



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

Created: 07/22/2015

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.

Page 1

1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

FAMILY LIFE ACADEMY CS I (SUNY TRUSTEES) 320900860839

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 9

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	14 West 170 Street Bronx, NY 10452	718-410-8100	718-410-8800	

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Debra Friday
Title	Principal
Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

www.flacsny.com

6. DATE OF INITIAL CHARTER

2001-09-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2001-09-01 00:00:00

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

468

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

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

	Yes/No	Name of CMO/EMO
	No	

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11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

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)	14 West 170 Street Bronx, NY 10452	718-410-8100	CSD 9	K-8	Yes	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
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School Leader	Debra Friday			
Operational Leader	Catherine Rodriguez			
Compliance Contact	Annette Perez			
Complaint Contact	Debra Friday			

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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 School Name	Because the school has two replications, the name was changed from Family Life Academy Charter School to Family Life Academy Charter School I.		
2	Change in fixed size/number of Trustees	The Boards of FLACS I, FLACS II, and FLACS III merged at the beginning of the 2014-2015 school year. As such, the size of the Board increased from 10 to 14 members, with a new maximum of 21 members.		
3				
4				
5				

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

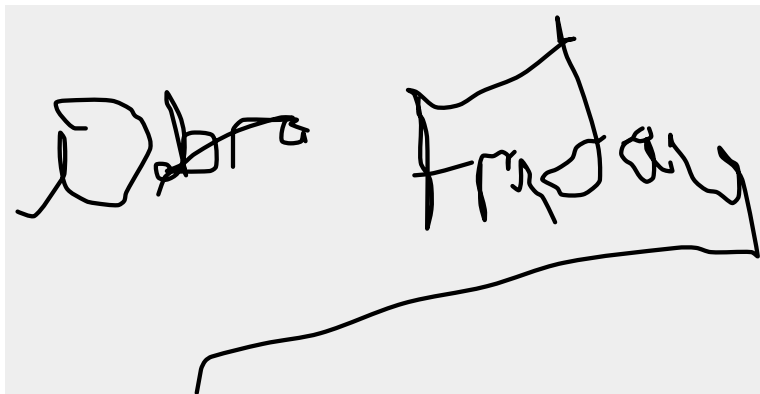
Renee Willemsen-Goode, Data Specialist

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

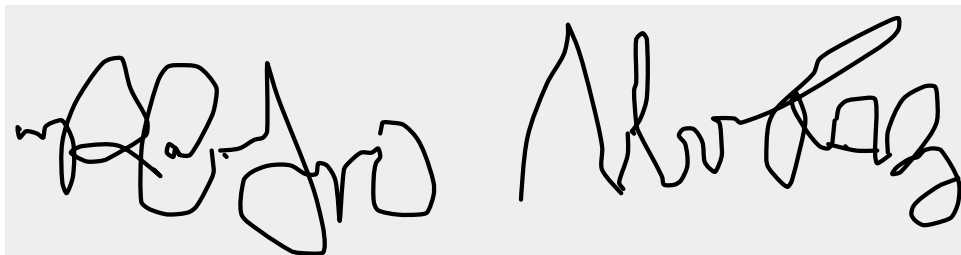
Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature appears to be "John Friday" with a long horizontal line extending from the end of the name.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature appears to be "John Friday" with a stylized, cursive script.

Thank you.



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

Last updated: 07/22/2015

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Charter School Name: 320900860839 FAMILY LIFE ACADEMY CS

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/reportcard.php?>

[instid=800000046302&year=2014&createreport=1&enrollment=1&avgclasssize=1&freelunch=1&attendance=1&teacherqual=1&teacherturnover=1&staffcounts=1&38ELA=1&38MATH=1&48SCI=1&naep=1®ents=1&nyseslat=1](http://data.nysed.gov/reportcard.php?instid=800000046302&year=2014&createreport=1&enrollment=1&avgclasssize=1&freelunch=1&attendance=1&teacherqual=1&teacherturnover=1&staffcounts=1&38ELA=1&38MATH=1&48SCI=1&naep=1®ents=1&nyseslat=1)



FAMILY LIFE ACADEMY CHARTER SCHOOL - I

2014-15 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 10, 2015

By Debra Friday

14 West 170th Street
Bronx, NY 10452
718-410-8100 (phone)
718 410-8800 (fax)

Renee Willemsen-Goode, Data Specialist prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Pedro Alvarez	Chairman, Facilities Committee
Kevin Kearns	Vice-chairman, Accountability Committee
Miguel Pena	Treasurer, Finance Committee, Fundraising Committee
Greg Nannery	Secretary, Finance Committee
Marvin Dutton	Member
Luz-Maria Lambert	Member, Fundraising Committee
Dr. Janet M. Lerner	Member, Accountability Committee
Francisco Lugovina	Chairman Emeritus, Facilities Committee
Bernarda Martinez	PTA President
Rev. Raymond Rivera	Member, Nomination Committee, Facilities Committee
Susana Rivera Leon	Member, Nomination Committee
Hilda Sanchez	Member, Accountability Committee, Fundraising Committee
Wanda Torres	Member, Fundraising Committee
Florence Wolpoff	Member, Accountability Committee

Debra Friday has served as the principal since 2014.

INTRODUCTION

Family Life Academy Charter School-I (FLACS-I) opened in 2001 with grades K and 1 in Community School District (CSD) 9, in the Highbridge area of the Bronx. The school added one grade each year until 2005 when it fully implemented its original charter organization as a K-5 school. In 2008, FLACS-I amended its charter to expand its organization one grade per year until it became a K-8 school; the school reached full capacity in 2011. Because of its success, FLACS-I was replicated, with the openings of a second school in 2012 and third school in 2014. FLACS-I, in partnership with the Latino Pastoral Action Center and parents, seeks to create the conditions for self-empowerment for all its K-8 students to achieve high academic standards, help them take responsibility for their own learning, and encourage them to explore and affirm human values. FLACS-I students, regardless of their background, will develop into accomplished scholars, successful individuals and strong community-minded citizens. FLACS-I will achieve national recognition for its innovative educational programs, accomplishments in engaging community partners, exceptional teachers, and sound fiscal and management practices.

In 2014-2015 our student population was 468 students.¹ Of all FLACS-I students, 78.2% were Hispanic, 20.3% were Black, and 88.0% were eligible for free and reduced lunch. Additionally, 12.8% of enrolled students were students with disabilities, 18.2% of students were current English Language Learners (ELLs) required to take the New York State English as a Second Language Achievement Test (NYSESLAT), and an additional 10.7% were former ELLs who attained proficiency on the NYSESLAT assessment in the previous two years. FLACS-I has sought to attract students from the surrounding community who are second language learners, immigrants, and members of ethnic minorities. Our demographics are quite comparable to those of CSD 9, which includes 66.6% of Hispanic students, 30.0% Black student, 21.9% of ELL students, 19.4% of students with disabilities and 93.4% of students eligible for free and reduced lunch.²

In order to create the conditions for self-empowerment for all its K-8 students to achieve high academic standards, take responsibility for their own learning, and explore and affirm human values, FLACS-I has implemented the initiatives listed below.

Intensive support for English Language Learners. FLACS-I has implemented a school-designed adaptation of research-based Sheltered English Immersion models for ELLs. Our model is based on program models such as *Specially Designed Academic Instruction in English* (SDAIE) and *English for Students of Other Languages* (ESOL). The FLACS-I model places strong emphasis on vocabulary and oral language development. ELL students are provided the support and instruction needed to move into English proficiency as measured by the NYSESLAT assessment. Two full-time English as a second language (ESL) teachers are on staff. All teachers are expected to be proficient in, and be able to apply, instructional strategies for ELLs in the context of their own classrooms. To this end, each year staff development

1 As of BEDS Day, October 1, 2014

2 FLACS-I information as of 10/1/2014 and CSD 9 information as of 10/31/2014, accessed from the *Demographic Snapshots* at <http://schools.nyc.gov/Accountability/data/default.htm>. Please note CSD 9 data is inclusive of pre-K through Grade 12.

sessions are dedicated to ESL teaching strategies. Our ELL students are making progress in ultimately becoming proficient in English; in 2014-2015, 16.7% of ELLs tested proficient on the NYSESLAT exam.

Intensive support for special needs students. FLACS-I has 60 students in special education.³ To provide the each student's required services, FLACS has three full-time special education teachers on staff and contracts for needed related services, as such as speech therapy, occupational therapy, and counseling. As every classroom contains special education students, all teachers are expected to be proficient in and use instructional strategies to support these students. Because of the high number of students with special needs in the fifth grade, one of the two classrooms on this grade level is now structured in the collaborative team teaching (CTT) model, in which a full-time general education and a full-time special education teacher team-teach to best support the needs of the students. Through the efforts of our special education coordinator, special education teachers and monthly meetings of our child study group, we continue to strengthen our support for students in special education.

Selection and implementation of research-based programs and mapping of the curriculum to meet the needs of our students. We have selected instructional programs that have been successful at other schools and/or have been successful with the students at FLACS-I. These programs are discussed in detail later in this report. All of our curriculums have components for providing intervention for struggling students, supporting ELLs and special needs students, and providing enrichment. FLACS-I engages in curriculum-mapping using tools created by Heidi Hayes Jacobs to continually refine existing curriculum maps and create new maps as needed to plan for instruction that meets the needs of its students. All of our curriculum programs are aligned with the New York State Common Core Learning Standards (NYS CCLS).

Use of common assessments to monitor student progress toward the NYS common core standards. In addition to the use of disaggregated data from the NYS ELA and Mathematics assessments and the TerraNova exam, FLACS-I uses grade-level common assessments throughout the year to ensure students make progress toward meeting the NYS CCLS. We use the *Fountas and Pinnell Benchmark Assessment System* in grades K-8 to diagnose reading strengths and weaknesses and monitor increases in reading proficiency. FLACS-I also continues to use *Rally* for diagnostic data in ELA and mathematics in grades 3 through 8. The results of these assessments are used at the individual student, class, and school level to make instructional decisions to improve instruction. The school uses the NYSESLAT to monitor student progress in language acquisition of our ELLs.

Use of *Datacation* for data collection and analysis. In 2014-2015, FLACS-I began using *Datacation*, a web-based data warehouse and data analysis portal. Teachers enter student assessment data into the portal, which allows them to share this data with administrators, parents, and the students. An array of data analysis tools and reports have allowed for an in depth look at student data and to further streamline our data

3 Students enrolled as of BEDS Day, with an IEP implemented as of February 2015

collection efforts. The system serves a starting point for all data analysis efforts, and also allows generates report cards directly from the assessment data.

Dedicated monthly data meetings and child study meetings to analyze student assessment data. Monthly grade level data meetings and child study meetings are held on a grade level with our teachers, data specialist, administrators, ESL coordinator, and special education coordinator. Our child study team meets monthly to discuss and follow-up on the needs of students at risk. This has allowed data driven decision-making to become an integral part of our work at FLACS-I and has helped teachers become more proficient in the use of data driven teaching and learning in their classrooms.

Recognition that programs and assessment tools are effective only when taught by competent, inspired, experienced, and well-trained teachers and teaching assistants. Our faculty consists of “highly qualified” certified teachers. FLACS-I adopted the *Danielson* rubric for teacher observations and created a school-specific rubric for observations of teacher assistants. These rubrics enable supervisors to evaluate professional progress by comparing fall and spring instructional performance and provide a basis for ensuring all teachers are competent and developing professional development to enhance their professional practice.

An emphasis on professional development. FLACS-I has a robust system of professional development. An instructional coach at the school level works with individual teachers to develop areas specific to each teacher. Every Monday afternoon from 4:00 to 5:00, and every first Friday of the month from 1:00 to 4:00, professional development sessions are held, with topics ranging from using data to inform instruction, enhancing mathematics and literacy instruction, and adapting instruction for ELLs and students with special needs. FLACS-I has invited educational consultants from Generation Ready and Lehman College to provide support in literacy and mathematics respectively. Professional learning communities (PLCs), led by our instructional leaders, further explore all topics that are presented in whole-school workshops. Our instructional team, which includes the principal, assistant principal, instructional coaches, and data specialist, sets the infrastructure for effective implementation of the instructional program.

Network support for FLACS-I. In the 2014-2015 school year FLACS-I, FLACS-II, and FLACS-III were formally united under the FLACS Network. Network staff is focused on providing operational and instructional support to schools; the staff includes a CEO, COO, director of curriculum, and data specialists who give direct instructional support to schools. The network has also enabled the schools to share best practices between schools and financial resources, including supplies, professional development, and staff.

Provision of school wide intervention programs. FLACS-I has several school-wide intervention programs. These include small group pull-out programs using the *Fountas and Pinnell intervention system* in the elementary grades, afterschool and Saturday

school intervention in mathematics and literacy. Beginning in 2011, FLACS-I began a Kindergarten Summer Success Institute for entering students designed to ensure that entering students came to their first classes with a firm skills foundation, regardless of prior school experience.

Enrichment opportunities for middle school students: FLACS-I continued its middle school's elective program to provide students with opportunities for enrichment and was enhanced by the development of a FLACS Honor Society. Middle school students also participated in a school soccer and basketball team. As in previous years, in 2014-15 FLACS-I prepared eighth grade students for the Regents examinations in Living Environment. All of the 21 students who sat for the Regents passed with an average score of 76.

ExcelNow after-school program. This year, FLACS-I was the site of a middle school afterschool program run with funding from DYDC. This program provided middle school students with opportunities for enrichment, physical activity, and academic tutoring and instruction. Staff from the afterschool program included many FLACS-I teachers and the program leadership worked closely with FLACS-I leadership to align the content of the afterschool program to the needs of FLACS-I students.

A focus on nutrition and health: Beginning in the 2009-2010 academic year FLACS-I hired a chef and two assistant chefs to implement a program to provide wholesome and nutritious breakfasts and lunches for our students. In addition to ensuring that all students receive a healthy and nutritious breakfast and lunch, an important component of the program has been to provide foods and menus from various cultures and to teach students about the lands and people for whom these foods are part of their native diets. FLACS-I also provides for an after-school cooking club for middle school students.

Activities to build community and self-esteem among our students. We continued our *Community Book Project* in which all classes read the same book and engage in grade-appropriate projects that reflect their understanding of the underlying moral message. These books are selected for their focus on community, social and humanistic themes. We continue to conduct our awards assemblies, talent shows, and field days, and have our students participate in community service activities.

Consistent progress in meeting its non-academic performance measures. FLACS-I stakeholder groups demonstrate strong awareness and understanding of the school's mission. FLACS-I's governance and instructional practices strongly and consistently reflect the mission. Parents continue to participate in the development of their child's learning plan and most support them by attending parent-teacher organizational meeting, parenting meetings, educational workshops and ESL classes. Disciplinary practices continue to be consistent throughout the school. School-wide and classroom procedures continue to be taught to students and to be implemented by all staff members. FLACS-I continues to show a solid record of success in all aspects of school operations.

FLACS-I continues to become an increasingly effective and viable school. The FLACS-I Board of Trustees has continued to provide competent stewardship and oversight of the school. Trustees regularly monitor the fiscal health of the school, the efficacy of the academic program and hold school leadership accountable for raising student achievement. Through principal reports, teacher-content presentations and monthly class performance analyses, the board effectively assesses educational programs and performance on a timely basis. FLACS-I also operates consistent with its mission statement and design elements. The school has earned continuing parent support, has met all of its legal requirements and is fiscally sound. FLACS-I is moving toward its educational accountability goals. Our school outperforms the school district and similar local schools and shows progress in the CSI Comparative Schools Analysis. We remain confident that we will continue to increase student achievement and assessment results.

