grades that ask them to actively work with the material in the curriculum.

Teachers submit unit plans according to the Understanding by Design templates created by Wiggins and McTighe which are reviewed by the Department Chair and the Instructional Leadership Team led by the Principal.

This curriculum involves the incorporation of the assessment practices associated with the Intermediate Level Science exam including several lessons throughout the curriculum that address the usage of diagrams and tools useful in scientific inquiry.

The goal of this curriculum realignment is to offer the Living Environment Regents to students in grade 8 during the next charter term.

Assessment

Students in science will be assessed regularly through the use of questions occurring on the NYS Intermediate Science exam. Teachers are expected to have moved away from teacher-created assessments and have incorporated the state-approved questions in weekly quizzes. Unit assessments incorporate these questions as well. The goal is that by the time a student takes the exam in June of their 8th grade year, they have seen similar questions thousands of times throughout their middle school career.

Each grade is also incorporating the Intermediate Science Exam Sampler once each quarter in all grades to prepare students for the use of these tools and processes as early as sixth grade. In order to ensure that all of these students are prepared, teachers will formatively analyze these results and monitor progress accordingly.

Professional Development

Professional development on the school-wide level matches the priorities outlined in the aforementioned sections. Curriculum alignment, standards, and assessment training are being conducted in the same ways with the goals being similar.

Science specific professional development occurs through the school's partnership with Urban Advantage. All of the teachers in the Science department work with Urban Advantage to incorporate the practices being taught in those sessions and bring them to our classrooms.

Evaluation

As has been stated throughout the document, a teacher observation overhaul has resulted in each teacher at TI being formally observed between 10 -12 times annually by the principal. In conducting these mini-observations with full debrief sessions, teachers are receiving feedback that is actionable much more often and the administration can ensure that the goals outlined in the plan are being met.

Regular professional learning communities are also a part of task evaluation. Team members regularly bring their tasks and assessments and run protocols to analyze their effectiveness. These practices will help to achieve the ultimate goal set out in this plan.



Appendix B: Total Expenditures and Administrative Expenditures per Child

Created: 07/21/2015

Last updated: 07/30/2015

Page 1

Charter School Name:

B. Financial Information

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

1. Total Expenditures Per Child

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

Line 1: Total Expenditures	5289826
Line 2: Year End Per Pupil Count	289
Line 3: Divide Line 1 by Line 2	18304

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)	696445
Line 2: Management and General Cost (Column)	365545
Line 3: Sum of Line 1 and Line 2	1061990
Line 4: Year End Per Pupil Count	289
Line 5: Divide Line 3 by the Year End Per Pupil Count	3675

Thank you.



GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

TEMPLATE TABS

1- GRAY tab contains the Instructions

Instructions	Provides description of tabs and input requirements.
------------------------------	--

2- BLUE tabs require input of information

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

CELL COLORS & GUIDANCE COMMENTS

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

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

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

Tech International Charter School

Contact Name: Scott Matluck
Contact Title: Director of Operations and Finance
Contact Email: [REDACTED]
Contact Phone: [REDACTED]

Current Academic Year: 2015-16

Prior Academic Year: #NAME?

ENROLLMENT BY GRADES								
GRADES	K	1	2	3	4	5	6	7
INITIAL BUDGETED ENROLLMENT	0	0	0	0	0	0	150	100
TOTAL ENROLLMENT = 350								

ENROLLMENT BY DISTRICT

	PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER						
		QUARTER 1		QUARTER 2		QUARTER 3		QUAR
		Original	Revised	Original	Revised	Original	Revised	Original
NUMBER OF SCHOOL DISTRICTS ENROLLED:	0	1	0	1	0	1	0	1
NUMBER OF STUDENTS ENROLLED:	0	350	0	350	0	350	0	350

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

	PRIOR YEAR #NAME? Actual Enrollment	ANNUAL BUDGET ENROLLMENT BY QUARTER						
		QUARTER 1		QUARTER 2		QUARTER 3		QUAR
		Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment
1 PRIMARY District		350		350		350		350

PRIMARY/OTHER	DISTRICT NAME(S)
1 PRIMARY District	NYC CHANCELLOR'S OFFICE
2 SECONDARY District	(Select from drop-down list)
Other District 3	(Select from drop-down list)
Other District 4	(Select from drop-down list)
Other District 5	(Select from drop-down list)
Other District 6	(Select from drop-down list)
Other District 7	(Select from drop-down list)
Other District 8	(Select from drop-down list)
Other District 9	(Select from drop-down list)
Other District 10	(Select from drop-down list)
Other District 11	(Select from drop-down list)
Other District 12	(Select from drop-down list)
Other District 13	(Select from drop-down list)
Other District 14	(Select from drop-down list)
Other District 15	(Select from drop-down list)
Other District 16	(Select from drop-down list)
Other District 17	(Select from drop-down list)
Other District 18	(Select from drop-down list)
Other District 19	(Select from drop-down list)
Other District 20	(Select from drop-down list)
Other District 21	(Select from drop-down list)
Other District 22	(Select from drop-down list)
Other District 23	(Select from drop-down list)
Other District 24	(Select from drop-down list)
Other District 25	(Select from drop-down list)
Other District 26	(Select from drop-down list)
Other District 27	(Select from drop-down list)
Other District 28	(Select from drop-down list)
Other District 29	(Select from drop-down list)
Other District 30	(Select from drop-down list)
Other District 31	(Select from drop-down list)
Other District 32	(Select from drop-down list)
Other District 33	(Select from drop-down list)
Other District 34	(Select from drop-down list)
Other District 35	(Select from drop-down list)
Other District 36	(Select from drop-down list)
Other District 37	(Select from drop-down list)
Other District 38	(Select from drop-down list)
Other District 39	(Select from drop-down list)
Other District 40	(Select from drop-down list)
Other District 41	(Select from drop-down list)
Other District 42	(Select from drop-down list)
Other District 43	(Select from drop-down list)
Other District 44	(Select from drop-down list)
Other District 45	(Select from drop-down list)
Other District 46	(Select from drop-down list)
Other District 47	(Select from drop-down list)
Other District 48	(Select from drop-down list)
Other District 49	(Select from drop-down list)
Other District 50	(Select from drop-down list)

HOOL

8	9	10	11	12
100	0	0	0	0

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

STAFFING PLAN - FULL TIME EQUIVALENT

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

ADMINISTRATIVE PERSONNEL FTE		ANNUAL BUDGETED FTE						
2014-15		Q1		Q2		Q3		Q4
ACTUAL		Original	Revised	Original	Revised	Original	Revised	Original
Executive Management		1.0		1.0		1.0		1.0
Instructional Management		1.0		1.0		1.0		1.0
Deans, Directors & Coordinators		4.0		4.0		4.0		4.0
CFO / Director of Finance								
Operation / Business Manager		1.0		1.0		1.0		1.0
Administrative Staff		5.0		5.0		5.0		5.0
TOTAL ADMINISTRATIVE STAFF	0.0	12.0	0.0	12.0	0.0	12.0	0.0	12.0
INSTRUCTIONAL PERSONNEL FTE		ANNUAL BUDGETED FTE						
2014-15		Q1		Q2		Q3		Q4
ACTUAL		Original	Revised	Original	Revised	Original	Revised	Original
Teachers - Regular		22.0		22.0		22.0		22.0
Teachers - SPED		7.0		7.0		7.0		7.0
Substitute Teachers		1.0		1.0		1.0		1.0
Teaching Assistants		3.0		3.0		3.0		3.0
Specialty Teachers		3.0		3.0		3.0		3.0
Aides		7.0		7.0		7.0		7.0
Therapists & Counselors								
Other		2.0		2.0		2.0		2.0
TOTAL INSTRUCTIONAL	0.0	45.0	0.0	45.0	0.0	45.0	0.0	45.0
NON-INSTRUCTIONAL PERSONNEL FTE		ANNUAL BUDGETED FTE						
2014-15		Q1		Q2		Q3		Q4
ACTUAL		Original	Revised	Original	Revised	Original	Revised	Original
Nurse								
Librarian								
Custodian		2.0		2.0		2.0		2.0
Security		1.0		1.0		1.0		1.0
Other		1.0		1.0		1.0		1.0
TOTAL NON-INSTRUCTIONAL	0.0	4.0	0.0	4.0	0.0	4.0	0.0	4.0
TOTAL PERSONNEL SERVICE FTE	0.0	61.0	0.0	61.0	0.0	61.0	0.0	61.0