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	52	54	52	52	49	52	50	44	32	-	-	-	-	435
2012-13	52	52	52	52	52	49	51	47	40	-	-	-	-	447
2013-14	52	52	52	52	52	52	48	51	49	-	-	-	-	460
2014-15 ⁴	55	54	52	52	52	52	52	49	50	-	-	-	-	468

⁴ As of BEDS Day, 10/1/2014

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

FLACS-I students will demonstrate proficiency in critical literacy skills

Background

In 2014-2015, FLACS-I began implementing *ReadyGen* in grades K through 3 in place of its former ELA curriculum and continued implementing *EngageNY* in grades 4 through 8. Both programs are closely aligned with the New York State Common Core Learning Standards (NYS CCLS) and encourage close, deep analysis of text with an emphasis on higher order thinking skills. The switch to *ReadyGen* this year and to *EngageNY* last year came in response to need to strengthen the literacy curriculum in response to adoption of the NYS CCLS. Both curriculums use challenging texts to teach students to analyze and deconstruct texts and have a heavy focus on writing about reading. With the adoption of these curriculum, FLACS-I continues to maintain a balanced literacy approach, implementing guided reading with leveled texts each day to supplement *ReadyGen* and *EngageNY* and to support small groups of learners with strategies for decoding and comprehending texts at their individual reading level.

With the adoption of *ReadyGen*, literacy consultants from *Generation Ready* were hired this year to support the implementation of the new curriculum and strengthen the literacy program in general. These consultants supported the development of new curriculum maps. They also observed classroom instruction and gave feedback to teachers to refine teaching practices and provided professional development in the area of teaching reading and writing. Our instructional coach worked closely with teachers to give feedback about instruction and to model instructional strategies for teachers. Professional development occurred every Monday after school and the first Friday of each month; many of these sessions focused on literacy. In addition, a new network director of curriculum worked closely with the instructional coach and consultants in developing curriculum maps and professional development plans.

Instruction at FLACS-I is data-driven. Regular assessment in English language arts occurred using the *Fountas & Pinnell Baseline Assessment* to track individual student reading progress and goals along a continuum of literacy learning. It provided data to recommend a placement level for instruction, to form fluid groups for reading instruction, to select appropriate texts for instruction, to plan efficient and effective instruction, and to identify students in need of intervention. Curriculum based assessments from *ReadyGen* and *EngageNY* were administered to track progress in meeting curriculum goals after each unit of instruction throughout the year. The *Rally Rehearsal* assessment was used biannually to track progress in meeting common core standards and predict student outcomes on the New York State assessments. Data from these assessments allowed teachers to reevaluate curriculum maps and plan for instruction to target standards not yet mastered. Based on the assessments, students were recommended for intervention programs. These programs included small group intervention using the *Fountas and Pinnell Intervention* kit, as well afterschool programs.

We replaced two ELA teachers in the middle of the year, one in the first grade and one in the sixth grade. Additionally, in grade 5, there were staffing changes to the CTT classroom mid-year.

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 3rd through 8th 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 (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 ⁵			Total Enrolled
		IEP	ELL	Absent	
3	52	0	0	0	52
4	51	0	0	0	51
5	52	0	0	0	52
6	51	0	0	0	51
7	49	0	0	0	49
8	50	0	0	0	50
All	305	0	0	0	305

Results

FLACS-I's goal is to have 75% of all students enrolled in at least their second year achieving proficiency. In 2014-2015, FLACS-I did not meet this measure, with 21.1% achieving proficiency.

⁵ 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.

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

Grade s	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	19.2	52	18.8	48
4	13.7	51	10.2	49
5	15.4	52	14.3	49
6	29.4	51	30.0	50
7	26.5	49	26.1	46
8	32.0	50	27.7	47
All	22.6	305	21.1	289

Evaluation

FLACS-I did not meet this goal with 21.1% of students enrolled in at least their second year achieving proficiency. The performance in grades 6, 7, and 8 was stronger than that of grade 3, 4, and 5. One factor in these scores is that none of FLACS-I's 44 tested ELLs (14.4% of all tested students; 15.2% of tested students enrolled in at least their second year) attained proficiency; a result is consistent with these students' categorization as ELLs, or students who are not yet proficient in English. An additional 41 students are former ELLs (having only tested out of ESL services in the last two years); of these students 14.6% were proficient. Indeed, the majority of the ELLs and former ELLs are in grades 3, 4, and 5 (31 ELLs and 25 former ELLs in grades 3-5; 13 ELLs and 17 former ELLs in grades 6, 7, and 8. As our ELLs test out of the ESL programming, they have become increasingly able to become proficient on the NYS ELA exam.

Additional Evidence

While no grade level reached the 75% proficiency rate, there was variation in grade level performance. In 2014-2015, the grade 3 cohort had a higher percentage proficient than did the grade 3 in 2014-2015. We anticipate that this trend will continue as the students now coming into the testing grades have experienced instruction aligned to the more rigorous NYS CCLS since they began kindergarten, as opposed to the older students, who experienced the shift in standards while already enrolled. No doubt, the younger students will benefit from beginning with the new shift in expectations from the day they enter FLACS-I. Another point of interest is the 2013-2014 grade 8 cohort, who had a relatively higher performance than did any other group that year. Their scores increased the overall ELA performance in the 2013-2014 school year; their graduation may explain some of the slight drop in performance between 2013-2014 and 2014-2015.

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	13.7	52	10.0	50	18.8	48
4	19.6	52	24.5	49	10.2	49
5	20.8	48	30.0	50	14.3	49
6	20.0	50	29.8	47	30.0	50
7	39.1	47	26.0	50	26.1	46
8	39.1	40	53.2	47	27.7	47
All	16.8	289	28.7	293	21.1	289

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 200.⁶

Results

For 2014-2015, the AMO was 97. FLACS-I had a PLI of 91.6, which was 5.4 points below AMO.

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
305	31.1	46.2	19.7	3.0

$$\begin{array}{rclclclcl}
 \text{PI} & = & 46.2 & + & 19.7 & + & 3.0 & = & 68.9 \\
 & & & & 19.7 & + & 3.0 & = & 22.7 \\
 & & & & & & \text{PLI} & = & 91.6
 \end{array}$$

⁶ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Evaluation

For 2014-2015, the AMO was 97. FLACS-I had a PLI of 91.6, which was 5.4 points below AMO. Had FLACS-I had an increase in proficiency rate of 2.7 percentage points, or just nine additional students at proficiency, FLACS-I would have met this measure.

Goal 1: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁷

Results

FLACS-I met this goal. Of all students enrolled in at least their second year at FLACS-I, 21.1% achieved proficiency. This was 8.1 percentage points higher than students in the same grades in CSD 9.

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	18.8	48	13.8	2,939
4	10.2	49	13.3	2,904
5	14.3	49	12.0	2,682
6	30.0	50	11.8	2,663
7	26.1	46	11.6	2,793
8	27.7	47	15.1	2,760
All	21.1	289	13.0	16,741

⁷ 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

Of all students enrolled in at least their second year at FLACS-I, 21.1% achieved proficiency. This was 8.1 percentage points higher than students in the same grades in CSD 9. FLACS-I's percent proficient exceeded that of CSD 9 in all individual grade levels, except for grade 4. This cohort of students has a high percentage of ELLs (31.4%) compared with CSD 9 (21.6% tested in 2014-2015), which may explain some of this disparity in performance for this grade level. The oldest students (grades 6, 7 and 8), who have been enrolled at FLACS-I for the longest, exceeded the performance of CSD 9 by a greater amount than did grades 3, 4, and 5.

Additional Evidence

Over the last three years FLACS-I has had a proficiency rate exceeding that of CSD 9 in all individual grade levels, except in two instances. In 2014-2015, grade 4 has a slightly lower proficiency rate than CSD 9; in 2013-2014, this same group of students had a slightly lower proficiency rate than CSD 9 when they were third graders.

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	13.7	11.9	10.0	13	18.8	13.8
4	19.6	10.3	24.5	14	10.2	13.3
5	20.8	13.1	30.0	11	14.3	12.0
6	20.0	7.9	29.8	10	30.0	11.8
7	39.1	10.5	26.0	11	26.1	11.6
8	39.1	9.5	53.2	12	27.7	15.1
All	16.8	10.5	28.7	11.9	21.1	13.0

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

In 2013-2014, FLACS-I performed higher than expected to a large degree, with an overall effect size of 0.92. The size of the effect increased from the earlier to the latter grades.

2013-14 English Language Arts Comparative Performance by Grade Level

Grade	Percent of Economically disadvantaged Students	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	88.5	51	12	20.4	-8.4	-0.62
4	88.5	52	27	20.9	6.1	0.45
5	88.5	52	29	17.6	11.4	0.98
6	85.4	48	31	16.2	14.8	1.08
7	88.2	51	55	15.4	11.6	1.03
8	89.8	49	55	17.9	37.1	2.71
All	88.2	303	30.0	18.1	11.9	0.92

School's Overall Comparative Performance:

Based on the CSI regression analysis of comparative performance, FLACS-I performed at higher than expected to a large degree.

Evaluation

FLACS-I met the measure, performing higher than expected to a large degree, with an overall effect size of 0.92. The size of the effect increased from the earlier to the latter grades. The only grade that did not meet this measure was grade 3. However, the longer students had been at FLACS-I, the higher the effect size. Grade 3 also had a high number of current ELLs compared with the other grades.

Additional Evidence

FLACS-I has met this measure in ELA for three consecutive years. Compared with 2012-2013, the first year of the new NYS CCLS aligned assessment, FLACS-I increased its effect size in 2013-2014.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-8	70.0	275	51.6	42.2	0.60
2012-13	3-8	-	303	23.5	19.1	0.39
2013-14	3-8	88.2	303	30.1	18.1	0.92

Goal 1: Growth Measure⁸

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.⁹

Results

FLACS-I had a mean growth percentile greater than the state median of the 50th percentile for each individual grade and the school as a whole.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4	53	50.0
5	63	50.0
6	68	50.0
7	60	50.0
8	65	50.0

⁸ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁹ Schools can acquire these data from the NYSED's Business Portal: portal.ny68sed.gov.

Grade	Mean Growth Percentile	
All	61	50.0

Evaluation

FLACS-I met this measure, both for the school as a whole and for each individual grade level.

Additional Evidence

FLACS-I met this measure, both for the school as a whole and for each individual grade level in both 2012-2013 and 2013-2014.

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

Grade	Mean Growth Percentile			
	2011-12 ¹⁰	2012-13	2013-14	Statewide Median
4	N/A	52.7	53	50.0
5	N/A	62.7	63	50.0
6	N/A	67.9	68	50.0
7	N/A	59.5	60	50.0
8	N/A	64.8	65	50.0
All	N/A	61.4	61	50.0

Goal 1: Optional Measure

Each year, the percent of all 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 “similar schools” (PS 28, PS 55, and PS 64) in the local school district.

Method

Since FLACS-I’s opening, when FLACS-I was designed to become a K-5 school, three nearby neighboring schools were identified as similar schools for comparative purposes. Each year, FLACS-I had provided comparative data for these schools.

Results

FLACS-I had a higher proficiency rate than did PS 55 and PS 64 in all comparable grades. FLACS-I had a higher proficiency rate in grade 3 than PS 28, but a lower proficiency rate in grades 4 and 5.

¹⁰ Grade level results not available.

2014-15 English Language Arts Performance of Charter School and Comparison Schools by Grade Level

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		PS 28		PS 55		PS 64	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	18.8	48	11.5	113	5.0	121	N/A	0
4	10.2	49	14.8	108	8.7	115	4.8	147
5	14.3	49	23.8	84	8.4	107	5.9	119
6	30.0	50	N/A	0	N/A	0	N/A	0
7	26.1	46	N/A	0	N/A	0	N/A	0
8	27.7	47	N/A	0	N/A	0	N/A	0
All	21.1	289	16.1	305	7.3	343	5.3	266

Evaluation

FLACS-I had mixed results on this measure. The school outperformed two of the three “similar schools,” PS 55 and PS 64. As compared to the third school, FLACS-I had a mixed result, outperforming one grade level, but not the other two.

Summary of the English Language Arts Goal

FLACS-I met or partially met its comparative and growth measures, but did not meet its absolute measure. FLACS-I had a higher proficiency rate than its local school district, and a higher proficiency rate than two of three of its “similar schools.” FLACS-I also had an Effect Size greater than 0.3 (using the most recent 2013-2014 results). FLACS-I also had a mean unadjusted growth percentile in English Language Arts that was above the state’s unadjusted median growth percentile.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved

Comparative (Optional Measure)	Each year, the percent of all 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 “similar schools” (PS 28, PS 55, and PS 64) in the local school district.	Partially Achieved
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

While we are pleased that we have met comparative and growth measures, we have an imperative to raise the absolute percentage of students meeting proficiency and to lower the percentage of students performing at a level 1. In the 2015-2016, improving literacy instruction and student achievement in English language arts will be a primary goal.

Curriculum

In 2014-2015, we adopted *ReadyGen* as the new literacy curriculum for kindergarten through grade 3. We plan to continue to use the program next year, and are confident that we will be able to implement the program more effectively in its second year of adoption. Over the course of the 2013-2014, we revamped the structure of program, such as adding time for guided reading, and replacing some anchor texts with ones that better meet the needs of our students. In 2015-2016, these changes will already be in place from day one. *EngageNY* will be used in grades 4 through 8, but we will be looking to additional materials to supplement this program in light of this year’s scores, including additional resources to support students performing far below standards.

Professional Development and Teacher Supervision

Two consultants from *Generation Ready* will work with FLACS-I for 10 days, approximately one day per month. During these sessions, they will support teachers with effective lesson planning, curriculum development that is responsive to student data and aligned with the common core standards. One consultant will work with kindergarten through grade 3, while the other will support grades 4-8. At the network level, there will be two new instructional coach positions. One of the coaches will focus exclusively on literacy and social studies and will work with teachers at FLACS-I to increase use of effective teaching strategies. At the school level, an additional assistant principal position has been added for the 2015-2016 school year. One assistant principal will focus on supporting and monitoring ELA and Social Studies instruction, and will also supervise the middle school, while the other assistant principal will focus on mathematics and science, and supervise the elementary school. By dividing the responsibilities of supervision of instruction among three supervisors instead of two, more time can be spent on classroom observations and feedback to teachers.

Intervention

Over the summer, the FLACS network revised and enhanced the Response to Intervention (RtI) plan that will be used at all three FLACS schools. The revised plans have an enhanced focus on accountability and progress monitoring of students. We

plan to implement our intervention program in the elementary school, which takes place at the very beginning of the school day, by the end of September, which is earlier than in years past. In grades 6, 7 and 8, we will restructure the afternoon elective program (from 3:30 to 4:00) to focus more explicitly on intervention/enrichment in both ELA and mathematics. This will add an additional 90 minutes each week of intervention starting at the onset of the school year staffed by the middle school teachers. FLACS-I will not seek funding for the *Excel/Now* afterschool program funded by DYCD in the interest of keeping all middle school students involved in this intervention and in our own school-staffed afterschool programs. FLACS-I will also implement *iReady*, which is used at FLACS-II with success, to help target individual student needs. FLACS-I will continue to use a CTT model in the 2015-2016 sixth grade cohort and will create one for the fifth grade cohort, as this grade level has many students with special needs and two years of the lowest scores in ELA for the school.

Progress Monitoring

We have re-examined our assessment program and progress monitoring systems in light of these results. Specifically, we are analyzing the correlation between these scores and our current assessment program to ensure that our assessments are in line with the expectations of the NYS CCLS. We will increase the frequency of data meetings at FLACS-I to every two to three weeks. These meetings will focus on a review of data and the creation of concrete action plans to address concerns in the data.

Cross-school connections

The performance at FLACS-I's sister school, FLACS-II was quite high this year, with 73% of students meeting proficiency with the same curricular materials. In order to capitalize on the success of FLACS-II, we will seek ways to bring best practices from FLACS-II to FLACS-I. We will facilitate curriculum planning and professional development occurs between the schools. Best practices from FLACS-II will be identified and shared by the network literacy coach with teachers at FLACS-I.

MATHEMATICS

Goal 2: Mathematics

FLACS-I students will become proficient in the application of mathematical skills and concepts

Background

In mathematics, FLACS-I used Envision with Grades K-5, and Pearson Course 1, 2, and 3 with Grades 6-8. In grades 6-8 this is supplemented with materials from Engage NY. In support of the implementation of the mathematics program, FLACS-I conducts professional development through a variety of approaches. Staff meets every Monday afternoon and for one-half day every first Friday afternoon of the month. The teachers meet regularly as collaborative learning teams, as grade-level teams for monthly data analysis meetings and as part of review teams for the peer review process. This year, consultants from Lehman College

came once every two weeks to observe staff, provide feedback and strategies, and model lessons. They also held two workshops around good mathematical practices. Our instructional coach supported the math program by modeling, observing, providing feedback and offering differentiated instructional strategies. During the after school hours, and on Saturday, we provided targeted assistance for identified students.

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 3rd through 8th 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 ¹¹			Total Enrolled
		IEP	ELL	Absent	
3	51	0	0	1	52
4	51	0	0	0	51
5	52	0	0	0	52
6	51	0	0	0	51
7	49	0	0	0	49
8	50	0	0	0	50
All	304	0	0	1	305

Results

FLACS-I did not achieve this measure. Overall, 32.3% of students enrolled in at least their second year achieved proficiency.

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

¹¹ 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.

Grade s	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	37.3	51	38.3	47
4	25.5	51	24.5	49
5	46.2	52	46.9	49
6	56.9	51	56.0	50
7	18.4	49	17.4	46
8	10.0	50	8.5	47
All	32.6	304	32.3	288

Evaluation

FLACS-I did not achieve this measure. Overall, 32.3% of students enrolled in at least their second year achieved proficiency. The percent proficient varied by grade level. Grade 3, 5 and 6 had the highest rates of proficiency, with grade 3 with 38.3% at proficiency, grade 5 with 46.9% of students at proficiency, and grade 6 with 56.0% of students at proficiency.

Grades 7 and 8 were lowest performing overall, with 18.4% and 10.0% of students at proficiency. One teacher was responsible for mathematics instruction of these two grades; this teacher had been terminated prior to the release of these scores.

Additional Evidence

The performance of grades 3, 5, and 6, has improved each year over the last three years. This year's grade 4 had a weaker performance than the 2013-2014 grade 4; however, compared with this cohort's performance in 2013-2014 as third graders, there was improvement (18.0% proficient in grade 3 in 2013-2014 versus 24.5% proficient in grade 4 in 2014-2015). Grades 7 and 8 performed lower than in years past. As indicated earlier, the teacher for grades 7 and 8 was new this last year, and has since been replaced for the 2015-2016 school year

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	9.8	51	18.0	50	38.3	47
4	11.8	51	38.8	49	24.5	49
5	18.8	48	24.0	50	46.9	49
6	34.0	50	46.8	47	56.0	50
7	21.7	46	32.0	50	17.4	46
8	21.7	40	36.2	47	8.5	47

All	16.8	286	32.4	293	32.3	288
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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 200.¹²

Results

FLACS-I achieved this measure. FLACS-I had a PLI equal to 101.1, which exceeded the 2014-15 mathematics AMO of 94.

Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	31.6	35.9	24.7	7.9

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 35.9 & + & 24.7 & + & 7.9 & = & 68.5 \\
 & & & & 24.7 & + & 7.9 & = & 32.6 \\
 & & & & & & \text{PLI} & = & 101.1
 \end{array}$$

Evaluation

FLACS-I achieved this measure. FLACS-I had a PLI equal to 101.1, which exceeded the 2014-15 mathematics AMO of 94.

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.

¹² In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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.¹³

Results

FLACS-I achieved this measure for the school as a whole, with 32.3% of students enrolled in at least their second year achieving proficiency, compared with 16.6% aggregate performance of those students in CSD 9.

**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
3	38.3	47	19.8	3,034
4	24.5	49	16.2	2,989
5	46.9	49	19.8	2,759
6	56.0	50	17.3	2,752
7	17.4	46	13.8	2,823
8	8.5	47	12.3	2,600
All	32.3	288	16.6	16,957

Evaluation

FLACS-I achieved this measure for the school as a whole, with 32.3% of students enrolled in at least their second year achieving proficiency, compared with 16.6% aggregate performance of those students in CSD 9. FLACS-I also met this measure for each individual grade level, with the exception of grade 8.

Additional Evidence

FLACS-I has consistently had a higher proficiency rate than CSD 9 in mathematics as a school. In 2012-2013, grade 3 and 4 did not have as high performance as the local district; but in 2013-2014 and 2014-2015, they made considerable progress past the local school district. Grades 5 through 7 have consistently outperformed CSD 9 over the last three years. In 2014-2015, out grade 8 students did not do as well as CSD 9

¹³ 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](#).

students; with the staffing changes made in this grade level we are confident this will not be the case in 2015-2016.

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	9.8	14.4	18.0	18	38.3	19.8
4	11.8	14.0	38.8	17	24.5	16.2
5	18.8	12.7	24.0	18	46.9	19.8
6	34.0	12.7	46.8	16	56.0	17.3
7	21.7	10.3	32.0	12	17.4	13.8
8	21.7	11.5	36.2	14	8.5	12.3
All	16.8	12.6	32.4	15.9	32.3	16.6

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

FLACS-I met this measure. Based on the CSI regression analysis of comparative performance in 2013-2014, FLACS-I performed at a higher than expected to a meaningful degree, with an effect size of 0.46.

2013-14 Mathematics Comparative Performance by Grade Level

Grade	Percent of Economically disadvantaged Students	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	88.5	51	20	29.2	-9.2	-0.51
4	88.5	52	42	28.4	13.6	0.69
5	88.5	52	23	25.8	-2.8	-0.16
6	85.4	48	48	23.4	24.6	1.21
7	88.2	51	22	17.6	5.0	0.31
8	89.8	49	39	14.2	24.8	1.32
All	88.2	303	32.1	23.1	9.1	0.46

School's Overall Comparative Performance:

Based on the CSI regression analysis of comparative performance, FLACS-I performed at higher than expected to a meaningful degree.

Evaluation

FLACS-I met this measure, FLACS-I's aggregate Effect Size exceeded 0.3, at 0.46.

Additional Evidence

FLACS-I has consistently had a positive effect size; in 2011-2012 and 2013-2014 the school met the target.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-8	70.0	275	68.0	53.5	0.67
2012-13	3-8	-	303	23.5	20.3	0.23
2013-14	3-8	88.2	303	32.1	23.1	0.46

Goal 2: Growth Measure¹⁴

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.

¹⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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.¹⁵

Results

FLACS-I met this measure. For the school as a whole, and for five out of six individual grade levels, the school's mean growth percentile was greater than the statewide median of 50. The only grade level that did not exceed the state median, was grade 7, with a mean growth percentile of 47, just shy of 50.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	66	50.0
5	59	50.0
6	74	50.0
7	47	50.0
8	55	50.0
All	60	50.0

Evaluation

FLACS-I met this measure. For the school as a whole, the mean growth percentile was 60. Grades 3, 4, 5, 6 and 8 also had mean growth percentiles greater than 50. Notably, grade 6 had a mean growth percentile of 74. The only grade level that did not exceed

¹⁵ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

the state median, was grade 7, with a mean growth percentile of 47, just short of the goal of 50.

Additional Evidence

There are only two years of data to examine. In both years, FLACS-I met this target.



Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ¹⁶	2012-13	2013-14	Statewide Median
4	N/A	66.8	66	50.0
5	N/A	57.2	59	50.0
6	N/A	72.6	74	50.0
7	N/A	47.8	47	50.0
8	N/A	55.2	55	50.0
All	N/A	59.9	60	50.0

Goal 2: Optional Measure

Each year, the percent of all 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 “similar schools” (PS 28, PS 55, and PS 64) 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 “similar schools” 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.

Results

FLACS-I met this measure. For students in grades 3, 4, and 5, the only comparable grades for our “similar schools,” FLACS-I had a higher proficiency rate than PS 28, PS 55, and PS 64 in all individual grade levels.

2014-15 Mathematics Performance of Charter School and Comparison Schools by Grade Level

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and
-------	---

¹⁶ Grade level results not available.

e	All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		PS 28		PS 55		PS 64	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	38.3	47	23.1	117	9.7	124	N/A	0
4	24.5	49	20.7	111	8.7	115	1.3	150
5	46.9	49	31.0	87	14.0	107	9.5	126
6	56.0	50	N/A	0	N/A	0	N/A	0
7	17.4	46	N/A	0	N/A	0	N/A	0
8	8.5	47	N/A	0	N/A	0	N/A	0
All	32.3	288	24.4	315	10.7	346	8.0	176

Evaluation

FLACS-I met this measure. For students in grades 3, 4, and 5, the only comparable grades for our “similar schools,” FLACS-I had a higher proficiency rate than PS 28, PS 55, and PS 64 in all individual grade levels. This difference was particular large between FLACS-I and PS 55 and PS 64.

Summary of the Mathematics Goal

In mathematics, FLACS-I achieved all of its comparative and growth measures, and one of two absolute measures. FLACS-I did not achieve one target – less than 75 percent of all tested students who were enrolled in at least their second year performed at proficiency. Overall, FLACS-I is making progress toward full attainment of this goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
Comparative (Optional Measure)	Each year, the percent of all 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 "similar schools" (PS 28, PS 55, and PS 64) in the local school district.	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

Action Plan

Adoption of New Curriculum for Grades K through 2

FLACS-I will be adopting *Math in Focus* in grades K-2, the US version of Singapore Math. Over the next several years, FLACS-I will expand the use of the program by one grade level. This program, with its focus on problem solving and mathematical thinking, has been demonstrated to be highly effective, including with populations with many second language learners. FLACS-I's sister schools, FLACS-II and FLACS-III have been using this program with great success. FLACS-II had 80.8% of their 3rd grades achieve proficiency on the NYS mathematics test; we expect that the adoption of this program, along with professional development in using the program, will support continued growth in mathematics proficiency over the next years.

A Focus on Middle School Mathematics

While grades 3 through 6 made progress compared with previous years, grades 7 and 8 did not perform as highly. FLACS-I will focus on enhancing math instruction in the middle school in 2015-2016. As noted previously, a new mathematics teacher has been

hired for the 2015-2016 school year; this new teacher will be closely monitored throughout the year to ensure that students make appropriate progress throughout the school year. The mathematics curriculum maps and methods at the middle school level will be re-evaluated to ensure consistency with the state standards. This effort will be led by our assistant principals and the 6th grade math teacher, whose students outperformed the rest of the school, both by an absolute measure and in looking at cohort growth for the previous two years.

Enhancing Use of Diagnostic Exams and Progress Monitoring

A comprehensive diagnostic exam will be given to all 3-8 students at the beginning of the year, as has been done in years past. In 2015-2016, the results of this exam will be examined in an early data meeting to shape instruction and modify curriculum maps. Students for intervention groups will be identified by October, and intervention will occur in the second period of our two period mathematics blocks. Data analysis practices will be reevaluated to ensure that data meetings are focused, with clear action plans arising from each session

Continuing Professional Development in Mathematics

Consultants from Lehman College will continue to support teachers who teach mathematics. In particular, these consultants will work with new teachers, including the new middle school math teacher, as well as the teachers who taught fourth grade last year, as this was a grade level that made progress, but not as much as other grade levels. Several professional sessions will be devoted to best practices in teaching mathematics and understanding what mathematics proficiency looks like in light of the common core standards.

Intervention

Over the summer, the FLACS network revised and enhanced the Response to Intervention (RtI) plan that will be used at all three FLACS schools. The revised plans have an enhanced focus on accountability and progress monitoring of students. In grades 6, 7 and 8, we will restructure the afternoon elective program (from 3:30 to 4:00) to focus more explicitly on intervention/enrichment in both ELA and mathematics. This will add an additional 90 minutes each week of intervention starting at the onset of the school year staffed by the middle school teachers. FLACS-I will not seek funding for the *Excel/Now* afterschool program funded by DYCD in the interest of keeping all middle school students involved in this intervention and in our own school-staffed afterschool programs. FLACS-I will also implement *iReady*, which is used at FLACS-II with success, to help target individual student needs. FLACS-I will continue to use a CTT model in the 2015-2016 sixth grade cohort and will create one for the fifth grade cohort.

SCIENCE

Goal 3: Science

Students will demonstrate proficiency in the practice and methodology of scientific inquiry.

Background

Science instruction at FLACS-I is both classroom and science lab based. Harcourt Science is used in kindergarten through fifth grade and Glencoe New York Science is used in grades 6, 7 and 8. Instruction is provided by classroom teachers in kindergarten through grade 4. In grades 5, 6, 7 and 8, science is departmentalized, with science teachers providing the instruction. In addition, all students from kindergarten through 8th grade receive health instruction one to two periods a week from our health teacher. Publisher-created and teacher-created common classroom assessments are used to assess student progress in science. Our instructional team supports the science program by modeling, observing, providing feedback and offering differentiated instructional strategies. In addition, FLACS-I has a health and wellness program through which students maintain a patch of growth outside the school and a nutrition program, developed in conjunction with our school lunch program, through which students evaluate nutrition options.

Our 7th and 8th grade science teacher was replaced twice throughout this school year.

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 4th and 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

In grade 4, 87.8% of students in at least their second year achieved proficiency. In grade 8, 66.0% of students in at least their second year achieved proficiency. Overall, 77.1% of students in both grades in at least their second year achieved proficiency.

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

Grade	Percent of Students at Proficiency			
	All Charter School Students		Charter School Students In At Least 2 nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	88.2	51	87.8	49
8	68.0	50	66.0	47

Grade	Percent of Students at Proficiency			
	All Charter School Students		Charter School Students In At Least 2 nd Year	
All	78.2	101	77.1	96

Evaluation

FLACS-I exceeded the measure in grade 4, with 87.8% of students in at least their second year achieving proficiency, but did not meet the target in grade 8, with only 66.0% of students in at least their second year achieving proficiency. We believe one of the biggest factors in the performance of the 8th grade students was a disruption of instruction because of teacher changes. For reasons out of the school's control, our science teacher left the school early in the year, and over the course of the school year, 8th grade students had three different science teachers, including one substitute for the last two months of the year.

We also recognize that we have placed enormous emphasis on ELA and mathematics instruction, emphasis that no doubt has helped to increase our results in these areas. However, we need to renew our focus on the science program, particularly at the middle school level, by devoting more resources to supporting this aspect of our educational program.

Additional Evidence

Our fourth grade scores remain high, though we are aware that this year's performance was not as high as the previous two years. We are aware that our 8th grade scores have demonstrated a decline this year.