STAFFING PLAN - WAGES

ADMINISTRATIVE PERSONNEL WAGES		ANNUAL BUDGETED WAGES							
<i>*NOTE: Enter the average salary for each category in the "blue" cells.</i>		Q1		Q2		Q3		Q	
2014-15	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	
Executive Management		175000		175000		175000		175000	
Instructional Management		116500		116500		116500		116500	
Deans, Directors & Coordinators		79175		79175		79175		79175	
CFO / Director of Finance									
Operation / Business Manager		97375		97375		97375		97375	
Administrative Staff		48811.8		48811.8		48811.8		48811.8	
INSTRUCTIONAL PERSONNEL WAGES		ANNUAL BUDGETED WAGES							
<i>*NOTE: Enter the average salary for each category in the "blue" cells.</i>		Q1		Q2		Q3		Q	
2014-15	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	
Teachers - Regular		61823.4545455		61823.4545455		61823.4545455		61823.4545455	
Teachers - SPED		60610		60610		60610		60610	
Substitute Teachers		10000		10000		10000		10000	
Teaching Assistants		39104.6666667		39104.6666667		39104.6666667		39104.6666667	
Specialty Teachers		66336.6666667		66336.6666667		66336.6666667		66336.6666667	
Aides		3857.14285714		3857.14285714		3857.14285714		3857.14285714	
Therapists & Counselors									
Other		19000		19000		19000		19000	
NON-INSTRUCTIONAL PERSONNEL WAGES		ANNUAL BUDGETED WAGES							
<i>*NOTE: Enter the average salary for each category in the "blue" cells.</i>		Q1		Q2		Q3		Q	
2014-15	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	
Nurse									
Librarian									
Custodian		41596.55		41596.55		41596.55		41596.55	
Security		22050		22050		22050		22050	
Other		16800		16800		16800		16800	

HOOL

ADMINISTRATIVE PERSONNEL WAGES		ACTUAL QUARTERLY WAGES				Description of Assumptions
<i>*NOTE: Enter the average salary for each category in the "blue" cells.</i>	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Executive Management						Average Salary of 175K
Instructional Management						Average Salary of 117K
Deans, Directors & Coordinators						Average Salary of 79K
CFO / Director of Finance						
Operation / Business Manager						Average Salary of 97K
Administrative Staff						Average Salary of 49K
INSTRUCTIONAL PERSONNEL WAGES		ACTUAL QUARTERLY WAGES				Description of Assumptions
<i>*NOTE: Enter the average salary for each category in the "blue" cells.</i>	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Teachers - Regular						Average Salary of 62K
Teachers - SPED						Average Salary of 61K
Substitute Teachers						Average Salary of 10K
Teaching Assistants						Average Salary of 39K
Specialty Teachers						Average Salary of 66K
Aides						Average Salary of 4K
Therapists & Counselors						
Other						Average Salary of 19K
NON-INSTRUCTIONAL PERSONNEL WAGES		ACTUAL QUARTERLY WAGES				Description of Assumptions
<i>*NOTE: Enter the average salary for each category in the "blue" cells.</i>	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Nurse						
Librarian						
Custodian						Average Salary of 42K
Security						Average Salary of 22K
Other						Average Salary of 17K

TECH INTERNATIONAL CHARTER SCH
Budget / Operating Plan
2015-16

		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Revenue		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		-	1,326,397	#NAME?	#NAME?	1,326,397	#NAME?	#NAME?	1,326,397
Net Income		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		-	350	-	-	350	-	-	350
		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
		#NAME?	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
EXPENSES									
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions							
Executive Management	1.00	-	43,750	-	#NAME?	43,750	-	#NAME?	43,750
Instructional Management	1.00	-	29,125	-	#NAME?	29,125	-	#NAME?	29,125
Deans, Directors & Coordinators	4.00	-	79,175	-	#NAME?	79,175	-	#NAME?	79,175
CFO / Director of Finance	-	-	-	-	#NAME?	-	-	#NAME?	-
Operation / Business Manager	1.00	-	24,344	-	#NAME?	24,344	-	#NAME?	24,344
Administrative Staff	5.00	-	61,015	-	#NAME?	61,015	-	#NAME?	61,015
TOTAL ADMINISTRATIVE STAFF	12.00	-	237,409	-	#NAME?	237,409	-	#NAME?	237,409
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular	22.00	-	340,029	-	#NAME?	340,029	-	#NAME?	340,029
Teachers - SPED	7.00	-	106,068	-	#NAME?	106,068	-	#NAME?	106,068
Substitute Teachers	1.00	-	2,500	-	#NAME?	2,500	-	#NAME?	2,500
Teaching Assistants	3.00	-	29,329	-	#NAME?	29,329	-	#NAME?	29,329
Specialty Teachers	3.00	-	49,753	-	#NAME?	49,753	-	#NAME?	49,753
Aides	7.00	-	6,750	-	#NAME?	6,750	-	#NAME?	6,750
Therapists & Counselors	-	-	-	-	#NAME?	-	-	#NAME?	-
Other	2.00	-	9,500	-	#NAME?	9,500	-	#NAME?	9,500
TOTAL INSTRUCTIONAL	45.00	-	543,928	-	#NAME?	543,928	-	#NAME?	543,928
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse	-	-	-	-	#NAME?	-	-	#NAME?	-
Librarian	-	-	-	-	#NAME?	-	-	#NAME?	-
Custodian	2.00	-	20,798	-	#NAME?	20,798	-	#NAME?	20,798
Security	1.00	-	5,513	-	#NAME?	5,513	-	#NAME?	5,513
Other	1.00	-	4,200	-	#NAME?	4,200	-	#NAME?	4,200
TOTAL NON-INSTRUCTIONAL	4.00	-	30,511	-	#NAME?	30,511	-	#NAME?	30,511
SUBTOTAL PERSONNEL SERVICE COSTS	61.00	-	811,847	-	#NAME?	811,847	-	#NAME?	811,847
PAYROLL TAXES AND BENEFITS									
Payroll Taxes	-	-	80,235	-	#NAME?	80,235	-	#NAME?	80,235
Fringe / Employee Benefits	-	-	46,565	-	#NAME?	46,565	-	#NAME?	46,565
Retirement / Pension	-	-	-	-	#NAME?	-	-	#NAME?	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	126,800	-	#NAME?	126,800	-	#NAME?	126,800
TOTAL PERSONNEL SERVICE COSTS	61.00	-	938,647	-	#NAME?	938,647	-	#NAME?	938,647
CONTRACTED SERVICES									
Accounting / Audit	-	-	22,500	-	#NAME?	22,500	-	#NAME?	22,500
Legal	-	-	250	-	#NAME?	250	-	#NAME?	250
Management Company Fee	-	-	-	-	#NAME?	-	-	#NAME?	-
Nurse Services	-	-	-	-	#NAME?	-	-	#NAME?	-
Food Service / School Lunch	-	-	-	-	#NAME?	-	-	#NAME?	-
Payroll Services	-	-	2,175	-	#NAME?	2,175	-	#NAME?	2,175
Special Ed Services	-	-	1,250	-	#NAME?	1,250	-	#NAME?	1,250
Titlement Services (i.e. Title I)	-	-	-	-	#NAME?	-	-	#NAME?	-
Other Purchased / Professional / Consulting	-	-	2,550	-	#NAME?	2,550	-	#NAME?	2,550
TOTAL CONTRACTED SERVICES	-	-	28,725	-	#NAME?	28,725	-	#NAME?	28,725

TECH INTERNATIONAL CHARTER SCH
Budget / Operating Plan
2015-16

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	1,326,397	#NAME?	#NAME?	1,326,397	#NAME?	#NAME?	1,326,397
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	350	-	-	350	-	-	350
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	#NAME?	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
ENROLLMENT - *School Districts Are Linked To Above Entries*								
Number of Districts:	-	1	-	-	1	-	-	1
NYC CHANCELLOR'S OFFICE	-	350	-	-	350	-	-	350
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	350	-	-	350	-	-	350
REVENUE PER PUPIL	-	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
EXPENSES PER PUPIL	-	3,790	-	#NAME?	3,790	-	#NAME?	3,790

OOL

		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		#NAME?	#NAME?	1,326,397	#NAME?	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		-	-	350	-	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Revised Budget	Variance	Original Budget	Revised Budget	Variance
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions				
Executive Management	1.00	-	#NAME?	43,750	-	#NAME?
Instructional Management	1.00	-	#NAME?	29,125	-	#NAME?
Deans, Directors & Coordinators	4.00	-	#NAME?	79,175	-	#NAME?
CFO / Director of Finance	-	-	#NAME?	-	-	#NAME?
Operation / Business Manager	1.00	-	#NAME?	24,344	-	#NAME?
Administrative Staff	5.00	-	#NAME?	61,015	-	#NAME?
TOTAL ADMINISTRATIVE STAFF	12.00	-	#NAME?	237,409	-	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	22.00	-	#NAME?	340,029	-	#NAME?
Teachers - SPED	7.00	-	#NAME?	106,068	-	#NAME?
Substitute Teachers	1.00	-	#NAME?	2,500	-	#NAME?
Teaching Assistants	3.00	-	#NAME?	29,329	-	#NAME?
Specialty Teachers	3.00	-	#NAME?	49,753	-	#NAME?
Aides	7.00	-	#NAME?	6,750	-	#NAME?
Therapists & Counselors	-	-	#NAME?	-	-	#NAME?
Other	2.00	-	#NAME?	9,500	-	#NAME?
TOTAL INSTRUCTIONAL	45.00	-	#NAME?	543,928	-	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	#NAME?	-	-	#NAME?
Librarian	-	-	#NAME?	-	-	#NAME?
Custodian	2.00	-	#NAME?	20,798	-	#NAME?
Security	1.00	-	#NAME?	5,513	-	#NAME?
Other	1.00	-	#NAME?	4,200	-	#NAME?
TOTAL NON-INSTRUCTIONAL	4.00	-	#NAME?	30,511	-	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	61.00	-	#NAME?	811,847	-	#NAME?
PAYROLL TAXES AND BENEFITS						
Payroll Taxes	-	-	#NAME?	80,235	-	#NAME?
Fringe / Employee Benefits	-	-	#NAME?	46,565	-	#NAME?
Retirement / Pension	-	-	#NAME?	-	-	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS	-	-	#NAME?	126,800	-	#NAME?
TOTAL PERSONNEL SERVICE COSTS	61.00	-	#NAME?	938,647	-	#NAME?
CONTRACTED SERVICES						
Accounting / Audit	-	-	#NAME?	22,500	-	#NAME?
Legal	-	-	#NAME?	250	-	#NAME?
Management Company Fee	-	-	#NAME?	-	-	#NAME?
Nurse Services	-	-	#NAME?	-	-	#NAME?
Food Service / School Lunch	-	-	#NAME?	-	-	#NAME?
Payroll Services	-	-	#NAME?	2,175	-	#NAME?
Special Ed Services	-	-	#NAME?	1,250	-	#NAME?
Titlement Services (i.e. Title I)	-	-	#NAME?	-	-	#NAME?
Other Purchased / Professional / Consulting	-	-	#NAME?	2,550	-	#NAME?
TOTAL CONTRACTED SERVICES	-	-	#NAME?	28,725	-	#NAME?