FLACS-I 8th grade students also had the opportunity to take the NYS Living Environment Regents. 21 students took the Regents exam; 100% of those tested passed the Regents exam. This is another piece of evidence indicating the success of the science program at FLACS-I. Please note that those students that took the Regents exam also took the NYS Grade 8 Science Test.

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	93.8	48	96.1	51	87.7	49
8	93.3	30	87.5	40	66.0	47
All	93.6	78	92.3	91	77.1	96

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

At the writing of this report, science results were unavailable for CSD 9.

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	87.7	49	N/A	N/A
8	66.0	47	N/A	N/A
All	77.1	96	N/A	N/A

Evaluation

At the writing of this report, science results were unavailable for CSD 9.

Additional Evidence

In the past, FLACS-I's performance has far exceeded CSD 9 in both grade 4 and grade 8. The 2014-2015 scores are not yet available for CSD 9. Even with the small decline in grade 8 scores, we anticipate outperforming CSD 9 for 2014-2015 as well.

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	93.8	70	96.1	73	87.7	N/A
8	93.3	33	87.5	40	66.0	N/A
All	93.6	53	92.3	57	77.1	N/A

Summary of the Science Goal

FLACS-I has two goals for science, an absolute and comparative measure. FLACS-I achieved its absolute measure. We anticipate achieving the comparative measure, as we have done historically, but the 2014-2015 data has not been released for the local school district.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Not Available/ Anticipated to Achieve

Action Plan

While we met or anticipate meeting our accountability goals overall, and we continue to exceed our accountability goals in 4th grade by a wide margin, we did not meet our absolute goal in 8th grade for the first time. We have placed a large focus on increasing ELA and mathematics achievement in the previous two years; in 2015-2016 we will place a renewed focus on strengthening our science program in light of these scores. In particular, this will include:

- The recruitment of a high-quality science teacher for our 7th and 8th grades.
- Increased monitoring of science instruction by school administration with informal observations and walkthroughs.
- Reassessment and refinement of our science curriculum maps in the middle school (grades 5 through 8), with a particular focus on ensuring horizontal alignment with the New York State Science Standards and vertical alignment between grade levels.
- Strengthening of the formative and summative assessment program in science, including the development of formative exam given at the beginning of the school year, two comprehensive midterms, and a final exam.
- Devoting more time to looking at science data through creating a monthly data meeting to review key science data in light of the NYS standards
- Professional development in science instruction for all K-8 staff who teach science. At least one professional development session will be held for teachers teaching science at the elementary level, and at least three sessions will be devoted to enhancing science practice at the middle school level.
- Increased use of technology in science instruction, including the integration of a mobile science lab at the upper elementary and middle school levels and virtual labs at all grade levels.

NCLB

Goal 4: NCLB

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

Goal 4: Absolute Measure

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

Method

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

Results

NYSED has not yet determined FLACS-I's NCLB status this year.

Evaluation

While NYSED has not yet determined FLACS-I's NCLB status this year, we anticipate that there may be a change this to this status as FLACS-I did not meet AMO in ELA for all students. During the previous two academic years, FLACS-I was in good standing.

Additional Evidence

NCLB Status by Year

Year	Status
2012-13	Good Standing
2013-14	Good Standing
2014-15	To Be Determined



Appendix B: Total Expenditures and Administrative Expenditures per Child

Created: 07/28/2015

Last updated: 07/30/2015

Page 1

Charter School Name: 320900860839 FAMILY LIFE ACADEMY CS

B. Financial Information

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

1. Total Expenditures Per Child

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

Line 1: Total Expenditures	6629553
Line 2: Year End Per Pupil Count	467
Line 3: Divide Line 1 by Line 2	14196

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)	335144
Line 2: Management and General Cost (Column)	0
Line 3: Sum of Line 1 and Line 2	335144
Line 4: Year End Per Pupil Count	467
Line 5: Divide Line 3 by the Year End Per Pupil Count	718

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

Family Life Academy Charter Schools I

Contact Name: Scott Quintero
Contact Title: Director of Finance
Contact Email: [REDACTED]
Contact Phone: [REDACTED]

Current Academic Year: 2015-16

Prior Academic Year: #NAME?

FAMILY LIFE ACADEMY CHARTER SCH
2015-16

ENROLLMENT BY GRADES								
GRADES	K	1	2	3	4	5	6	7
INITIAL BUDGETED ENROLLMENT	52	52	52	52	52	52	52	52
TOTAL ENROLLMENT = 468								

ENROLLMENT BY DISTRICT										
			PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER						
				QUARTER 1		QUARTER 2		QUARTER 3		QUAR
				Original	Revised	Original	Revised	Original	Revised	Original
NUMBER OF SCHOOL DISTRICTS ENROLLED:			0	1	0	1	0	1		
NUMBER OF STUDENTS ENROLLED:			0	468	0	468	0	468		
				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 completed.						
			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
PRIMARY/OTHER			DISTRICT NAME(S)	468		468		468		468
PRIMARY District			NYC CHANCELLOR'S OFFICE							
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)							

IOOLS I

8	9	10	11	12
52				

	ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
	Actual	Actual	Actual	Actual
	0	0	0	0
0	0	0	0	0
COMPLETELY				
pleted.				
	ACTUAL ENROLLMENT BY QUARTER			
	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

**FAMILY LIFE ACADEMY CHARTER SCHOOL
2015-16**

STAFFING PLAN - FULL TIME EQUIVALENT

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

ADMINISTRATIVE PERSONNEL FTE		ANNUAL BUDGETED FTE						
*NOTE: Enter the number of FTE positions in the "blue" cells.		Q1		Q2		Q3		Q4
	Original	Revised	Original	Revised	Original	Revised	Original	
Executive Management	1.0		1.0		1.0		1.0	
Instructional Management								
Deans, Directors & Coordinators								
CFO / Director of Finance								
Operation / Business Manager								
Administrative Staff	1.0		1.0		1.0		1.0	
TOTAL ADMINISTRATIVE STAFF	2.0	0.0	2.0	0.0	2.0	0.0	2.0	
	0.0							
INSTRUCTIONAL PERSONNEL FTE		ANNUAL BUDGETED FTE						
*NOTE: Enter the number of FTE positions in the "blue" cells.		Q1		Q2		Q3		Q4
	Original	Revised	Original	Revised	Original	Revised	Original	
Teachers - Regular	1.0		1.0		1.0		1.0	
Teachers - SPED	1.0		1.0		1.0		1.0	
Substitute Teachers								
Teaching Assistants	1.0		1.0		1.0		1.0	
Specialty Teachers	1.0		1.0		1.0		1.0	
Aides								
Therapists & Counselors	1.0		1.0		1.0		1.0	
Other	1.0		1.0		1.0		1.0	
TOTAL INSTRUCTIONAL	6.0	0.0	6.0	0.0	6.0	0.0	6.0	
	0.0							
NON-INSTRUCTIONAL PERSONNEL FTE		ANNUAL BUDGETED FTE						
*NOTE: Enter the number of FTE positions in the "blue" cells.		Q1		Q2		Q3		Q4
	Original	Revised	Original	Revised	Original	Revised	Original	
Nurse								
Librarian								
Custodian								
Security								
Other	1.0		1.0		1.0		1.0	
TOTAL NON-INSTRUCTIONAL	1.0	0.0	1.0	0.0	1.0	0.0	1.0	
	0.0							
TOTAL PERSONNEL SERVICE FTE	0.0	9.0	0.0	9.0	0.0	9.0	0.0	9.0

STAFFING PLAN - WAGES

ADMINISTRATIVE PERSONNEL WAGES		ANNUAL BUDGETED WAGES							
*NOTE: Enter the average salary for each category in the "blue" cells.		Q1		Q2		Q3		Q4	
Executive Management		Original	Revised	Original	Revised	Original	Revised	Original	Revised
Instructional Management		322250		322250		322250		322250	
Deans, Directors & Coordinators									
CFO / Director of Finance									
Operation / Business Manager									
Administrative Staff									
		271874		271874		271874		271874	
INSTRUCTIONAL PERSONNEL WAGES		ANNUAL BUDGETED WAGES							
*NOTE: Enter the average salary for each category in the "blue" cells.		Q1		Q2		Q3		Q4	
Teachers - Regular		Original	Revised	Original	Revised	Original	Revised	Original	Revised
Teachers - SPED		1377228		1377228		1377228		1377228	
Substitute Teachers		254324		254324		254324		254324	
Teaching Assistants									
Specialty Teachers		359743		359743		359743		359743	
Aides		402780		402780		402780		402780	
Therapists & Counselors									
Other		139659		139659		139659		139659	
		203420		203420		203420		203420	
NON-INSTRUCTIONAL PERSONNEL WAGES		ANNUAL BUDGETED WAGES							
*NOTE: Enter the average salary for each category in the "blue" cells.		Q1		Q2		Q3		Q4	
Nurse		Original	Revised	Original	Revised	Original	Revised	Original	Revised
Librarian									
Custodian									
Security									
Other									
		191320		191320		191320		191320	

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

ADMINISTRATIVE PERSONNEL FTE		ACTUAL QUARTERLY FTE				Description of Assumptions
Q1	Q2	Q3	Q4			
Actual	Actual	Actual	Actual			
*NOTE: Enter the number of FTE positions in the "blue" cells.						
Executive Management						
Instructional Management						
Deans, Directors & Coordinators						
CFO / Director of Finance						
Operation / Business Manager						
Administrative Staff						
TOTAL ADMINISTRATIVE STAFF	0.0	0.0	0.0	0.0		
INSTRUCTIONAL PERSONNEL FTE		ACTUAL QUARTERLY FTE				Description of Assumptions
Q1	Q2	Q3	Q4			
Actual	Actual	Actual	Actual			
*NOTE: Enter the number of FTE positions in the "blue" cells.						
Teachers - Regular						
Teachers - SPED						
Substitute Teachers						
Teaching Assistants						
Specialty Teachers						
Aides						
Therapists & Counselors						
Other						
TOTAL INSTRUCTIONAL	0.0	0.0	0.0	0.0		
NON-INSTRUCTIONAL PERSONNEL FTE		ACTUAL QUARTERLY FTE				Description of Assumptions
Q1	Q2	Q3	Q4			
Actual	Actual	Actual	Actual			
*NOTE: Enter the number of FTE positions in the "blue" cells.						
Nurse						
Librarian						
Custodian						
Security						
Other						
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0		
TOTAL PERSONNEL SERVICE FTE	0.0	0.0	0.0	0.0		

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ADMINISTRATIVE PERSONNEL WAGES		ACTUAL QUARTERLY WAGES				Description of Assumptions
*NOTE: Enter the average salary for each category in the "blue" cells.	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Executive Management						
Instructional Management						
Deans, Directors & Coordinators						
CFO / Director of Finance						
Operation / Business Manager						
Administrative Staff						
INSTRUCTIONAL PERSONNEL WAGES		ACTUAL QUARTERLY WAGES				Description of Assumptions
*NOTE: Enter the average salary for each category in the "blue" cells.	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Teachers - Regular						
Teachers - SPED						
Substitute Teachers						
Teaching Assistants						
Specialty Teachers						
Aides						
Therapists & Counselors						
Other						
NON-INSTRUCTIONAL PERSONNEL WAGES		ACTUAL QUARTERLY WAGES				Description of Assumptions
*NOTE: Enter the average salary for each category in the "blue" cells.	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Nurse						
Librarian						
Custodian						
Security						
Other						

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	1,515,134	#NAME?	#NAME?	1,515,134	#NAME?	#NAME?	1,515,134
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	468	-	-	468	-	-	468
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	#NAME?	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
REVENUE	NOTE* If there are NO budget revisions at the time of quarterly submittal leave 'REVISED BUDGET' column blank. If Revised Budget column is utilized, the entire column MUST be completed.							
REVENUES FROM STATE SOURCES	2015-16							
Per Pupil Revenue	Per Pupil Rate							
NYC CHANCELLOR'S OFFICE	#NAME?							
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
-	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
ALL OTHER School Districts: (Weighted Avg)	#N/A	-	#N/A	#NAME?	#N/A	#N/A	#NAME?	#N/A
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		-	131,608	-	#NAME?	131,608	-	#NAME?
Grants								
Stimulus		-	-	-	#NAME?	-	-	#NAME?
DYCD (Department of Youth and Community Development)		-	-	-	#NAME?	-	-	#NAME?
Other		-	26,325	-	#NAME?	26,325	-	#NAME?
Other		-	10,115	-	#NAME?	10,115	-	#NAME?
TOTAL REVENUE FROM STATE SOURCES		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		-	11,500	-	#NAME?	11,500	-	#NAME?
Title I		-	65,839	-	#NAME?	65,839	-	#NAME?
Title Funding - Other		-	2,949	-	#NAME?	2,949	-	#NAME?
School Food Service (Free Lunch)		-	-	-	#NAME?	-	-	#NAME?
Grants								
Charter School Program (CSP) Planning & Implementation		-	-	-	#NAME?	-	-	#NAME?
Other		-	-	-	#NAME?	-	-	#NAME?
Other		-	93,815	-	#NAME?	93,815	-	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES		-	174,103	-	#NAME?	174,103	-	#NAME?
LOCAL and OTHER REVENUE								
Contributions and Donations		-	10,000	-	#NAME?	10,000	-	#NAME?
Fundraising		-	2,250	-	#NAME?	2,250	-	#NAME?
Erate Reimbursement		-	19,682	-	#NAME?	19,682	-	#NAME?
Earnings on Investments		-	-	-	#NAME?	-	-	#NAME?
Interest Income		-	250	-	#NAME?	250	-	#NAME?
Food Service (Income from meals)		-	-	-	#NAME?	-	-	#NAME?
Text Book		-	-	-	#NAME?	-	-	#NAME?
OTHER		-	-	-	#NAME?	-	-	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	32,182	-	#NAME?	32,182	-	#NAME?
TOTAL REVENUE		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

FAMILY LIFE ACADEMY CHARTER SCHC
Budget / Operating Plan
2015-16

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	1,515,134	#NAME?	#NAME?	1,515,134	#NAME?	#NAME?	1,515,134
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	468	-	-	468	-	-	468
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	#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	-	80,563	-	#NAME?	80,563	-	#NAME?
Instructional Management	-	-	-	-	#NAME?	-	-	#NAME?
Deans, Directors & Coordinators	-	-	-	-	#NAME?	-	-	#NAME?
CFO / Director of Finance	-	-	-	-	#NAME?	-	-	#NAME?
Operation / Business Manager	-	-	-	-	#NAME?	-	-	#NAME?
Administrative Staff	1.00	-	67,969	-	#NAME?	67,969	-	#NAME?
TOTAL ADMINISTRATIVE STAFF	2.00	-	148,531	-	#NAME?	148,531	-	#NAME?
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	1.00	-	344,307	-	#NAME?	344,307	-	#NAME?
Teachers - SPED	1.00	-	63,581	-	#NAME?	63,581	-	#NAME?
Substitute Teachers	-	-	-	-	#NAME?	-	-	#NAME?
Teaching Assistants	1.00	-	89,936	-	#NAME?	89,936	-	#NAME?
Specialty Teachers	1.00	-	100,695	-	#NAME?	100,695	-	#NAME?
Aides	-	-	-	-	#NAME?	-	-	#NAME?
Therapists & Counselors	1.00	-	34,915	-	#NAME?	34,915	-	#NAME?
Other	1.00	-	50,855	-	#NAME?	50,855	-	#NAME?
TOTAL INSTRUCTIONAL	6.00	-	684,289	-	#NAME?	684,289	-	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	#NAME?	-	-	#NAME?
Librarian	-	-	-	-	#NAME?	-	-	#NAME?
Custodian	-	-	-	-	#NAME?	-	-	#NAME?
Security	-	-	-	-	#NAME?	-	-	#NAME?
Other	1.00	-	47,830	-	#NAME?	47,830	-	#NAME?
TOTAL NON-INSTRUCTIONAL	1.00	-	47,830	-	#NAME?	47,830	-	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	9.00	-	880,650	-	#NAME?	880,650	-	#NAME?
PAYROLL TAXES AND BENEFITS								
Payroll Taxes	-	-	67,370	-	#NAME?	67,370	-	#NAME?
Fringe / Employee Benefits	-	-	84,258	-	#NAME?	84,258	-	#NAME?
Retirement / Pension	-	-	15,000	-	#NAME?	15,000	-	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS	-	-	166,628	-	#NAME?	166,628	-	#NAME?
TOTAL PERSONNEL SERVICE COSTS	9.00	-	1,047,277	-	#NAME?	1,047,277	-	#NAME?
CONTRACTED SERVICES								
Accounting / Audit	-	-	-	-	#NAME?	-	-	#NAME?
Legal	-	-	-	-	#NAME?	-	-	#NAME?
Management Company Fee	-	-	-	-	#NAME?	-	-	#NAME?
Nurse Services	-	-	-	-	#NAME?	-	-	#NAME?
Food Service / School Lunch	-	-	50,625	-	#NAME?	50,625	-	#NAME?
Payroll Services	-	-	-	-	#NAME?	-	-	#NAME?
Special Ed Services	-	-	-	-	#NAME?	-	-	#NAME?
Titlement Services (i.e. Title I)	-	-	-	-	#NAME?	-	-	#NAME?
Other Purchased / Professional / Consulting	-	-	8,550	-	#NAME?	8,550	-	#NAME?
TOTAL CONTRACTED SERVICES	-	-	59,175	-	#NAME?	59,175	-	#NAME?

		FAMILY LIFE ACADEMY CHARTER SCHOOL Budget / Operating Plan 2015-16							
Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	1,515,134	#NAME?	#NAME?	1,515,134	#NAME?	#NAME?	1,515,134	
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Actual Student Enrollment	-	468	-	-	468	-	-	468	
		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
		#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		-	468	-	-	468	-	-	468
-		-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)		-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	468	-	-	468	-	-	468	
REVENUE PER PUPIL		-	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
EXPENSES PER PUPIL		-	3,237	-	#NAME?	3,237	-	#NAME?	3,237

		OLS I				
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		#NAME?	#NAME?	1,515,134	#NAME?	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		-	-	468	-	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Revised Budget	Variance	Original Budget	Revised Budget	Variance
REVENUE		SED' Column(s) COMPLETELY BLANK. ST be completed.				
REVENUES FROM STATE SOURCES		2015-16				
Per Pupil Revenue	Per Pupil Rate	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
NYC CHANCELLOR'S OFFICE		#N/A	#NAME?	#N/A	#N/A	#NAME?
-		#N/A	#NAME?	#N/A	#N/A	#NAME?
-		#N/A	#NAME?	#N/A	#N/A	#NAME?
-		#N/A	#NAME?	#N/A	#N/A	#NAME?
-		#N/A	#NAME?	#N/A	#N/A	#NAME?
-		#N/A	#NAME?	#N/A	#N/A	#NAME?
-		#N/A	#NAME?	#N/A	#N/A	#NAME?
-		#N/A	#NAME?	#N/A	#N/A	#NAME?
-		#N/A	#NAME?	#N/A	#N/A	#NAME?
-		#N/A	#NAME?	#N/A	#N/A	#NAME?
-		#N/A	#NAME?	#N/A	#N/A	#NAME?
-		#N/A	#NAME?	#N/A	#N/A	#NAME?
-		#N/A	#NAME?	#N/A	#N/A	#NAME?
-		#N/A	#NAME?	#N/A	#N/A	#NAME?
-		#N/A	#NAME?	#N/A	#N/A	#NAME?
-		#N/A	#NAME?	#N/A	#N/A	#NAME?
ALL OTHER School Districts: (Weighted Avg)		#N/A	#NAME?	#N/A	#N/A	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		-	#NAME?	131,608	-	#NAME?
Grants		-	#NAME?	-	-	#NAME?
Stimulus		-	#NAME?	-	-	#NAME?
DYCD (Department of Youth and Community Development)		-	#NAME?	-	-	#NAME?
Other		-	#NAME?	26,325	-	#NAME?
Other		-	#NAME?	10,115	-	#NAME?
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		-	#NAME?	11,500	-	#NAME?
Title I		-	#NAME?	65,839	-	#NAME?
Title Funding - Other		-	#NAME?	2,949	-	#NAME?
School Food Service (Free Lunch)		-	#NAME?	-	-	#NAME?
Grants		-	#NAME?	-	-	#NAME?
Charter School Program (CSP) Planning & Implementation		-	#NAME?	-	-	#NAME?
Other		-	#NAME?	-	-	#NAME?
Other		-	#NAME?	93,815	-	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES		-	#NAME?	174,103	-	#NAME?
LOCAL and OTHER REVENUE						
Contributions and Donations		-	#NAME?	10,000	-	#NAME?
Fundraising		-	#NAME?	2,250	-	#NAME?
Erate Reimbursement		-	#NAME?	19,682	-	#NAME?
Earnings on Investments		-	#NAME?	-	-	#NAME?
Interest Income		-	#NAME?	250	-	#NAME?
Food Service (Income from meals)		-	#NAME?	-	-	#NAME?
Text Book		-	#NAME?	-	-	#NAME?
OTHER		-	#NAME?	-	-	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	#NAME?	32,182	-	#NAME?
TOTAL REVENUE		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

		OLS I					
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Total Expenses		#NAME?	#NAME?	1,515,134	#NAME?	#NAME?	
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Actual Student Enrollment		-	-	468	-	-	
		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?	80,563	-	#NAME?	
Instructional Management	-	-	#NAME?	-	-	#NAME?	
Deans, Directors & Coordinators	-	-	#NAME?	-	-	#NAME?	
CFO / Director of Finance	-	-	#NAME?	-	-	#NAME?	
Operation / Business Manager	-	-	#NAME?	-	-	#NAME?	
Administrative Staff	1.00	-	#NAME?	67,969	-	#NAME?	
TOTAL ADMINISTRATIVE STAFF	2.00	-	#NAME?	148,531	-	#NAME?	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	1.00	-	#NAME?	344,307	-	#NAME?	
Teachers - SPED	1.00	-	#NAME?	63,581	-	#NAME?	
Substitute Teachers	-	-	#NAME?	-	-	#NAME?	
Teaching Assistants	1.00	-	#NAME?	89,936	-	#NAME?	
Specialty Teachers	1.00	-	#NAME?	100,695	-	#NAME?	
Aides	-	-	#NAME?	-	-	#NAME?	
Therapists & Counselors	1.00	-	#NAME?	34,915	-	#NAME?	
Other	1.00	-	#NAME?	50,855	-	#NAME?	
TOTAL INSTRUCTIONAL	6.00	-	#NAME?	684,289	-	#NAME?	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	#NAME?	-	-	#NAME?	
Librarian	-	-	#NAME?	-	-	#NAME?	
Custodian	-	-	#NAME?	-	-	#NAME?	
Security	-	-	#NAME?	-	-	#NAME?	
Other	1.00	-	#NAME?	47,830	-	#NAME?	
TOTAL NON-INSTRUCTIONAL	1.00	-	#NAME?	47,830	-	#NAME?	
SUBTOTAL PERSONNEL SERVICE COSTS		9.00	-	#NAME?	880,650	-	#NAME?
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		-	#NAME?	67,370	-	#NAME?	
Fringe / Employee Benefits		-	#NAME?	84,258	-	#NAME?	
Retirement / Pension		-	#NAME?	15,000	-	#NAME?	
TOTAL PAYROLL TAXES AND BENEFITS		-	#NAME?	166,628	-	#NAME?	
TOTAL PERSONNEL SERVICE COSTS		9.00	-	#NAME?	1,047,277	-	#NAME?
CONTRACTED SERVICES							
Accounting / Audit		-	#NAME?		-	#NAME?	
Legal		-	#NAME?		-	#NAME?	
Management Company Fee		-	#NAME?		-	#NAME?	
Nurse Services		-	#NAME?		-	#NAME?	
Food Service / School Lunch		-	#NAME?	50,625	-	#NAME?	
Payroll Services		-	#NAME?		-	#NAME?	
Special Ed Services		-	#NAME?		-	#NAME?	
Titlement Services (i.e. Title I)		-	#NAME?		-	#NAME?	
Other Purchased / Professional / Consulting		-	#NAME?	8,550	-	#NAME?	
TOTAL CONTRACTED SERVICES		-	#NAME?	59,175	-	#NAME?	

	TOOLS I				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	1,515,134	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	468	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS					
Board Expenses	-	#NAME?		-	#NAME?
Classroom / Teaching Supplies & Materials	-	#NAME?	10,000	-	#NAME?
Special Ed Supplies & Materials	-	#NAME?	-	-	#NAME?
Textbooks / Workbooks	-	#NAME?	18,140	-	#NAME?
Supplies & Materials other	-	#NAME?	-	-	#NAME?
Equipment / Furniture	-	#NAME?	875	-	#NAME?
Telephone	-	#NAME?	3,750	-	#NAME?
Technology	-	#NAME?	15,875	-	#NAME?
Student Testing & Assessment	-	#NAME?	8,567	-	#NAME?
Field Trips	-	#NAME?	3,750	-	#NAME?
Transportation (student)	-	#NAME?	-	-	#NAME?
Student Services - other	-	#NAME?	1,000	-	#NAME?
Office Expense	-	#NAME?	27,250	-	#NAME?
Staff Development	-	#NAME?		-	#NAME?
Staff Recruitment	-	#NAME?		-	#NAME?
Student Recruitment / Marketing	-	#NAME?		-	#NAME?
School Meals / Lunch	-	#NAME?		-	#NAME?
Travel (Staff)	-	#NAME?	625	-	#NAME?
Fundraising	-	#NAME?	750	-	#NAME?
Other	-	#NAME?	8,000	-	#NAME?
TOTAL SCHOOL OPERATIONS	-	#NAME?	98,582	-	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	-	#NAME?		-	#NAME?
Janitorial	-	#NAME?	15,000	-	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	-	#NAME?	181,350	-	#NAME?
Repairs & Maintenance	-	#NAME?	18,750	-	#NAME?
Equipment / Furniture	-	#NAME?	-	-	#NAME?
Security	-	#NAME?	-	-	#NAME?
Utilities	-	#NAME?	45,000	-	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	-	#NAME?	260,100	-	#NAME?
DEPRECIATION & AMORTIZATION	-	#NAME?	50,000	-	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	-	-	#NAME?
TOTAL EXPENSES	-	#NAME?	1,515,134	-	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

	TOOLS I				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	1,515,134	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	468	-	-
	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	-	-	468	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-
TOTAL ENROLLMENT	-	-	468	-	-
REVENUE PER PUPIL					
	-	#NAME?	#NAME?	-	#NAME?
EXPENSES PER PUPIL					
	-	#NAME?	3,237	-	#NAME?

FAMILY LIFE ACADEMY CHA Budget / Operatin 2015-16														
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?										
Total Expenses	6,060,534	#NAME?	#NAME?	(6,060,534)										
Net Income	#NAME?	#NAME?	#NAME?	#NAME?										
Actual Student Enrollment														
<table> <tr> <th colspan="3">Total Year</th><th colspan="2">VARIANCE</th></tr> <tr> <th>Original Budget</th><th>Revised Budget</th><th>Variance</th><th>Original Budget vs. PY Budget</th><th>Revised Budget vs. PY Budget</th></tr> </table>					Total Year			VARIANCE		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
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	Per Pupil Rate	#NAME?	#NAME?	#NAME?										
-	#N/A	#N/A	#NAME?	#NAME?										
-	#N/A	#N/A	#NAME?	#NAME?										
-	#N/A	#N/A	#NAME?	#NAME?										
-	#N/A	#N/A	#NAME?	#NAME?										
-	#N/A	#N/A	#NAME?	#NAME?										
-	#N/A	#N/A	#NAME?	#NAME?										
-	#N/A	#N/A	#NAME?	#NAME?										
-	#N/A	#N/A	#NAME?	#NAME?										
-	#N/A	#N/A	#NAME?	#NAME?										
-	#N/A	#N/A	#NAME?	#NAME?										
-	#N/A	#N/A	#NAME?	#NAME?										
-	#N/A	#N/A	#NAME?	#NAME?										
-	#N/A	#N/A	#NAME?	#NAME?										
-	#N/A	#N/A	#NAME?	#NAME?										
ALL OTHER School Districts: (Weighted Avg)	#N/A	#N/A	#NAME?	#NAME?										
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?										
Special Education Revenue	526,432	#NAME?	#NAME?	526,432										
Grants														
Stimulus	-	#NAME?	#NAME?	-										
DYCD (Department of Youth and Community Development)	-	#NAME?	#NAME?	-										
Other	105,300	#NAME?	#NAME?	105,300										
Other	40,460	#NAME?	#NAME?	40,460										
TOTAL REVENUE FROM STATE SOURCES	#NAME?	#NAME?	#NAME?	#NAME?										
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs	46,000	#NAME?	#NAME?	46,000										
Title I	263,355	#NAME?	#NAME?	263,355										
Title Funding - Other	11,796	#NAME?	#NAME?	11,796										
School Food Service (Free Lunch)	-	#NAME?	#NAME?	-										
Grants														
Charter School Program (CSP) Planning & Implementation	-	#NAME?	#NAME?	-										
Other	-	#NAME?	#NAME?	-										
Other	375,260	#NAME?	#NAME?	375,260										
TOTAL REVENUE FROM FEDERAL SOURCES	696,411	#NAME?	#NAME?	696,411										
LOCAL and OTHER REVENUE														
Contributions and Donations	40,000	#NAME?	#NAME?	40,000										
Fundraising	9,000	#NAME?	#NAME?	9,000										
Erate Reimbursement	78,726	#NAME?	#NAME?	78,726										
Earnings on Investments	-	#NAME?	#NAME?	-										
Interest Income	1,000	#NAME?	#NAME?	1,000										
Food Service (Income from meals)	-	#NAME?	#NAME?	-										
Text Book	-	#NAME?	#NAME?	-										
OTHER	-	#NAME?	#NAME?	-										
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	128,726	#NAME?	#NAME?	128,726										
TOTAL REVENUE	#NAME?	#NAME?	#NAME?	#NAME?										