OOL

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	1,326,397	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	350	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS					
Board Expenses	-	#NAME?	125	-	#NAME?
Classroom / Teaching Supplies & Materials	-	#NAME?	8,750	-	#NAME?
Special Ed Supplies & Materials	-	#NAME?	375	-	#NAME?
Textbooks / Workbooks	-	#NAME?	4,000	-	#NAME?
Supplies & Materials other	-	#NAME?	-	-	#NAME?
Equipment / Furniture	-	#NAME?	-	-	#NAME?
Telephone	-	#NAME?	6,250	-	#NAME?
Technology	-	#NAME?	750	-	#NAME?
Student Testing & Assessment	-	#NAME?	6,750	-	#NAME?
Field Trips	-	#NAME?	1,500	-	#NAME?
Transportation (student)	-	#NAME?	-	-	#NAME?
Student Services - other	-	#NAME?	950	-	#NAME?
Office Expense	-	#NAME?	11,250	-	#NAME?
Staff Development	-	#NAME?	3,750	-	#NAME?
Staff Recruitment	-	#NAME?	1,875	-	#NAME?
Student Recruitment / Marketing	-	#NAME?	2,450	-	#NAME?
School Meals / Lunch	-	#NAME?	1,500	-	#NAME?
Travel (Staff)	-	#NAME?	1,000	-	#NAME?
Fundraising	-	#NAME?	3,000	-	#NAME?
Other	-	#NAME?	7,500	-	#NAME?
TOTAL SCHOOL OPERATIONS	-	#NAME?	61,775	-	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	-	#NAME?	10,000	-	#NAME?
Janitorial	-	#NAME?	6,250	-	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	-	#NAME?	250,000	-	#NAME?
Repairs & Maintenance	-	#NAME?	3,000	-	#NAME?
Equipment / Furniture	-	#NAME?	8,500	-	#NAME?
Security	-	#NAME?	-	-	#NAME?
Utilities	-	#NAME?	19,500	-	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	-	#NAME?	297,250	-	#NAME?
DEPRECIATION & AMORTIZATION	-	#NAME?	-	-	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	-	-	#NAME?
TOTAL EXPENSES	-	#NAME?	1,326,397	-	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

OOL

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	1,326,397	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	350	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*					
Number of Districts:	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	-	-	350	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-
TOTAL ENROLLMENT	-	-	350	-	-
REVENUE PER PUPIL	-	#NAME?	#NAME?	-	#NAME?
EXPENSES PER PUPIL	-	#NAME?	3,790	-	#NAME?

TECH INTERNATIONAL CH
Budget / Operatin
2015-16

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	5,305,586	#NAME?	#NAME?	(5,305,586)	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
REVENUE					
REVENUES FROM STATE SOURCES					
Per Pupil Revenue		2015-16			
NYC CHANCELLOR'S OFFICE	#NAME?	Per Pupil Rate			
-	#N/A		#NAME?	#NAME?	#NAME?
-	#N/A		#NAME?	#NAME?	#NAME?
-	#N/A		#NAME?	#NAME?	#NAME?
-	#N/A		#NAME?	#NAME?	#NAME?
-	#N/A		#NAME?	#NAME?	#NAME?
-	#N/A		#NAME?	#NAME?	#NAME?
-	#N/A		#NAME?	#NAME?	#NAME?
-	#N/A		#NAME?	#NAME?	#NAME?
-	#N/A		#NAME?	#NAME?	#NAME?
-	#N/A		#NAME?	#NAME?	#NAME?
-	#N/A		#NAME?	#NAME?	#NAME?
-	#N/A		#NAME?	#NAME?	#NAME?
-	#N/A		#NAME?	#NAME?	#NAME?
-	#N/A		#NAME?	#NAME?	#NAME?
ALL OTHER School Districts: (Weighted Avg)	#N/A		#NAME?	#NAME?	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?		#NAME?	#NAME?	#NAME?
Special Education Revenue	744,618		#NAME?	#NAME?	744,618
Grants					
Stimulus	-		#NAME?	#NAME?	-
DYCD (Department of Youth and Community Development)	-		#NAME?	#NAME?	-
Other	-		#NAME?	#NAME?	-
Other	-		#NAME?	#NAME?	-
TOTAL REVENUE FROM STATE SOURCES	#NAME?		#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING					
IDEA Special Needs	42,000		#NAME?	#NAME?	42,000
Title I	135,000		#NAME?	#NAME?	135,000
Title Funding - Other	10,000		#NAME?	#NAME?	10,000
School Food Service (Free Lunch)	-		#NAME?	#NAME?	-
Grants					
Charter School Program (CSP) Planning & Implementation	-		#NAME?	#NAME?	-
Other	-		#NAME?	#NAME?	-
Other	-		#NAME?	#NAME?	-
TOTAL REVENUE FROM FEDERAL SOURCES	187,000		#NAME?	#NAME?	187,000
LOCAL and OTHER REVENUE					
Contributions and Donations	53,250		#NAME?	#NAME?	53,250
Fundraising	60,000		#NAME?	#NAME?	60,000
Erate Reimbursement	35,543		#NAME?	#NAME?	35,543
Earnings on Investments	-		#NAME?	#NAME?	-
Interest Income	-		#NAME?	#NAME?	-
Food Service (Income from meals)	-		#NAME?	#NAME?	-
Text Book	-		#NAME?	#NAME?	-
OTHER	19,000		#NAME?	#NAME?	19,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	167,793		#NAME?	#NAME?	167,793
TOTAL REVENUE	#NAME?		#NAME?	#NAME?	#NAME?

TECH INTERNATIONAL CH
Budget / Operatin
2015-16

		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		5,305,586	#NAME?	#NAME?	(5,305,586)	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
		Total Year			VARIANCE	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions				
Executive Management	1.00	175,000	#NAME?	#NAME?	(175,000)	#NAME?
Instructional Management	1.00	116,500	#NAME?	#NAME?	(116,500)	#NAME?
Deans, Directors & Coordinators	4.00	316,700	#NAME?	#NAME?	(316,700)	#NAME?
CFO / Director of Finance	-	-	#NAME?	#NAME?	-	#NAME?
Operation / Business Manager	1.00	97,375	#NAME?	#NAME?	(97,375)	#NAME?
Administrative Staff	5.00	244,059	#NAME?	#NAME?	(244,059)	#NAME?
TOTAL ADMINISTRATIVE STAFF	12.00	949,634	#NAME?	#NAME?	(949,634)	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	22.00	1,360,116	#NAME?	#NAME?	(1,360,116)	#NAME?
Teachers - SPED	7.00	424,270	#NAME?	#NAME?	(424,270)	#NAME?
Substitute Teachers	1.00	10,000	#NAME?	#NAME?	(10,000)	#NAME?
Teaching Assistants	3.00	117,314	#NAME?	#NAME?	(117,314)	#NAME?
Specialty Teachers	3.00	199,010	#NAME?	#NAME?	(199,010)	#NAME?
Aides	7.00	27,000	#NAME?	#NAME?	(27,000)	#NAME?
Therapists & Counselors	-	-	#NAME?	#NAME?	-	#NAME?
Other	2.00	38,000	#NAME?	#NAME?	(38,000)	#NAME?
TOTAL INSTRUCTIONAL	45.00	2,175,710	#NAME?	#NAME?	(2,175,710)	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	#NAME?	#NAME?	-	#NAME?
Librarian	-	-	#NAME?	#NAME?	-	#NAME?
Custodian	2.00	83,193	#NAME?	#NAME?	(83,193)	#NAME?
Security	1.00	22,050	#NAME?	#NAME?	(22,050)	#NAME?
Other	1.00	16,800	#NAME?	#NAME?	(16,800)	#NAME?
TOTAL NON-INSTRUCTIONAL	4.00	122,043	#NAME?	#NAME?	(122,043)	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS		61.00	3,247,387	#NAME?	#NAME?	(3,247,387)
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		320,939	#NAME?	#NAME?	(320,939)	#NAME?
Fringe / Employee Benefits		186,260	#NAME?	#NAME?	(186,260)	#NAME?
Retirement / Pension		-	#NAME?	#NAME?	-	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		507,199	#NAME?	#NAME?	(507,199)	#NAME?
TOTAL PERSONNEL SERVICE COSTS		61.00	3,754,586	#NAME?	#NAME?	(3,754,586)
CONTRACTED SERVICES						
Accounting / Audit		90,000	#NAME?	#NAME?	(90,000)	#NAME?
Legal		1,000	#NAME?	#NAME?	(1,000)	#NAME?
Management Company Fee		-	#NAME?	#NAME?	-	#NAME?
Nurse Services		-	#NAME?	#NAME?	-	#NAME?
Food Service / School Lunch		-	#NAME?	#NAME?	-	#NAME?
Payroll Services		8,700	#NAME?	#NAME?	(8,700)	#NAME?
Special Ed Services		5,000	#NAME?	#NAME?	(5,000)	#NAME?
Titlment Services (i.e. Title I)		-	#NAME?	#NAME?	-	#NAME?
Other Purchased / Professional / Consulting		10,200	#NAME?	#NAME?	(10,200)	#NAME?
TOTAL CONTRACTED SERVICES		114,900	#NAME?	#NAME?	(114,900)	#NAME?