FAMILY LIFE ACADEMY CHA				
Budget / Operatin				
2015-16				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	6,060,534	#NAME?	#NAME?	(6,060,534)
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment				
Total Year			VARIANCE	
Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
EXPENSES				
ADMINISTRATIVE STAFF PERSONNEL COSTS				
	Avg. No. of Positions			
Executive Management	1.00	322,250	#NAME?	#NAME?
Instructional Management	-	-	#NAME?	#NAME?
Deans, Directors & Coordinators	-	-	#NAME?	#NAME?
CFO / Director of Finance	-	-	#NAME?	#NAME?
Operation / Business Manager	-	-	#NAME?	#NAME?
Administrative Staff	1.00	271,874	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	2.00	594,124	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS				
Teachers - Regular	1.00	1,377,228	#NAME?	#NAME?
Teachers - SPED	1.00	254,324	#NAME?	#NAME?
Substitute Teachers	-	-	#NAME?	#NAME?
Teaching Assistants	1.00	359,743	#NAME?	#NAME?
Specialty Teachers	1.00	402,780	#NAME?	#NAME?
Aides	-	-	#NAME?	#NAME?
Therapists & Counselors	1.00	139,659	#NAME?	#NAME?
Other	1.00	203,420	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	6.00	2,737,154	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS				
Nurse	-	-	#NAME?	#NAME?
Librarian	-	-	#NAME?	#NAME?
Custodian	-	-	#NAME?	#NAME?
Security	-	-	#NAME?	#NAME?
Other	1.00	191,320	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	1.00	191,320	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS				
	9.00	3,522,598	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS				
Payroll Taxes		269,479	#NAME?	#NAME?
Fringe / Employee Benefits		337,031	#NAME?	#NAME?
Retirement / Pension		60,000	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		666,510	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS				
	9.00	4,189,108	#NAME?	#NAME?
CONTRACTED SERVICES				
Accounting / Audit		-	#NAME?	#NAME?
Legal		-	#NAME?	#NAME?
Management Company Fee		-	#NAME?	#NAME?
Nurse Services		-	#NAME?	#NAME?
Food Service / School Lunch		202,500	#NAME?	#NAME?
Payroll Services		-	#NAME?	#NAME?
Special Ed Services		-	#NAME?	#NAME?
Titlement Services (i.e. Title I)		-	#NAME?	#NAME?
Other Purchased / Professional / Consulting		34,200	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES		236,700	#NAME?	#NAME?

FAMILY LIFE ACADEMY CHA Budget / Operatin 2015-16					
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	6,060,534	#NAME?	#NAME?	(6,060,534)	#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
SCHOOL OPERATIONS					
Board Expenses	-	#NAME?	#NAME?	-	#NAME?
Classroom / Teaching Supplies & Materials	40,000	#NAME?	#NAME?	(40,000)	#NAME?
Special Ed Supplies & Materials	-	#NAME?	#NAME?	-	#NAME?
Textbooks / Workbooks	72,560	#NAME?	#NAME?	(72,560)	#NAME?
Supplies & Materials other	-	#NAME?	#NAME?	-	#NAME?
Equipment / Furniture	3,500	#NAME?	#NAME?	(3,500)	#NAME?
Telephone	15,000	#NAME?	#NAME?	(15,000)	#NAME?
Technology	63,500	#NAME?	#NAME?	(63,500)	#NAME?
Student Testing & Assessment	34,266	#NAME?	#NAME?	(34,266)	#NAME?
Field Trips	15,000	#NAME?	#NAME?	(15,000)	#NAME?
Transportation (student)	-	#NAME?	#NAME?	-	#NAME?
Student Services - other	4,000	#NAME?	#NAME?	(4,000)	#NAME?
Office Expense	109,000	#NAME?	#NAME?	(109,000)	#NAME?
Staff Development	-	#NAME?	#NAME?	-	#NAME?
Staff Recruitment	-	#NAME?	#NAME?	-	#NAME?
Student Recruitment / Marketing	-	#NAME?	#NAME?	-	#NAME?
School Meals / Lunch	-	#NAME?	#NAME?	-	#NAME?
Travel (Staff)	2,500	#NAME?	#NAME?	(2,500)	#NAME?
Fundraising	3,000	#NAME?	#NAME?	(3,000)	#NAME?
Other	32,000	#NAME?	#NAME?	(32,000)	#NAME?
TOTAL SCHOOL OPERATIONS	394,326	#NAME?	#NAME?	(394,326)	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	-	#NAME?	#NAME?	-	#NAME?
Janitorial	60,000	#NAME?	#NAME?	(60,000)	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	725,400	#NAME?	#NAME?	(725,400)	#NAME?
Repairs & Maintenance	75,000	#NAME?	#NAME?	(75,000)	#NAME?
Equipment / Furniture	-	#NAME?	#NAME?	-	#NAME?
Security	-	#NAME?	#NAME?	-	#NAME?
Utilities	180,000	#NAME?	#NAME?	(180,000)	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	1,040,400	#NAME?	#NAME?	(1,040,400)	#NAME?
DEPRECIATION & AMORTIZATION	200,000	#NAME?	#NAME?	(200,000)	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	#NAME?	-	#NAME?
TOTAL EXPENSES	6,060,534	#NAME?	#NAME?	(6,060,534)	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

FAMILY LIFE ACADEMY CHA Budget / Operatin 2015-16				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	6,060,534	#NAME?	#NAME?	(6,060,534)
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment				
	Total Year			VARIANCE
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget
ENROLLMENT - *School Districts Are Linked To Above Entries*				
Number of Districts:				
NYC CHANCELLOR'S OFFICE				
-				
-				
-				
-				
-				
-				
-				
-				
-				
-				
-				
ALL OTHER School Districts: (Weighted Avg)				
TOTAL ENROLLMENT				
REVENUE PER PUPIL				
EXPENSES PER PUPIL				

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

REVENUE	
REVENUES FROM STATE SOURCES	2015-16
Per Pupil Revenue	Per Pupil Rate
NYC CHANCELLOR'S OFFICE	#NAME?
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
ALL OTHER School Districts: (Weighted Avg)	#N/A
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?
Special Education Revenue	
Grants	
Stimulus	
DYCD (Department of Youth and Community Development)	
Other	
Other	
TOTAL REVENUE FROM STATE SOURCES	
REVENUE FROM FEDERAL FUNDING	
IDEA Special Needs	
Title I	
Title Funding - Other	
School Food Service (Free Lunch)	
Grants	
Charter School Program (CSP) Planning & Implementation	
Other	
Other	
TOTAL REVENUE FROM FEDERAL SOURCES	
LOCAL and OTHER REVENUE	
Contributions and Donations	
Fundraising	
Erate Reimbursement	
Earnings on Investments	
Interest Income	
Food Service (Income from meals)	
Text Book	
OTHER	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	
TOTAL REVENUE	

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		-
Deans, Directors & Coordinators		-
CFO / Director of Finance		-
Operation / Business Manager		-
Administrative Staff		1.00
TOTAL ADMINISTRATIVE STAFF		2.00
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular		1.00
Teachers - SPED		1.00
Substitute Teachers		-
Teaching Assistants		1.00
Specialty Teachers		1.00
Aides		-
Therapists & Counselors		1.00
Other		1.00
TOTAL INSTRUCTIONAL		6.00
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse		-
Librarian		-
Custodian		-
Security		-
Other		1.00
TOTAL NON-INSTRUCTIONAL		1.00
SUBTOTAL PERSONNEL SERVICE COSTS		9.00
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		
Fringe / Employee Benefits		
Retirement / Pension		
TOTAL PAYROLL TAXES AND BENEFITS		
TOTAL PERSONNEL SERVICE COSTS		9.00
CONTRACTED SERVICES		
Accounting / Audit		
Legal		
Management Company Fee		
Nurse Services		
Food Service / School Lunch		
Payroll Services		
Special Ed Services		
Titlement Services (i.e. Title I)		
Other Purchased / Professional / Consulting		
TOTAL CONTRACTED SERVICES		

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

DESCRIPTION OF ASSUMPTIONS

RTER SCHOOLS I 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 - - - - - - - - - - - - ALL OTHER School Districts: (Weighted Avg) TOTAL ENROLLMENT REVENUE PER PUPIL EXPENSES PER PUPIL	

FAMILY LIFE ACADEMY CHARTER SCHOOLS I
BALANCE SHEET
2015-16

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

FAMILY LIFE ACADEMY CHARTER SCHOOLS I

Budget / Operating Plan

2015-16

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

2015-16

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

NYC CHANCELLOR'S OFFICE

TOTAL ENROLLMENT

-	#NAME?	#NAME?	-	#NAME?	#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
REVENUE					
REVENUES FROM STATE SOURCES					
Per Pupil Revenue	CY Per Pupil Rate				
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#NAME?	#NAME?	#N/A	#NAME?
ALL OTHER School Districts: (Count = 0)	#N/A	#NAME?	#NAME?	#N/A	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		#NAME?	#NAME?	-	#NAME?
Grants					
Stimulus		#NAME?	#NAME?	-	#NAME?
DYCD (Department of Youth and Community Development)		#NAME?	#NAME?	-	#NAME?
Other		#NAME?	#NAME?	-	#NAME?
Other		#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING					
IDEA Special Needs		#NAME?	#NAME?	-	#NAME?
Title I		#NAME?	#NAME?	-	#NAME?
Title Funding - Other		#NAME?	#NAME?	-	#NAME?
School Food Service (Free Lunch)		#NAME?	#NAME?	-	#NAME?
Grants					
Charter School Program (CSP) Planning & Implementation		#NAME?	#NAME?	-	#NAME?
Other		#NAME?	#NAME?	-	#NAME?
Other		#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES		#NAME?	#NAME?	-	#NAME?
LOCAL and OTHER REVENUE					
Contributions and Donations		#NAME?	#NAME?	-	#NAME?
Fundraising		#NAME?	#NAME?	-	#NAME?
Erate Reimbursement		#NAME?	#NAME?	-	#NAME?
Earnings on Investments		#NAME?	#NAME?	-	#NAME?
Interest Income		#NAME?	#NAME?	-	#NAME?
Food Service (Income from meals)		#NAME?	#NAME?	-	#NAME?
Text Book		#NAME?	#NAME?	-	#NAME?
OTHER		#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE		#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
EXPENSES					
		Quarter 0			
ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions			
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?
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		3rd Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
		Current Budget	Variance	Actual	Current Budget Variance
SCHOOL OPERATIONS					
Board Expenses	#NAME?	#NAME?	-	#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?	#NAME?
RESERVES / CONTINGENCY					
#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL EXPENSES					
#NAME?	#NAME?	#NAME?	-	#NAME?	#NAME?
NET INCOME					
#NAME?	#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?	-
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?

**Budget / Operating Plan
2015-16**

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

TOTALS AND VARIANCE ANALYSIS						
	Actual Current Budget (Current Quarter)	vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed						

REVENUES FROM STATE SOURCES

Per Pupil Revenue	CY Per Pupil Rate
NYC CHANCELLOR'S OFFICE	#NAME?
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
-	#N/A
ALL OTHER School Districts: (Count = 0)	#N/A
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?
Special Education Revenue	
Grants	
Stimulus	
DYCD (Department of Youth and Community Development)	
Other	
Other	
TOTAL REVENUE FROM STATE SOURCES	
REVENUE FROM FEDERAL FUNDING	
IDEA Special Needs	
Title I	
Title Funding - Other	
School Food Service (Free Lunch)	
Grants	
Charter School Program (CSP) Planning & Implementation	
Other	
Other	
TOTAL REVENUE FROM FEDERAL SOURCES	
LOCAL and OTHER REVENUE	
Contributions and Donations	
Fundraising	
Erate Reimbursement	
Earnings on Investments	
Interest Income	
Food Service (Income from meals)	
Text Book	
OTHER	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	
TOTAL REVENUE	

FAMILY LIFE ACADEMY CHARTER SCHOOL
Budget / Operating Plan
2015-16

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#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	TOTALS AND VARIANCE ANALYSIS							
	Actual		vs.		Actual		Original	
	Current Budget (Current Quarter)		Current Budget		vs. Current Budget TY		Budget vs. Original Budget	
	Actual	Current Budget (Current Quarter)	Current Budget	Current Budget - TY	Current Budget TY	Current Budget TY	Original Budget	Original Budget

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

FAMILY LIFE ACADEMY CHARTER SCHOOL
Budget / Operating Plan
2015-16

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#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	TOTALS AND VARIANCE ANALYSIS						
	Actual vs.			Actual vs.			
	Current Budget (Current Quarter)	Current Budget	Current Budget - TY	Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	
	Actual						

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

SCHOOLS I				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	6,060,534	#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
REVENUE				
REVENUES FROM STATE SOURCES				
Per Pupil Revenue	CY Per Pupil Rate			
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?
ALL OTHER School Districts: (Count = 0)	#N/A	#N/A	#NAME?	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		526,432	#NAME?	#NAME?
Grants				
Stimulus		-	#NAME?	#NAME?
DYCD (Department of Youth and Community Development)		-	#NAME?	#NAME?
Other		105,300	#NAME?	#NAME?
Other		40,460	#NAME?	#NAME?
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING				
IDEA Special Needs		46,000	#NAME?	#NAME?
Title I		263,355	#NAME?	#NAME?
Title Funding - Other		11,796	#NAME?	#NAME?
School Food Service (Free Lunch)		-	#NAME?	#NAME?
Grants				
Charter School Program (CSP) Planning & Implementation		-	#NAME?	#NAME?
Other		-	#NAME?	#NAME?
Other		375,260	#NAME?	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES		696,411	#NAME?	#NAME?
LOCAL and OTHER REVENUE				
Contributions and Donations		40,000	#NAME?	#NAME?
Fundraising		9,000	#NAME?	#NAME?
Erate Reimbursement		78,726	#NAME?	#NAME?
Earnings on Investments		-	#NAME?	#NAME?
Interest Income		1,000	#NAME?	#NAME?
Food Service (Income from meals)		-	#NAME?	#NAME?
Text Book		-	#NAME?	#NAME?
OTHER		-	#NAME?	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		128,726	#NAME?	#NAME?
TOTAL REVENUE		#NAME?	#NAME?	#NAME?

SCHOOLS I				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	6,060,534	#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		5		
		Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters Actual CY vs. Actual PY
EXPENSES				
ADMINISTRATIVE STAFF PERSONNEL COSTS		Quarter 0		
		No. of Positions		
Executive Management	#NAME?	322,250	#NAME?	#NAME?
Instructional Management	#NAME?	-	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?	-	#NAME?	#NAME?
CFO / Director of Finance	#NAME?	-	#NAME?	#NAME?
Operation / Business Manager	#NAME?	-	#NAME?	#NAME?
Administrative Staff	#NAME?	271,874	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	#NAME?	594,124	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS				
Teachers - Regular	#NAME?	1,377,228	#NAME?	#NAME?
Teachers - SPED	#NAME?	254,324	#NAME?	#NAME?
Substitute Teachers	#NAME?	-	#NAME?	#NAME?
Teaching Assistants	#NAME?	359,743	#NAME?	#NAME?
Specialty Teachers	#NAME?	402,780	#NAME?	#NAME?
Aides	#NAME?	-	#NAME?	#NAME?
Therapists & Counselors	#NAME?	139,659	#NAME?	#NAME?
Other	#NAME?	203,420	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	#NAME?	2,737,154	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS				
Nurse	#NAME?	-	#NAME?	#NAME?
Librarian	#NAME?	-	#NAME?	#NAME?
Custodian	#NAME?	-	#NAME?	#NAME?
Security	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	191,320	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	#NAME?	191,320	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS		3,522,598	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS				
Payroll Taxes		269,479	#NAME?	#NAME?
Fringe / Employee Benefits		337,031	#NAME?	#NAME?
Retirement / Pension		60,000	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		666,510	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS		4,189,108	#NAME?	#NAME?
CONTRACTED SERVICES				
Accounting / Audit		-	#NAME?	#NAME?
Legal		-	#NAME?	#NAME?
Management Company Fee		-	#NAME?	#NAME?
Nurse Services		-	#NAME?	#NAME?
Food Service / School Lunch		202,500	#NAME?	#NAME?
Payroll Services		-	#NAME?	#NAME?
Special Ed Services		-	#NAME?	#NAME?
Titlement Services (i.e. Title I)		-	#NAME?	#NAME?
Other Purchased / Professional / Consulting		34,200	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES		236,700	#NAME?	#NAME?

SCHOOLS I				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	6,060,534	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed \$ Actual vs. Original Budget TY PY Actual (PY TY / No. of COMPLETED Actual CY Quarters Actual CY vs. Actual PY				
SCHOOL OPERATIONS				
Board Expenses	-	#NAME?	#NAME?	#NAME?
Classroom / Teaching Supplies & Materials	40,000	#NAME?	#NAME?	#NAME?
Special Ed Supplies & Materials	-	#NAME?	#NAME?	#NAME?
Textbooks / Workbooks	72,560	#NAME?	#NAME?	#NAME?
Supplies & Materials other	-	#NAME?	#NAME?	#NAME?
Equipment / Furniture	3,500	#NAME?	#NAME?	#NAME?
Telephone	15,000	#NAME?	#NAME?	#NAME?
Technology	63,500	#NAME?	#NAME?	#NAME?
Student Testing & Assessment	34,266	#NAME?	#NAME?	#NAME?
Field Trips	15,000	#NAME?	#NAME?	#NAME?
Transportation (student)	-	#NAME?	#NAME?	#NAME?
Student Services - other	4,000	#NAME?	#NAME?	#NAME?
Office Expense	109,000	#NAME?	#NAME?	#NAME?
Staff Development	-	#NAME?	#NAME?	#NAME?
Staff Recruitment	-	#NAME?	#NAME?	#NAME?
Student Recruitment / Marketing	-	#NAME?	#NAME?	#NAME?
School Meals / Lunch	-	#NAME?	#NAME?	#NAME?
Travel (Staff)	2,500	#NAME?	#NAME?	#NAME?
Fundraising	3,000	#NAME?	#NAME?	#NAME?
Other	32,000	#NAME?	#NAME?	#NAME?
TOTAL SCHOOL OPERATIONS	394,326	#NAME?	#NAME?	#NAME?
FACILITY OPERATION & MAINTENANCE				
Insurance	-	#NAME?	#NAME?	#NAME?
Janitorial	60,000	#NAME?	#NAME?	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	725,400	#NAME?	#NAME?	#NAME?
Repairs & Maintenance	75,000	#NAME?	#NAME?	#NAME?
Equipment / Furniture	-	#NAME?	#NAME?	#NAME?
Security	-	#NAME?	#NAME?	#NAME?
Utilities	180,000	#NAME?	#NAME?	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	1,040,400	#NAME?	#NAME?	#NAME?
DEPRECIATION & AMORTIZATION	200,000	#NAME?	#NAME?	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	#NAME?	#NAME?
TOTAL EXPENSES	6,060,534	#NAME?	#NAME?	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?

SCHOOLS I				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	6,060,534	#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		\$	FY Actual (FY	
		Actual	TY / No. of	
		vs.	COMPLETED	
		Original	Actual CY	Actual CY
		Budget - TY	Budget TY	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
FAMILY LIFE ACADEMY CHARTER SCHOOLS I
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**

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

Created Thursday, October 01, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/a8>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	PEDRO	ALVAREZ

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

5. *E-mail Address:

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

Family Life Academy Charter School (Ed Corp)

Family Life Academy CS

Family Life Academy CS II

Family Life Academy CS III

8. Select all positions you have held on the Board:

(check all that apply)

-
- Chair/President
-

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

No

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

No

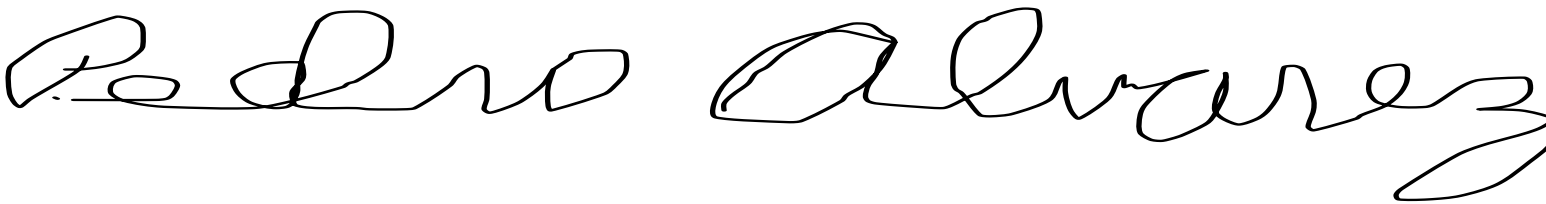
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink that reads "Pedro Alvarez". The signature is written in a cursive, flowing style. The first name "Pedro" is followed by a space and then the last name "Alvarez". The "A" in Alvarez is large and loops around the "l". The "v" and "a" are connected, and the "r" and "e" are also connected. The "z" at the end has a long, sweeping tail that extends to the right.

Thank you.

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

Created Friday, September 25, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/22>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	marvin	dutton

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

5. *E-mail Address:

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

FAMILY LIFE ACADEMY CS I (SUNY TRUSTEES) 320900860839

8. Select all positions you have held on the Board:

(check all that apply)

-
- Treasurer
-

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

No

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

No

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

No

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

No

Signature of Trustee

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

Thank you.

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

Created Monday, September 21, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/cf>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Kevin	Kearns

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

5. *E-mail Address:

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

(No response)

8. Select all positions you have held on the Board:

(check all that apply)

-
- Vice Chair/Vice President
-

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

No

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

Yes

10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.

[cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Position Held	CFO
[cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Responsibilities	Finance and Human Resources
[cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Salary	60000
[cmoeY.3] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Start Date	10/25/2008

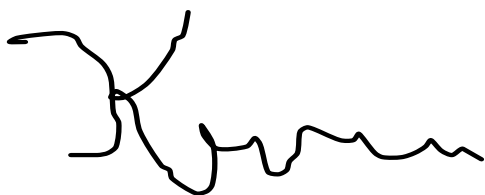
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee



Thank you.

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

Created Thursday, October 15, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/1c>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Luz-Maria	Lambert

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

5. *E-mail Address:

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

Family Life Academy Charter School (Ed Corp)

Family Life Academy CS

Family Life Academy CS II

Family Life Academy CS III

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: member at large
-

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

No

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

No

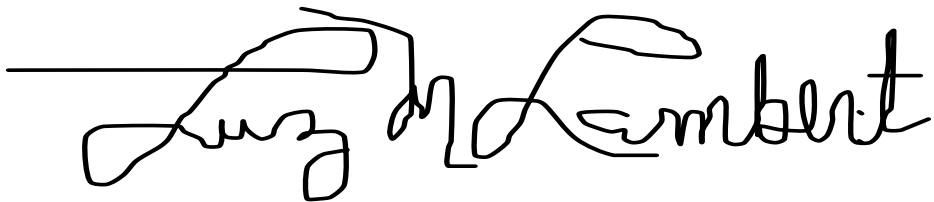
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Jung M. Lambert", written over a horizontal line.

Thank you.

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

Created Friday, September 25, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/58>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Janet	Lerner

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

5. *E-mail Address:

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

FAMILY LIFE ACADEMY CS I (SUNY TRUSTEES) 320900860839

8. Select all positions you have held on the Board:

(check all that apply)

-
- Secretary
-

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

No

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

No

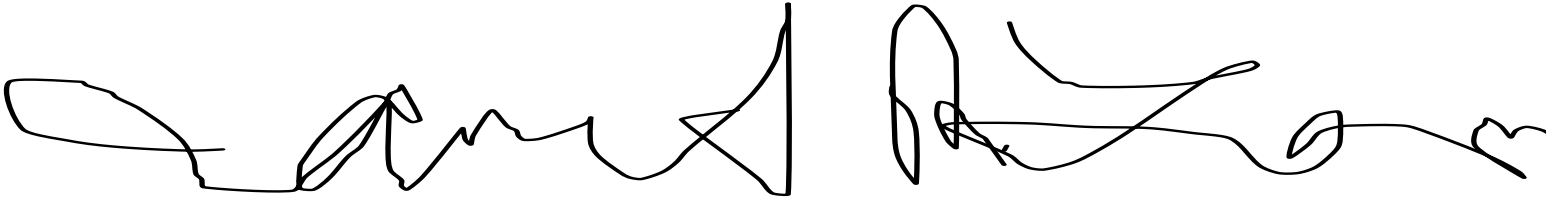
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of two distinct parts. The first part is a cursive-style signature, and the second part is a more stylized, possibly second signature or a flourish, also in cursive.

Thank you.

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

Created Wednesday, November 04, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/65>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Bernarda	Martinez

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

5. *E-mail Address:

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

Family Life Academy Charter School (Ed Corp)

Family Life Academy CS

Family Life Academy CS II

Family Life Academy CS III

8. Select all positions you have held on the Board:

(check all that apply)

-
- Parent Representative
-

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

No

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

No

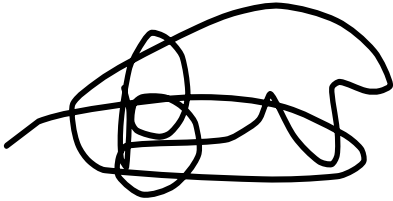
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

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

Thank you.

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

Created Thursday, October 15, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/48>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Greg	Nannery

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

Family Life Academy Charter School (Ed Corp)

Family Life Academy CS

Family Life Academy CS II

Family Life Academy CS III

8. Select all positions you have held on the Board:

(check all that apply)

- Treasurer

- Secretary

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Roger L. ...", written across the page.

Thank you.

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

Created Monday, September 07, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/35>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Miguel	Pena

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

5. *E-mail Address:

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

Family Life Academy Charter School (Ed Corp)

Family Life Academy CS

Family Life Academy CS II

Family Life Academy CS III

8. Select all positions you have held on the Board:

(check all that apply)

-
- Treasurer
-
- Secretary
-
- Parent Representative

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

No

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

No

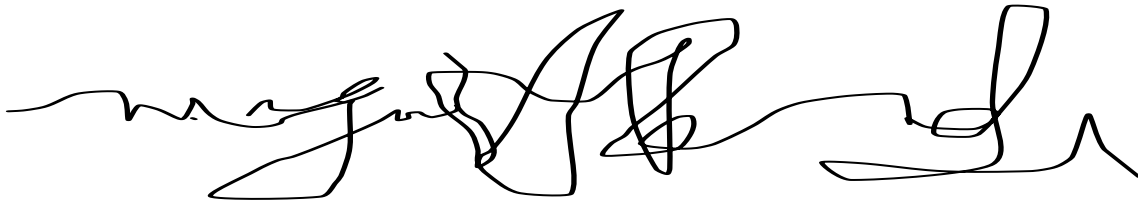
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to be 'Margaret A. [unclear]', written in a cursive style.

Thank you.

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

Created Thursday, October 22, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/6b>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Susana	rivera Leon

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

5. *E-mail Address:

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

Family Life Academy Charter School (Ed Corp)

Family Life Academy CS

Family Life Academy CS II

Family Life Academy CS III

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: Member
-

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

No

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

Yes

10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.

[cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Position Held	CEO of LPAC
[cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Responsibilities	managing officer of community sponsor
[cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Salary	\$85000
[cmoeY.3] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Start Date	January 2015

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

Yes

11a. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered Yes to Question 2-4 above, you need not disclose again your employment status, salary, etc.

	Date(s) of Transactions	Nature of Financial Interest/Transaction	Steps Taken to Avoid Conflict of Interest (e.g., did not vote, did not participate in discussion)	Name of Person Holding Interest and Relationship to You
1	2012	Employment	did not vote	marilyn calo
2				
3				
4				
5				

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

No

Signature of Trustee

Thank you.

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

Created Tuesday, October 20, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/2f>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Raymond	Rivera

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

5. *E-mail Address:

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

FAMILY LIFE ACADEMY CS I (SUNY TRUSTEES) 320900860839

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify....: member
-

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

No

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

No

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

No

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

No

Signature of Trustee

Raymond Rivera

Thank you.

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

Created Thursday, August 27, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/42>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Hilda	Sanchez

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

5. *E-mail Address:

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

Family Life Academy Charter School (Ed Corp)

Family Life Academy CS

Family Life Academy CS II

Family Life Academy CS III

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: Chair of Accountability Committee
-

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

No

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

No

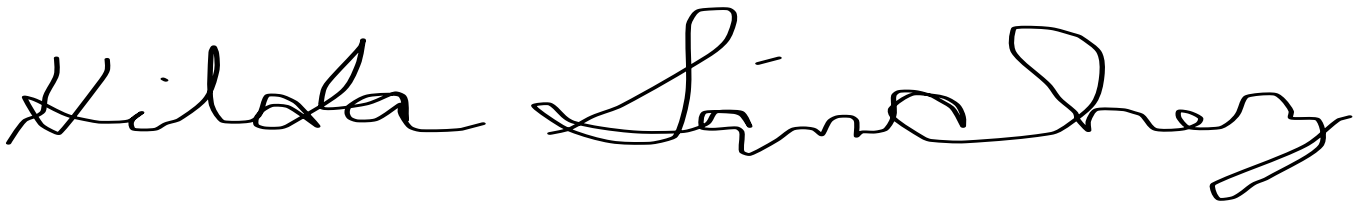
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, reading "Hilala Lina Reyes". The signature is written in a cursive, flowing style. The first name "Hilala" is on the left, followed by a space, then "Lina", and finally "Reyes" on the right. The letters are connected in a fluid manner.

Thank you.

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

Created Wednesday, October 14, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/5e>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Wanda	Torres

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

5. *E-mail Address:

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

Family Life Academy Charter School (Ed Corp)

Family Life Academy CS

Family Life Academy CS II

Family Life Academy CS III

8. Select all positions you have held on the Board:

(check all that apply)

-
- Vice Chair/Vice President
-

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

No

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

No

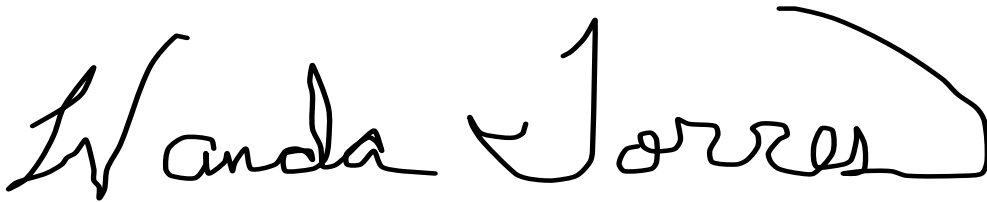
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink that reads "Wanda Jones". The signature is written in a cursive style with a large, sweeping initial 'W' and a long, horizontal stroke at the end of the name.

Thank you.

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

Created Friday, October 16, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/27>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Florence	Wolpoff

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

Family Life Academy Charter School (Ed Corp)

Family Life Academy CS

Family Life Academy CS II

Family Life Academy CS III

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: Accountability committee
-

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

No

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

No

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

Yes

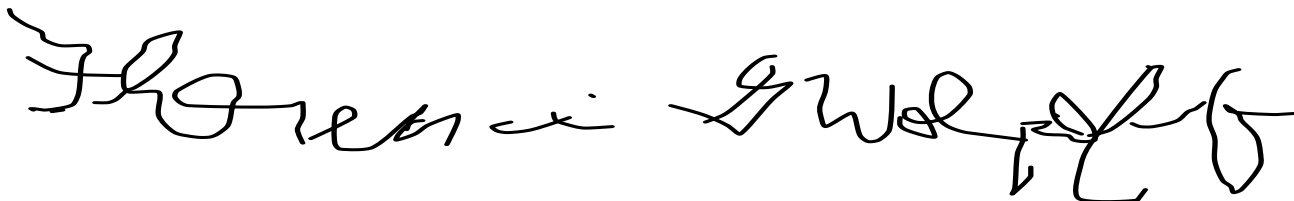
11a. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered Yes to Question 2-4 above, you need not disclose again your employment status, salary, etc.