TECH INTERNATIONAL CH
Budget / Operatin
2015-16

	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
	5,305,586	#NAME?	#NAME?	(5,305,586)	#NAME?
	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Revenue					
Total Expenses					
Net Income					
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
SCHOOL OPERATIONS					
Board Expenses	500	#NAME?	#NAME?	(500)	#NAME?
Classroom / Teaching Supplies & Materials	35,000	#NAME?	#NAME?	(35,000)	#NAME?
Special Ed Supplies & Materials	1,500	#NAME?	#NAME?	(1,500)	#NAME?
Textbooks / Workbooks	16,000	#NAME?	#NAME?	(16,000)	#NAME?
Supplies & Materials other	-	#NAME?	#NAME?	-	#NAME?
Equipment / Furniture	-	#NAME?	#NAME?	-	#NAME?
Telephone	25,000	#NAME?	#NAME?	(25,000)	#NAME?
Technology	3,000	#NAME?	#NAME?	(3,000)	#NAME?
Student Testing & Assessment	27,000	#NAME?	#NAME?	(27,000)	#NAME?
Field Trips	6,000	#NAME?	#NAME?	(6,000)	#NAME?
Transportation (student)	-	#NAME?	#NAME?	-	#NAME?
Student Services - other	3,800	#NAME?	#NAME?	(3,800)	#NAME?
Office Expense	45,000	#NAME?	#NAME?	(45,000)	#NAME?
Staff Development	15,000	#NAME?	#NAME?	(15,000)	#NAME?
Staff Recruitment	7,500	#NAME?	#NAME?	(7,500)	#NAME?
Student Recruitment / Marketing	9,800	#NAME?	#NAME?	(9,800)	#NAME?
School Meals / Lunch	6,000	#NAME?	#NAME?	(6,000)	#NAME?
Travel (Staff)	4,000	#NAME?	#NAME?	(4,000)	#NAME?
Fundraising	12,000	#NAME?	#NAME?	(12,000)	#NAME?
Other	30,000	#NAME?	#NAME?	(30,000)	#NAME?
TOTAL SCHOOL OPERATIONS	247,100	#NAME?	#NAME?	(247,100)	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	40,000	#NAME?	#NAME?	(40,000)	#NAME?
Janitorial	25,000	#NAME?	#NAME?	(25,000)	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	1,000,000	#NAME?	#NAME?	(1,000,000)	#NAME?
Repairs & Maintenance	12,000	#NAME?	#NAME?	(12,000)	#NAME?
Equipment / Furniture	34,000	#NAME?	#NAME?	(34,000)	#NAME?
Security	-	#NAME?	#NAME?	-	#NAME?
Utilities	78,000	#NAME?	#NAME?	(78,000)	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	1,189,000	#NAME?	#NAME?	(1,189,000)	#NAME?
DEPRECIATION & AMORTIZATION	-	#NAME?	#NAME?	-	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	#NAME?	-	#NAME?
TOTAL EXPENSES	5,305,586	#NAME?	#NAME?	(5,305,586)	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions
Executive Management	1.00
Instructional Management	1.00
Deans, Directors & Coordinators	4.00
CFO / Director of Finance	-
Operation / Business Manager	1.00
Administrative Staff	5.00
TOTAL ADMINISTRATIVE STAFF	12.00

INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	22.00
Teachers - SPED	7.00
Substitute Teachers	1.00
Teaching Assistants	3.00
Specialty Teachers	3.00
Aides	7.00
Therapists & Counselors	-
Other	2.00
TOTAL INSTRUCTIONAL	45.00

NON-INSTRUCTIONAL PERSONNEL COSTS	
Nurse	-
Librarian	-
Custodian	2.00
Security	1.00
Other	1.00
TOTAL NON-INSTRUCTIONAL	4.00

SUBTOTAL PERSONNEL SERVICE COSTS	61.00
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PAYROLL TAXES AND BENEFITS	
Payroll Taxes	
Fringe / Employee Benefits	
Retirement / Pension	
TOTAL PAYROLL TAXES AND BENEFITS	

TOTAL PERSONNEL SERVICE COSTS	61.00
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CONTRACTED SERVICES	
Accounting / Audit	
Legal	
Management Company Fee	
Nurse Services	
Food Service / School Lunch	
Payroll Services	
Special Ed Services	
Titelment Services (i.e. Title I)	
Other Purchased / Professional / Consulting	
TOTAL CONTRACTED SERVICES	

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

SCHOOL OPERATIONS

Board Expenses
Classroom / Teaching Supplies & Materials
Special Ed Supplies & Materials
Textbooks / Workbooks
Supplies & Materials other
Equipment / Furniture
Telephone
Technology
Student Testing & Assessment
Field Trips
Transportation (student)
Student Services - other
Office Expense
Staff Development
Staff Recruitment
Student Recruitment / Marketing
School Meals / Lunch
Travel (Staff)
Fundraising
Other

TOTAL SCHOOL OPERATIONS

FACILITY OPERATION & MAINTENANCE

Insurance
Janitorial
Building and Land Rent / Lease / Facility Finance Interest
Repairs & Maintenance
Equipment / Furniture
Security
Utilities

TOTAL FACILITY OPERATION & MAINTENANCE

DEPRECIATION & AMORTIZATION

RESERVES / CONTINGENCY

TOTAL EXPENSES

NET INCOME

ARTER SCHOOL
g Plan

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

ENROLLMENT - *School Districts Are Linked To Above Entries*

Number of Districts:

NYC CHANCELLOR'S OFFICE

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ALL OTHER School Districts: (Weighted Avg)

TOTAL ENROLLMENT

REVENUE PER PUPIL

EXPENSES PER PUPIL

**TECH INTERNATIONAL CHARTER SCHOOL
BALANCE SHEET
2015-16**

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

TECH INTERNATIONAL CHARTER SCHOOL
Budget / Operating Plan
2015-16

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

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

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

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

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

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

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

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

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

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

iCHOOOL

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	5,305,586	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	

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

EXPENSES		Quarter 0			
		No. of Positions			
ADMINISTRATIVE STAFF PERSONNEL COSTS					
Executive Management		#NAME?	175,000	#NAME?	#NAME?
Instructional Management		#NAME?	116,500	#NAME?	#NAME?
Deans, Directors & Coordinators		#NAME?	316,700	#NAME?	#NAME?
CFO / Director of Finance		#NAME?	-	#NAME?	#NAME?
Operation / Business Manager		#NAME?	97,375	#NAME?	#NAME?
Administrative Staff		#NAME?	244,059	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF		#NAME?	949,634	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular		#NAME?	1,360,116	#NAME?	#NAME?
Teachers - SPED		#NAME?	424,270	#NAME?	#NAME?
Substitute Teachers		#NAME?	10,000	#NAME?	#NAME?
Teaching Assistants		#NAME?	117,314	#NAME?	#NAME?
Specialty Teachers		#NAME?	199,010	#NAME?	#NAME?
Aides		#NAME?	27,000	#NAME?	#NAME?
Therapists & Counselors		#NAME?	-	#NAME?	#NAME?
Other		#NAME?	38,000	#NAME?	#NAME?
TOTAL INSTRUCTIONAL		#NAME?	2,175,710	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse		#NAME?	-	#NAME?	#NAME?
Librarian		#NAME?	-	#NAME?	#NAME?
Custodian		#NAME?	83,193	#NAME?	#NAME?
Security		#NAME?	22,050	#NAME?	#NAME?
Other		#NAME?	16,800	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL		#NAME?	122,043	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS		#NAME?	3,247,387	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS					
Payroll Taxes			320,939	#NAME?	#NAME?
Fringe / Employee Benefits			186,260	#NAME?	#NAME?
Retirement / Pension			-	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS			507,199	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS		#NAME?	3,754,586	#NAME?	#NAME?
CONTRACTED SERVICES					
Accounting / Audit			90,000	#NAME?	#NAME?
Legal			1,000	#NAME?	#NAME?
Management Company Fee			-	#NAME?	#NAME?
Nurse Services			-	#NAME?	#NAME?
Food Service / School Lunch			-	#NAME?	#NAME?
Payroll Services			8,700	#NAME?	#NAME?
Special Ed Services			5,000	#NAME?	#NAME?
Titlement Services (i.e. Title I)			-	#NAME?	#NAME?
Other Purchased / Professional / Consulting			10,200	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES			114,900	#NAME?	#NAME?

SCHOOL

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	5,305,586	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	
\$				
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				
	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
SCHOOL OPERATIONS				
Board Expenses	500	#NAME?	#NAME?	#NAME?
Classroom / Teaching Supplies & Materials	35,000	#NAME?	#NAME?	#NAME?
Special Ed Supplies & Materials	1,500	#NAME?	#NAME?	#NAME?
Textbooks / Workbooks	16,000	#NAME?	#NAME?	#NAME?
Supplies & Materials other	-	#NAME?	#NAME?	#NAME?
Equipment / Furniture	-	#NAME?	#NAME?	#NAME?
Telephone	25,000	#NAME?	#NAME?	#NAME?
Technology	3,000	#NAME?	#NAME?	#NAME?
Student Testing & Assessment	27,000	#NAME?	#NAME?	#NAME?
Field Trips	6,000	#NAME?	#NAME?	#NAME?
Transportation (student)	-	#NAME?	#NAME?	#NAME?
Student Services - other	3,800	#NAME?	#NAME?	#NAME?
Office Expense	45,000	#NAME?	#NAME?	#NAME?
Staff Development	15,000	#NAME?	#NAME?	#NAME?
Staff Recruitment	7,500	#NAME?	#NAME?	#NAME?
Student Recruitment / Marketing	9,800	#NAME?	#NAME?	#NAME?
School Meals / Lunch	6,000	#NAME?	#NAME?	#NAME?
Travel (Staff)	4,000	#NAME?	#NAME?	#NAME?
Fundraising	12,000	#NAME?	#NAME?	#NAME?
Other	30,000	#NAME?	#NAME?	#NAME?
TOTAL SCHOOL OPERATIONS	247,100	#NAME?	#NAME?	#NAME?
FACILITY OPERATION & MAINTENANCE				
Insurance	40,000	#NAME?	#NAME?	#NAME?
Janitorial	25,000	#NAME?	#NAME?	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	1,000,000	#NAME?	#NAME?	#NAME?
Repairs & Maintenance	12,000	#NAME?	#NAME?	#NAME?
Equipment / Furniture	34,000	#NAME?	#NAME?	#NAME?
Security	-	#NAME?	#NAME?	#NAME?
Utilities	78,000	#NAME?	#NAME?	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	1,189,000	#NAME?	#NAME?	#NAME?
DEPRECIATION & AMORTIZATION	-	#NAME?	#NAME?	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	#NAME?	#NAME?
TOTAL EXPENSES	5,305,586	#NAME?	#NAME?	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?

iSCHOOL

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	5,305,586	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	

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

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



Annual Report Requirement
for SUNY Authorized Charter Schools
TECH INTERNATIONAL 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**

TECH INTERNATIONAL CHARTER SCHOOL

**FINANCIAL STATEMENTS
AND AUDITOR'S REPORTS**

JUNE 30, 2015 AND 2014

TECH INTERNATIONAL CHARTER SCHOOL

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TECH INTERNATIONAL CHARTER SCHOOL

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Independent Auditor's Report on Financial Statements and Supplementary Information

**Board of Trustees
Tech International Charter School**

Report on the Financial Statements

We have audited the accompanying financial statements of Tech International Charter School, which comprise the balance sheet as of June 30, 2015 and 2014, and the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

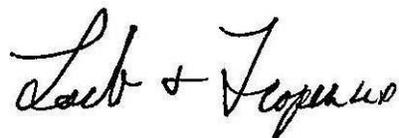
In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Tech International Charter School as of June 30, 2015 and 2014, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles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

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The Schedule of Functional Expenses is presented for purposes of additional analysis and is 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 27, 2015 on our consideration of Tech International 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 Tech International Charter School's internal control over financial reporting and compliance.



October 27, 2015

TECH INTERNATIONAL CHARTER SCHOOL

BALANCE SHEET

JUNE 30, 2015 AND 2014

	<u>2015</u>	<u>2014</u>
ASSETS		
Current assets		
Cash	\$ 14,528	\$ 215,674
Government grants and contracts receivable	13,127	29,426
Prepaid expenses		<u>120,270</u>
Total current assets	27,655	365,370
Cash - reserve for dissolution (Note 2)	24,103	82,360
Security deposits	154,000	87,083
Fixed assets - net (Note 3)	<u>619,683</u>	<u>269,737</u>
Total assets	<u>\$ 825,441</u>	<u>\$ 804,550</u>
LIABILITIES AND NET ASSETS		
Current liabilities		
Accounts payable and accrued expenses	\$ 125,862	\$ 114,632
Accrued salaries and related liabilities	240,159	151,474
Refundable advance	25,039	2,275
Loan payable (Note 8)	<u>32,815</u>	
Total current liabilities	423,875	268,381
Loan payable (Note 8)	343,376	
Deferred rent (Note 4)	<u>47,619</u>	<u>148,624</u>
Total liabilities	814,870	417,005
Net assets - unrestricted (Exhibit B)	<u>10,571</u>	<u>387,545</u>
Total liabilities and net assets	<u>\$ 825,441</u>	<u>\$ 804,550</u>

See independent auditor's report.

The accompanying notes are an integral part of these statements.

TECH INTERNATIONAL CHARTER SCHOOL

STATEMENT OF ACTIVITIES

YEARS ENDED JUNE 30, 2015 AND 2014

	<u>2015</u>	<u>2014</u>
Operating revenues and other support		
State and local per-pupil operating revenues	\$ 4,624,991	\$ 3,387,263
Government grants and contracts	210,179	351,428
Contributions	5,404	10,939
Other revenues	11,780	9,087
	<u>4,852,354</u>	<u>3,758,717</u>
Total operating revenues and other support		
Expenses (Schedule 1)		
Program services		
Education	2,723,068	2,054,513
Special education	1,627,978	681,839
	<u>4,351,046</u>	<u>2,736,352</u>
Total program services		
Supporting services		
Management and general	866,459	913,112
Fund raising	11,823	540
	<u>878,282</u>	<u>913,652</u>
Total supporting services		
Total expenses	<u>5,229,328</u>	<u>3,650,004</u>
Change in unrestricted net assets (Exhibit C)	(376,974)	108,713
Net assets - unrestricted - beginning of year	<u>387,545</u>	<u>278,832</u>
Net assets - unrestricted - end of year (Exhibit A)	<u>\$ 10,571</u>	<u>\$ 387,545</u>

See independent auditor's report.

The accompanying notes are an integral part of these statements.

TECH INTERNATIONAL CHARTER SCHOOL

STATEMENT OF CASH FLOWS

YEARS ENDED JUNE 30, 2015 AND 2014

	<u>2015</u>	<u>2014</u>
Cash flows from operating activities		
Change in net assets (Exhibit B)	\$ (376,974)	\$ 108,713
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities		
Depreciation and amortization	135,550	81,571
Decrease (increase) in assets		
Government grants and contracts receivable	16,299	110,569
Prepaid expenses	120,270	(105,527)
Security deposits	(66,917)	(66,250)
Increase (decrease) in liabilities		
Accounts payable and accrued expenses	11,230	62,497
Accrued salaries and related liabilities	88,685	30,476
Refundable advances	22,764	(33,233)
Deferred rent	(101,005)	51,236
	<u>(150,098)</u>	<u>240,052</u>
Net cash provided (used) by operating activities		
Cash flows from investing activities		
Fixed asset acquisitions	(485,496)	(225,612)
Cash - reserve for dissolution	58,257	(57,360)
	<u>(427,239)</u>	<u>(282,972)</u>
Net cash used by investing activities		
Cash flows from financing activities		
Proceeds from loans	399,750	
Principal payments on loans	(23,559)	
	<u>376,191</u>	
Net cash provided by financing activities		
Net change in cash	(201,146)	(42,920)
Cash - beginning of year	215,674	258,594
Cash - end of year	\$ <u>14,528</u>	\$ <u>215,674</u>
Supplemental disclosure of cash flow information		
Cash paid during the year for interest	\$ <u>14,601</u>	

See independent auditor's report.

The accompanying notes are an integral part of these statements.

TECH INTERNATIONAL CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015 AND 2014

NOTE 1 - NATURE OF ORGANIZATION

Tech International Charter School (the "School") is an educational corporation that operates as a charter school in the borough of Bronx, New York. On August 11, 2011, the Board of Regents and the Board of Trustees of the State University of New York, on behalf of the State Education Department, granted the School a charter valid for a term of 5 years and renewable upon expiration. The School was granted a charter for grades 6-8.

The School was organized to give students a rigorous, technology enhanced, internationally focused education that develops critical thinking skills, and builds outstanding academic achievements using a combination of traditional and innovative pedagogies. The School served 292 and 213 students for the years ended June 30, 2015 and 2014, respectively.

The School is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code. The School is supported primarily by state and local per-pupil operating revenues.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of accounting - The financial statements are prepared on the accrual basis of accounting.

Use of estimates - The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Cash - reserve for dissolution - The cash reserve for dissolution represents funds held aside for contingency purposes as required by the School's charter.

Accounts receivable - Accounts receivable consist of unpaid tuition balances. Accounts receivable are presented net of allowances for doubtful accounts. The allowances are based on management's evaluation of the collectibility of the related accounts. Interest is not accrued or recorded on outstanding receivables.

Allowance for doubtful accounts - The School determines whether an allowance for uncollectibles should be provided for pledges, accounts receivable and government grants and contracts receivable. Such estimates are based on management's assessment of the aged basis of its contributions and other sources, current economic conditions and historical information. Receivables are written off against the allowance for doubtful accounts when all reasonable collection efforts have been exhausted.

-continued-

TECH INTERNATIONAL CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015 AND 2014

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Fixed assets - Fixed assets are recorded at cost. Items with a cost of \$2,500 or more and an estimated useful life of more than one year are capitalized. Depreciation is provided on the straight-line basis over the estimated following useful lives of assets:

Leasehold improvements	3 years
Computer equipment	3 years
Furniture and fixtures	7 years

Leasehold improvements are amortized over the term of the lease or the estimated useful life of the improvements, whichever is shorter.

Refundable advances - Refundable advances are monies owed to New York City Department of Education when payments received exceed the per-pupil revenue.

Operating leases - Operating lease payments are charged to rental expense. Operating lease expense has been recorded on the straight-line basis over the life of the lease. Deferred rent, when material, is recorded for the difference between the fixed payment and the rent expense.

Unrestricted net assets - Unrestricted net assets include funds having no restrictions as to use or purpose imposed by donors.

State and local per-pupil operating revenues - Revenues from the state and local governments resulting from the School's charter status and based on the number of students enrolled are recorded when services are performed in accordance with the charter agreement. These grants are recorded as revenue by the School when services are rendered.

Government grants and contract revenues and receivables - Revenues from government grants to which the School is entitled is recognized mostly on student enrollment. Some grants are provided for specific educational endeavors which are not based on student enrollment and are recorded when related expenditures are incurred by the School. Receivables are recorded when revenues are earned.

Contributions - Unconditional contributions, including promises to give cash and other assets, are reported at fair value at the date the contribution is received. All contributions are considered to be available for unrestricted use unless specifically restricted by the donors. The gifts are reported as temporarily or permanently restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified as unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

-continued-

TECH INTERNATIONAL CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015 AND 2014

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Functional allocation of expenses - The costs of providing services have been summarized on a functional basis. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

Uncertainty in income taxes - The School has determined that there are no material uncertain tax positions that require recognition or disclosure in the financial statements. Periods ending June 30, 2012 and subsequent remain subject to examination by applicable taxing authorities.

Subsequent events - Subsequent events have been evaluated through October 27, 2015, which is the date the financial statements were available to be issued.

NOTE 3 - FIXED ASSETS

	<u>2015</u>	<u>2014</u>
Leasehold improvements	\$ 59,820	\$ 59,820
Computer equipment	298,069	236,018
Furniture and fixtures	76,506	54,811
Construction in progress	<u>421,781</u>	<u>20,031</u>
	856,176	370,680
Accumulated depreciation and amortization	<u>(236,493)</u>	<u>(100,943)</u>
	<u>\$ 619,683</u>	<u>\$ 269,737</u>

NOTE 4 - LEASE COMMITMENT

On November 23, 2011, the School entered into a 5-year lease agreement for premises located at 3120 Corlear Avenue. In July 2015, the lease was amended and restructured, extending the lease agreement through June 30, 2025. The deferred rent of \$47,619 and \$148,624 as of June 30, 2015 and 2014, respectively, represents the cumulative differences between the fixed rental payments and rent expense as recorded on the straight-line basis over the lease term. In addition, as part of the amended lease agreement the landlord agreed to loan the School up to \$400,000 for renovation costs (see Note 8).

-continued-

TECH INTERNATIONAL CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015 AND 2014

NOTE 4 - LEASE COMMITMENT (continued)

The future minimum lease payments as of June 30, 2015 are:

2016	\$ 933,240
2017	942,564
2018	952,056
2019	961,524
2020	971,136
Thereafter	<u>5,003,292</u>
	<u>\$ 9,763,812</u>

Rent expense for the years ended June 30, 2015 and 2014 was \$838,816 and \$549,175, respectively.

NOTE 5 - PENSIONS

The School participated in a 401(k) plan for its employees. Discretionary contributions were determined at up to 5% of each employee's salary. In 2015, the School only elected to contribute through August 15, 2014. Pension expense was \$5,440 and \$70,475 for the years ended June 30, 2015 and 2014, respectively.

NOTE 6 - CONTINGENCIES

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

-continued-

TECH INTERNATIONAL CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015 AND 2014

NOTE 7 - CONCENTRATIONS

The School obtained approximately 95% and 90% of its operating revenues through its charter from New York State in 2015 and 2014, respectively.

NOTE 8 - LOAN PAYABLE

In October 2014, the School obtained a non-collateralized 10-year loan in the amount of \$399,750 from its landlord to finance renovations in its school building. Interest is fixed at a rate of 5%. At June 30, 2015 the balance of the loan was \$376,191. Interest expense was \$14,601 in 2015.

Principal payments are due as follows:

2016	\$ 32,815
2017	34,494
2018	36,259
2019	38,114
2020	40,064
Thereafter	<u>194,445</u>
Total	<u>\$ 376,191</u>

TECH INTERNATIONAL CHARTER SCHOOL

SCHEDULE 1

SCHEDULE OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2015
(With Summarized Financial Information
for the Year Ended June 30, 2014)

	No. of Positions	Program Services			Supporting Services			Total	
		Education	Special Education	Total	Management and General	Fund Raising	Total	2015	2014
Administrative staff	14	\$ 398,970	\$ 132,990	\$ 531,960	\$ 437,709		\$ 437,709	\$ 969,669	375,267
Instructional personnel	39	1,055,797	790,615	1,846,412				1,846,412	982,512
Noninstructional personnel	5	114,522	37,480	152,002	10,114		10,114	162,116	403,639
Total salaries	<u>58</u>	1,569,289	961,085	2,530,374	447,823		447,823	2,978,197	1,761,418
Payroll taxes and employee benefits		317,292	194,320	511,612	90,545		90,545	602,157	462,008
Board and staff development		4,940	3,026	7,966	1,908		1,908	9,874	19,392
Classroom supplies and textbooks		114,298	37,406	151,704				151,704	115,681
Contracted services		27,182	15,186	42,368	46,682	\$ 11,823	58,505	100,873	130,472
Depreciation and amortization		71,424	43,743	115,167	20,383		20,383	135,550	81,571
Food services		19,341	11,845	31,186	5,519		5,519	36,705	9,033
Insurance		18,643	11,418	30,061	5,321		5,321	35,382	22,322
Miscellaneous expenses		5,854	1,916	7,770				7,770	10,301
Occupancy (Note 4)		479,538	293,686	773,224	136,845		136,845	910,069	662,954
Professional fees					85,625		85,625	85,625	170,634
Repairs and maintenance		17,801	10,902	28,703	5,080		5,080	33,783	24,431
Student and staff recruitment		9,122	2,985	12,107				12,107	32,138
Student field trips		4,897	1,603	6,500				6,500	1,437
Supplies and equipment		42,679	26,138	68,817	12,179		12,179	80,996	120,108
Telephone		13,074	8,007	21,081	3,730		3,730	24,811	24,185
Travel					2,624		2,624	2,624	1,919
Interest		7,694	4,712	12,406	2,195		2,195	14,601	
Total expenses (Exhibit B)		<u>\$ 2,723,068</u>	<u>\$ 1,627,978</u>	<u>\$ 4,351,046</u>	<u>\$ 866,459</u>	<u>\$ 11,823</u>	<u>\$ 878,282</u>	<u>\$ 5,229,328</u>	<u>3,650,004</u>

See independent auditor's report.



**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**

Independent Auditor's Report

**Board of Trustees
Tech International Charter School**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Tech International Charter School, which comprise the balance sheet as of June 30, 2015 and 2014, and the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements, and have issued our report thereon dated October 27, 2015.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Tech International Charter 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 Tech International Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Tech International Charter 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 entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that were not identified. 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. We did identify certain deficiencies in internal control, described in the accompanying schedule of findings and questioned costs, that we consider to be significant deficiencies as items 2015-001 through 2015-005.

Compliance and Other Matters

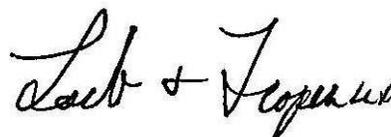
As part of obtaining reasonable assurance about whether Tech International Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards* and which are described in the accompanying schedule of findings and questioned costs as items 2015-001 through 2015-003.

Tech International Charter School's Response to Findings

Tech International Charter School's response to the findings identified in our audit is described in the accompanying schedule of findings and questioned costs. Tech International Charter 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 result of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



October 27, 2015

TECH INTERNATIONAL CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
JUNE 30, 2015 AND 2014

Financial Statement Findings

2015-001 Special Education Billing

Criteria

The School needs to document that special education services required by the pupil's individualized education program (IEP) were performed.

Condition/Context

The School does not have a process in place to document that the required special education services were performed.

Effect

For the sample taken, management was unable to reconcile services billed with services performed.

Cause

The School did not set up appropriate processes for documentation of special education services.

Recommendation

We recommend that the School develop a special education services plan for each student and document that the services were performed on a weekly basis. This documentation should be signed by the Special Education Coordinator, reviewed by the Executive Director prior to billing, and should be maintained in the student's file.

View of Responsible Officials and Planned Corrective Actions

See corrective action plan.

TECH INTERNATIONAL CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
JUNE 30, 2015 AND 2014

Financial Statement Findings (continued)

2015-002 Charter Escrow Account

Criteria

The School is required to maintain an escrow account in the amount of at least \$75,000 to pay for legal and audit expenses that would be associated with a dissolution should it occur.

Condition/Context

In 2015, the School used some of its escrow funds for operations.

Effect

The School was not in compliance with a requirement of the New York State Education Department.

Cause

The School inappropriately used some of its escrow funds for operations.

Recommendation

We recommend that the School replenish its escrow account to the required amount.

View of Responsible Officials and Planned Corrective Actions

See corrective action plan.

TECH INTERNATIONAL CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
JUNE 30, 2015 AND 2014

Financial Statement Findings (continued)

2015-003 Lottery Process

Criteria

The School is required to give lottery preference to students residing in its school district.

Condition/Context

In 2015, without approval from the Education Department, the School gave preference to students within neighboring districts as well.

Effect

The School was not in compliance with a requirement of the New York State Education Department.

Cause

Management was unaware of this requirement.

Recommendation

We recommend that the School either give preference to students within its district or obtain an exemption from the Education Department.

View of Responsible Officials and Planned Corrective Actions

See corrective action plan.

TECH INTERNATIONAL CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
JUNE 30, 2015 AND 2014

Financial Statement Findings (continued)

2015-004 Fiscal Oversight

Criteria

The School's current assets are not adequate to pay its current liabilities.

Condition/Context

For the fiscal year ended June 30, 2015, current liabilities exceed current assets.

Effect

Without using 2016 operating revenues, the School will not be able to pay its existing obligations.

Cause

Management did not monitor expenses appropriately.

Recommendation

We recommend that the School monitor the budgetary process to ensure a balanced budget, and fundraise to support pre-existing obligations.

View of Responsible Officials and Planned Corrective Actions

See corrective action plan.

TECH INTERNATIONAL CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
JUNE 30, 2015 AND 2014

Financial Statement Findings (continued)

2015-005 Contracted Workers

Criteria

The School is required to pay salaries and related taxes and benefits to all employees.

Condition/Context

During 2015, the School paid teachers to perform curriculum planning as consultants.

Effect

The School needs to better document why employees are also functioning as consultants. If the IRS determines that these workers were functioning as employees, the School may owe taxes and benefits on these payments.

Cause

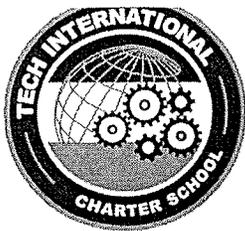
Management was unaware of this requirement.

Recommendation

We recommend that the School follow the IRS checklist for all contractors prior to determining whether they are contractors.

View of Responsible Officials and Planned Corrective Actions

See corrective action plan.



Tech International Charter School

3120 Corlear Avenue, Bronx, NY 10463

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www.TIcharter.org

TECH INTERNATIONAL CHARTER SCHOOL CORRECTIVE ACTION PLAN FOR SCHEDULE OF FINDINGS AND QUESTIONED COSTS JUNE 30, 2015 AND 2014

2015-001 Special Education Billing

The School agrees with the recommendation that improved documentation related to the services provided for special education students is necessary. In order to address this concern, the Special Education Teacher(s) will prepare a report documenting the time and level of special education service provided to each student. This report will be reviewed and signed by the special education coordinator. The report will also be approved by the Principal of the School. The School will maintain such documentation in each individual student file.

2015-002 Charter Escrow Account

The School agrees with the recommendation and will transfer the funds to a reserve account as mandated by the School's charter.

2015-003 Lottery Process

The School agrees with the recommendation that the School should give preference based on the School district and sibling status. The School has informed the NYS Education Department of the detail 2015 process and that the lottery was conducted without preference to the School district. The lottery for the School year 2016 will be conducted in accordance with the School's charter granting preference to the aforementioned groups.

2015-004 Fiscal Oversight

The School agrees with the recommendation and the School's Board of Trustees will continue to review the budget and projections on a monthly basis. Additionally, the School has budgeted approximately \$440,000 as a contingency for fiscal year 2015-16. Such a contingency, is expected to recoup the negative impact on the School's financials from fiscal year 2014-15. Furthermore, the School has prepared a detailed cash flow to ensure it can meet its obligations throughout the year.

2015-005 Contracted Workers

The School agrees with the recommendation and, effective September 1, 2015, the School has performed an analysis of the various part time or seasonal employees / consultants and made any necessary adjustments.

"Offering students a technology enhanced, internationally focused and academically challenging education that develops the critical thinking skills needed for postsecondary success"

Ryan McCabe
Principal

Anthony Vandarakis
Assistant Principal

TECH INTERNATIONAL CHARTER SCHOOL

MANAGEMENT LETTER

JUNE 30, 2015

**Board of Trustees
Tech International Charter School**

In planning and performing our audit of the financial statements of Tech International Charter School (the "School") as of and for the period ended June 30, 2015 in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as discussed below, we identified certain deficiencies in internal control that we consider to be significant deficiencies.

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

Special Education Billing

The School bills the New York State Education Department for services based on the pupil's individualized education program (IEP). Currently, the School does not have a process in place to document that the required special education services were performed. We recommend that the School develop a special education services plan for each student and document that the services were performed on a weekly basis. This documentation should be signed by the Special Education Coordinator, reviewed by the Executive Director prior to billing, and should be maintained in the student's file.

Charter Escrow Account

As part of the School's charter agreement, the New York State Education Department requires an escrow account in the amount of at least \$75,000 to pay for legal and audit expenses that would be associated with a dissolution should it occur. In 2015, the School inappropriately used some of its escrow funds for operations. We recommend that the School replenish its escrow account to the required amount.

Lottery Process

One of the lottery requirements of the New York State Education Department is that preference be given to students residing in the school district in which the charter school is located. In 2015, without approval from the Education Department, the School gave preference to students within neighboring districts as well. We recommend that the School either give preference to students within its district or obtain an exemption from the Education Department.

Fiscal Oversight

For the fiscal year ended June 30, 2015, current liabilities exceed current assets. This could result in the School not being able to pay its bills in a timely manner. Although we still consider the School a going concern, we recommend that the School monitor the budgetary process to ensure a balanced budget.

Independent Contractors

The School is required to pay salaries and related taxes and benefits to all employees. During 2015, the School hired teachers to perform curriculum planning as consultants. The School needs to better document why employees are also functioning as consultants. If the IRS determines that these workers were functioning as employees, the School may owe taxes and benefits on these payments. Management was unaware of the requirements. We recommend that the School follow the IRS checklist for all contractors prior to determining whether they are contractors.

In addition, we wish to make the following observations and recommendations for consideration by management:

Salary Approval

During the course of our audit, although we were able to trace to the original salary agreement with the Executive Director, we were unable to trace to the Board's approval of the compensation increase for fiscal year 2015. No changes should be made to the payroll register without verification of the salary increase. We recommend that the Board document approval of the Executive Director's compensation in the minutes, and retain documentation of such approval.

Executive Expenditures

Although there are procedures in place for the Executive Director to review employees' debit card purchases, there are currently no procedures in place for the Board to review purchases made by the Executive Director. We recommend that a Board Member review the Executive Director's debit card purchases and indicate approval on the statement.

Conflict of Interest and Nonprofit Revitalization Act

Although the School has a formal conflict of interest policy in place, none of the annual conflict of interest disclosure forms were on file. One of the requirements of the New York Nonprofit Revitalization Act is that all Board Members and key employees sign conflict of interest disclosure forms annually. Board members are not permitted to vote on areas where they have conflicts. Therefore, until they sign a disclosure form, they should not be voting. We recommend that management follow up with Board Members during the year to ensure these forms are obtained.

Journal Entries

All nonrecurring journal entries should be approved by someone other than the preparer. Currently, there is no documentation that this review is taking place. We recommend that each nonrecurring journal entry and supporting documentation is reviewed by someone other than the preparer, and that the review is documented via sign-off by the reviewer.

Student Discharge Forms

For five of the ten discharged students that we sampled, management did not obtain proper approval from the parents to release the student records. No files should be released without the required approval.

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



October 27, 2015



Audited Financial Statement Checklist

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)	Yes
Single Audit (if applicable)	Not Applicable
CSP Agreed Upon Procedures (if applicable)	Not Applicable
Management Letter	Yes
Report on Extracurricular Student Activity Accounts (if applicable)	Not Applicable
Corrective Action Plans for any Findings	Yes

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	Yes
Report on Internal Control over Financial Reporting	Yes
Single Audit	No
CSP Agreed Upon Procedures Report	Not Applicable
Management Letter	Yes

Thank you.



Appendix E: Disclosure of Financial Interest Form

Last updated: 10/30/2015

Page 1

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.

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

Yes

Thank you.



Appendix F: BOT Membership Table

Created: 07/21/2015

Last updated: 07/28/2015

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Weenia Allen	[REDACTED]	Trustee/Member	Yes	Academic Oversight Committee member	
2	Michael A. Bryant	[REDACTED]	Trustee/Member	Yes	Finance Committee member	
3	Socorro Diaz	[REDACTED]	Trustee/Member	Yes	Academic Oversight Committee Chairperson	
4	Andre Pascal	[REDACTED]	Chair/Board President	Yes		
5	Bindi R. Patel	[REDACTED]	Vice Chair/Vice President	Yes		
6	Nefertiti Smith	[REDACTED]	Trustee/Member	Yes	Finance Committee Chair	
7	JoAnne Taylor	[REDACTED]	Trustee/Member	Yes	Finance Committee Member	
8	Agnes Wilson	[REDACTED]	Trustee/Member	Yes	Finance Committee Member	
9						
10						
11						
12						
13						
14						
15						
16						
17						

18						
19						
20						

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

0

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

1

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

15

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

10

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

10

Thank you.

Tech International will recruit and draw its students from Community School District 10, located in the Northwest section of the Bronx. This area of the Bronx is a predominantly Spanish-speaking area. The residents of this part of the borough are predominantly of Dominican and Puerto Rican heritage, but immigrants from Guatemala, El Salvador, and Mexico are an increasing population. In some sections there are African-American families who have resided in the Bronx for generations, yet a few blocks away people of Eastern European descent, Middle Eastern families, Koreans and people of Caribbean backgrounds also call this borough home.

Tech International Charter School has aligned its enrollment plan with the grade configuration of CSD 10. The vast majority of local elementary schools in the district culminate at the 5th grade, therefore, the school will recruit students between 5th and 6th grade, but will allow all students in middle school grades to enroll at the charter.

The organizational structure of Tech International Charter School will foster a sound administration of an academic program that will meet the needs of all learners especially those classified as having special needs and English language learners. The most important goal of the Instructional Leadership Team will be to monitor and assess student learning and achievement. Teachers, who are at the forefront of this endeavor, will be supported with consistent supervision that encompasses professional development, weekly team meetings, collaborative planning times and biannual formal observation.

Historically, the school has opened its doors to students of all learning styles, (educational and/or socio-economical) needs and abilities and thereafter worked to secure the necessary resources to ensure all of our students are well-prepared to meet the goals stipulated in their individual education plans. Going forward, we plan to continue this theme, and to build upon it by leveraging our parent population and community organizations as key resources. In the 2015-2016 school year, TICS will work to engage the parents of our special populations (students with disabilities, ELLs, and F/R lunch) to ensure that they partner with us in working towards their child's success. We will also work with organizations within our community to establish partnerships with elementary schools and seek their assistance in formulating relationships with families within the district. We hope that this increased level of engagement will translate to sound gains for our students, make Tech International renowned in District 10 and help retain at least 95% of our student population.

Ultimate Enrollment Plan

Tech International Charter School will represent the only middle school charter option in CSD 10 as of February 2011. The school believes that these middle years, when external factors increase the risk of drop out rates and youth crime rates, should be addressed with intention and structure. Tech International Charter School will begin with a cohort of 6th grade students and grow by one grade per year, reaching full scale in year 3 with 335 students. This steady state model will align with grade configuration and enrollment of other successful charter schools in New York City. Tech International Charter School proposes these enrollment numbers after careful consideration of the maximum number of students that can be served without sacrificing the quality of academics and attention to the social and emotional needs of students. The school looks forward to maintaining responsible class sizes even with the average attrition that occurs throughout a school year.

It is the school's intention to make sure that the student to teacher ratio does not exceed 12:1. Although the school hopes and expects that students and their families will be satisfied and stay enrolled for the full 3 years, it is within reason to assume a 5% annual attrition rate due to factors beyond the control of the school. Specifically, the planning team used a 5% attrition rate in terms of going from grade 6 to 7 and grade 7 to 8. This was based upon research from the Bronx Prep Charter School, one of the similar charter schools in New York City that has 10 years of experience with attrition patterns. Bronx Prep happens to be in District 9 fairly close to the location of the proposed Tech International Charter School.

The school will admit students in their 6th grade year and will serve them through 8th grade. Students may also be admitted after 6th grade.

Tech International Charter School is committed to providing excellent educational opportunities to all the students that it will enroll. The school will actively recruit and retain students who are English language learners, students with disabilities, and students who are eligible to participate in the federal free and reduced-price lunch program student populations in order to meet or exceed the enrollment targets for in CSD 10.

English Language Learners

Community School District 10 is comprised mainly of Spanish speaking communities. The below data, compiled from the NYC DOE and NY State Report Card represents the demographic make up of this Northwestern section of the Bronx. Tech International Charter School will be serving this community primarily and anticipates a school community that will reflect the demographics of the greater community.

- 67% Hispanic
- 20% African-American
- 6% White
- 7% Asian
- 51% Male

- 49% Female
- 22% Limited English Proficiency
- 85% Free or Reduced-price Lunch (78% Free, 8% Reduced)
- 17.3% IEPs

Tech International Charter School will seek to recruit, enroll, and retain at least 20% ELL students, which is comparable to the number of ELL students in District 10 and higher than the number of ELL students around the city (approx. 15% citywide). In order to do this, Tech International Charter School will visit the following local neighborhood institutions such as:

- Recreational Centers
- Public Library
- Faith Based Institutions
- Elementary schools in CSD 10 who currently serve a high number of students who are English Language Learners
- Local sports affiliated programs with league teams

Other strategies will include the creation of recruitment materials in English and Spanish. The school will also bring a Spanish-speaking staff member to recruitment events to help promote the Tech International Charter School and answer the questions of Spanish-speaking families and prospective students. In addition, a translator will be available to assist in the completion of the Tech International Charter School application for any families who need assistance. The school's planning team began to employ these efforts during their community outreach trips to the Bronx during the Fall of 2010 through February of 2011.

In order to retain students with Limited English Proficiency, Tech International Charter School will ensure that parents are welcomed into the school and made aware of the services that the school will provide to ELL students. Global connections and community outreach are central themes for Tech International Charter School. These themes will create a welcoming and celebratory environment for ELL students and their families who serve as an essential resource to the school community. Additionally, a full time ELL teacher in year two will work closely with students and families throughout the school year and during the summer TI Boot Camp.

Students with Disabilities

Tech International Charter School will not discriminate in admission and enrollment practices on the basis of a student having or being suspected of having a disability. Currently CSD 10 middle schools have an average of 21% of students with IEPs. Based on the services and support that the school will offer to its student with disabilities, Tech International Charter School expects to recruit a similar, if not greater, percentage of students with IEPs.

As part of its recruitment of students, Tech International Charter School will reach out directly to school district staff, special education practitioners at nearby schools, and other professionals who work with disconnected youth to explain the special education services delivery model. At all outreach and informational events, the co-founders will include an explanation of the school's special education supports and will vigorously encourage all types of learners to apply.

During recruitment, the school will collect data on applying students' special education or general education classification purely for the purposes of ensuring that the percentage of students with disabilities in the lottery pool is at least comparable to that of CSD 10, if not larger. If the percentage is significantly less than that of the local CSD, the planning team will more aggressively reach out to students eligible for special education services and their families.

Tech International Charter School will employ a full time Academic Support Coordinator (ASC) in year one who will work closely with the school's principal as a second administrator. The intended school leader has extensive experience working with classified students and holds a certification in Special Education, allowing her to structurally support services in the position as principal. The principal and the ASC will collaborate as instructional leaders to support families and teachers of SPED students as well as the students themselves.

Enrolling Students Who Qualify for Free and Reduced-Price Lunch

As with the other two categories of students explained above, the community's demographics are such that Tech International Charter School expects to naturally matriculate a large number of students who qualify for free and reduced-price lunch. As approximately 85% of CSD10 students qualify for free or reduced-price lunch, the school will seek to maintain similar levels to meet the needs of this population. To accomplish that goal, the school will ensure a 'wide net' of applicants. A large applicant pool drawn from the breadth of CSD 10 should reflect the economic trends within the district.

Tech International Charter School will start with 6th grade in its first year and add one grade level per year, going on to serve grades 6-8 in the third year of its the initial charter term. The school will admit 132 students every three years and 110 students otherwise. The school will reach its steady state maximum size of 335 students in year 3.



Appendix I: Teacher and Administrator Attrition

Created: 07/21/2015

Last updated: 07/28/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name:

[Instructions for completing the Teacher and Administrator Attrition Tables](#)

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

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	10	23	5

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
	3	2	2

Thank you