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

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Martin Wolpoff", written in a cursive style.

Thank you.



Appendix F: BOT Membership Table

Created: 07/23/2015

Last updated: 07/28/2015

Page 1

320900860839 FAMILY LIFE ACADEMY CS

1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Pedro Alvarez	[REDACTED]	Chair/Board President	Yes	Facilities Committee	10
2	Kevin Kerns	[REDACTED]	Vice Chair/Vice President	Yes	Accountability Committee	5
3	Miguel Pena	[REDACTED]	Treasurer	Yes	Finance Committee; Fundraising Committee	10
4	Greg Nannery	[REDACTED]	Secretary	Yes	Finance Committee	1
5	Marvin Dutton	[REDACTED]	Trustee/Member	Yes		5
6	Luz-Maria Lambert	[REDACTED]	Trustee/Member	Yes	Fundraising Committee	2
7	Janet Lerner	[REDACTED]	Trustee/Member	Yes	Accountability Committee	4
8	Francisco Lugovina	[REDACTED]	Other	No	Facilities Committee	13
9	Bernarda Martinez	[REDACTED]	Parent Representative	Yes	PTA President	3
10	Rev. Raymond Rivera	[REDACTED]	Trustee/Member	Yes	Nomination Committee, Facilities Committee	13
11	Susana Rivera Leon	[REDACTED]	Trustee/Member	Yes	Nomination Committee	2
12	Hilda Sanchez	[REDACTED]	Trustee/Member	Yes	Accountability Committee; Fundraising Committee	1
13	Wanda Torres	[REDACTED]	Trustee/Member	Yes	Fundraising Committee	1

14	Florence Wolpoff	██████████ ██████████	Trustee/Member	Yes	Accountability committee	1
15						
16						
17						
18						
19						
20						

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

4

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

0

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

21

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

9

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

12

Thank you.

Recruitment and Retention

From its origins, the founders of FLACS sought to attract and effectively work with second language learners, immigrant children and students from poverty communities. To ensure that FLACS, and its replicated schools, could attract and provide for the education of such students, the FLACS Network has sited FLACS schools in neighborhoods with high concentrations of these populations. Without providing for any preferential admissions policy, the pool of students seeking admissions have been, and continue to be, representative of the community at large as noted in the demographics of the community school districts in which the FLACS schools are located (districts 7 and 9). These demographics include student who are ESL, special education and receive free and reduced lunch.

In addition, it must be noted that FLACS' founder and board member, Rev. Dr. Raymond Rivera, has an established network of local religious and community organizations. This network has been highly effective in ensuring that the pool of applicants exceeds the number of available seats and is representative of the demographics sought by the school. In addition, FLACS Network schools have earned reputations as safe, caring schools with a history of student-initiated community service. In addition, FLACS is known for its healthy and unique food program, augmented by its community gardens.

FLACS has always maintained high student retention levels which has resulted in a minimum percentage of students having to be drawn from the waiting lists. In 2014-2015 the FLACS Network conducted the three lotteries on the same day at FLACS-I at different times. All three schools met their recruitment targets with a waiting list from which all three schools could draw, if needed.

ANNOUNCEMENT!

Family Life Academy Charter Schools (FLACS)
are accepting enrollment applications for the
2015-2016 school year.

Note below that we have three locations each
with different vacancies.

FLACS Flagship School
14 West 170th Street
Bronx, New York 10452
Grades K-8

**LOTTERY DAY IS APRIL 13,
2015 AT 10:00 AM**

at

14 West 170th Street
Bronx, New York 10452

FLACS II
296 East 140th Street
Bronx, New York 10454
Grades K-4

By 2019-2020 Grades K-8

**LOTTERY DAY IS APRIL 13,
2015 AT 10:00 AM**

at

14 West 170th Street
Bronx, New York 10452

FLACS III
370 Gerard Avenue
Bronx, New York 10451
Grades K-2

By 2021-2022 Grades K-8

**LOTTERY DAY IS APRIL 13,
2015 AT 10:00 AM**

at

14 West 170th Street
Bronx, New York 10452

**Open House Dates to be announced shortly.
Be on the lookout for date postings.**

- **You can — and should — apply to all three schools for primary grades**
- **FLACS Flagship School Website: www.flacsny.com**
- **FLACS II website: www.flacs2nyc.com**
- **FLACS III website: use website www.flacsny.com and click link for FLACS III**



! ANUNCIO !

Las escuelas

Family Life Academy Charter Schools (FLACS)
Estan aceptando aplicaciones para el año
escolar 2014-2015

Observe que tenemos tres locales cada uno
con diferente numero de vacantes.

FLACS Escuela Timon 14 West 170th Street Bronx, New York 10452 Grados K-8 Día de lotería será 4 de abril, 2014 a las 10:30 AM Para más información venga a nuestra casa abierta en los siguientes días: Sábado, enero 25-10:00 a 11:30 AM Viernes, febrero 7—2:30 a 3:30 PM Sábado, marzo 8-10:00 a 11:30 AM CHARTER SCHOOL FAIR Sabado 15 de marzo —9 AM—3 PM Jueves, marzo 27-6:00 a 7:30 PM	FLACS II 296 East 140th Street Bronx, New York 10454 Grados K-3 Expandiendo a los grados K – 8 en el 2019-2020 Día de lotería será 4 de Abril, 2014 a las 4:30 PM Para más información venga a nuestra casa abierta en los siguientes días: viernes, enero 31-9:30 a 11:00 AM jueves, febrero 27-9:30 a 11:00 AM viernes, marzo 14-5:30 a 6:30 PM CHARTER SCHOOL FAIR Sabado 15 de marzo —9 AM—3 PM	FLACS III 370 Gerard Avenue Bronx, New York 10451 Grados K-1 Expandiendo a los grados K – 8 en el 2021-2022 Día de lotería Y Casa Abierta FECHA Y HORA CHARTER SCHOOL FAIR Sabado 15 de marzo —9 AM—3 PM
---	---	---

- **Usted puede — y debe — aplicar a las tres escuelas para los grados primarios**
- **FLACS Escuela Timón dirección electrónica: www.flacsny.com**
- **FLACS II dirección electrónica: www.flacs2nyc.com**
- **FLACS III dirección electrónica: use www.flacsny.com y haga click para la aplicación de FLACS III**





Appendix I: Teacher and Administrator Attrition

Created: 07/28/2015

Last updated: 07/30/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name: 320900860839 FAMILY LIFE ACADEMY CS

Instructions for completing the Teacher and Administrator Attrition Tables

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

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	29	11	15

2013-14 Administrator Position Attrition Table

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

Thank you

I. SCHOOL INFORMATION AND COVER PAGE

Created Monday, July 21, 2014
Updated Thursday, July 24, 2014

Page 1

1. SCHOOL NAME

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

320900860839 FAMILY LIFE ACADEMY CS

2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 9

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
14 West 170th Street Bronx, NY 10452	718-410-8100	718-410-8800	

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Angel Rodriguez
Title	Principal
Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

flacsny.com

6. DATE OF INITIAL CHARTER

2001-09-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2001-09-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

• K
• 1
• 2
• 3
• 4
• 5
• 6
• 7
• 8

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

Yes/No	Name of CMO/EMO
No	

11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

Please list the sites where the school will operate in 2014-15.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	14 West 170th St	718-410-8100	CSD 9	k-8	Yes	Rent/Lease

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Angel Rodriguez			
Operational Leader	Catherine Rodriguez			
Compliance Contact	Carmen Heskey			
Complaint Contact	Debra FridAY			

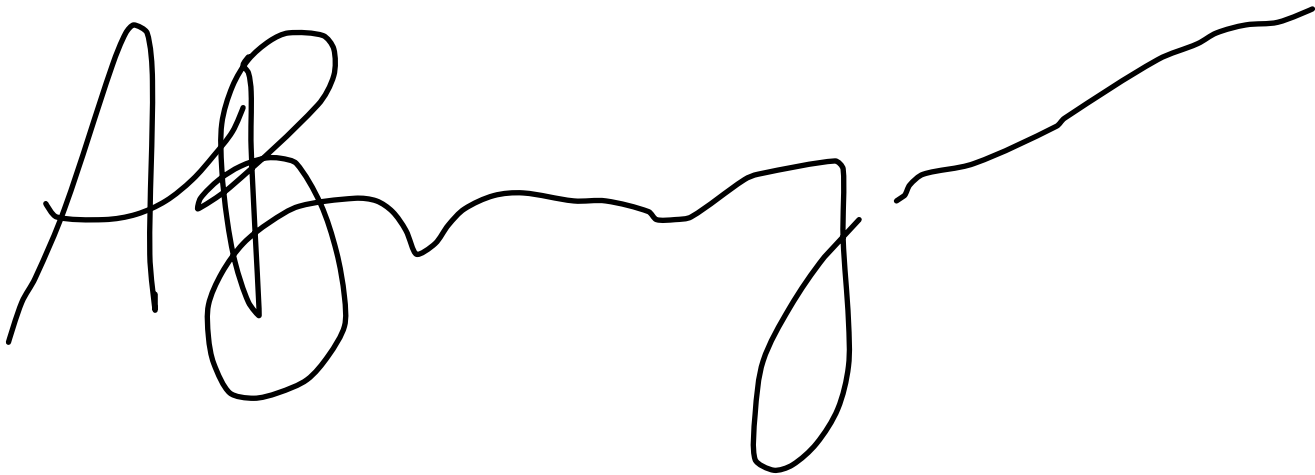
14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

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

• Yes

Signature, Head of Charter School

A handwritten signature in black ink, appearing to be 'AB' followed by a long, wavy line that ends in a small upward hook.

Signature, President of the Board of Trustees

A handwritten signature in black ink, consisting of several large, overlapping loops and a long, sweeping horizontal line that ends in a vertical stroke.

Thank you.

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

Created Thursday, July 24, 2014

Updated Monday, July 28, 2014

Page 1

Charter School Name: 320900860839 FAMILY LIFE ACADEMY CS

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/reportcard.php?year=2013&instid=800000046302>



FAMILY LIFE ACADEMY CHARTER SCHOOL - I

2013-14 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By Angel Rodriguez

14 West 170th Street
Bronx, NY 10452
718-410-8100
Fax – 718 410-8800

Martin Wolpoff, Special Projects prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Pedro Alvarez	Chairman
Kevin Kearns	Vice- Chairman
Dr. Janet M. Lerner	Secretary
Miguel Pena	Treasurer
Rev. Raymond Rivera	Member
Marvin Dutton	Member
Susana Rivera-Leon	Member
Luz-Maria Lambert	Member
Bernarda Martinez	PTA President
Francisco Lugovina	Chairman Emeritus

Name Angel Rodriguez has served as the principal since 2011.

INTRODUCTION

The Family Life Academy Charter School (FLACS) opened in 2001 for grades K and 1. The school added one grade each year until 2005 when it fully implemented its charter organization as a K-5 school. In 2008, FLACS submitted an application to amend its charter to expand its organization one grade per year until it became a K-8 school. This has been our third year as a full k-8 school. In 2013-2014 our student population was 460 students. The demographics of FLACS-I, as reported to the State Education Department includes 366 (80%) Hispanic students, 86 (19%) ELL students, 59 (13%) students with disabilities and 409 (89%) of our students are eligible for free and reduced lunch. This is compared to the demographics of District 9 (grades 3-8, based on 2013 SED Report Card) which includes 66.4% of Hispanic students, 25.0% of ELL students, 21.9% of students with disabilities and 90% of students eligible for free and reduced lunch.

The focus of the school has always been to attract students from the community that surrounds the school who are second language learners, immigrants, and members of ethnic minorities. This year, 89 (19%) of our students are English Language Learners and were required to take the NYSESLAT assessment).

For 2012-2013, all New York State students sat for the new SED assessments aligned to the Common Core Learning Standards curriculum. The scores provided served as a base line for comparison against the 2013-2014 scores provided by the State Education Department (SED). Although not yet available for 2013-2014, we believe that CSI's Regression analysis will demonstrate that FLACS has exceeded expected performance levels. We take this position based on the analysis provided in this Report for Mean Growth scores

FLACS' professional development plan continues to emphasize enhanced instructional effectiveness to improve student achievement. This is facilitated through our Instructional Team (IT), which includes the Principal, Assistant Principal for Instruction, two instructional leaders, ELL and SWD specialists, and an external educational data consultant. Professional development time is built into the school's organizational routine. This includes weekly and monthly workshops, both of which incorporate real-time in-class demonstration lessons by members of the IT and our Math and Literacy consultants. The Principal and Assistant Principal for Instruction then conduct formal and informal observations, based on the Danielson model, to evaluate the impact of professional development on improving student outcomes.

All staff received copies of Danielson's *Components of Teaching* which is supported by study groups and whole-school workshops including *Creating a Learning Environment*, *Designing Coherent Instruction*, and *The Workshop Model*. Formal and Informal observation protocols are based on Danielson. Additionally, FLACS continues to focus on three of the Danielson components: Designing Coherent Instruction, Using Questioning and Discussion Techniques and Assessment in Instruction. The Common Core Learning Standards (CCLS) have also been a focus of workshops and for engaging teachers in how to use the standards to improve the instruction of reading and writing in all content areas. This was followed by aligning ELA and Math curricula to the CCLS. A third PD thrust has been the use of assessments to monitor student progress. Workshops have included *Developing Benchmark Assessments*; *Protocols for Looking*

at Student Work, and Using Data to Drive Instructional Planning. There have also been PD workshops that were provided with Journeys ELA resources that are used in the Middle School grades.

Our Professional Learning Communities (PLCs), led by our Instructional Leaders, further explore all topics that are presented in whole-school workshops. Teachers also attend external retreats and workshops, after which they turn-key initiatives with other teachers. In 2013-2014 professional development focused on holistic education and elements of balanced literacy. Looking forward, professional development will further emphasize instructional effectiveness, especially making learning more rigorous and differentiating instruction. Our education consultants will ensure that national, State and NYC educational priorities, including Danielson and the CCLS, are addressed.

FLACS has always taken a holistic approach to building student character and developing life-long skills consistent with the school's mission, "Family Life Academy Charter School, in partnership with the Latino Pastoral Action Center and parents, seeks to create the conditions for self-empowerment for all its K-8 students to achieve high academic standards, help them take responsibility for their own learning, and encourage them to explore and affirm human values." The initiatives that support this approach include:

- Recognition that English language learners require intensive programs in both oral and cognitive academic language proficiency. FLACS has implemented a school-designed adaptation of research-based Sheltered English Immersion models for ELLs. Our model is based on program models such as *Specially Designed Academic Instruction in English* (SDAIE) and *English for Students of Other Languages* (ESOL). FLACS' model places strong emphasis on vocabulary and oral language development.
- Provision of instructional strategies for ELL students. ELL students are provided the support and instruction needed to move into English proficiency as measured by the NYSESLAT assessment. Our instructional approach includes our three ESL teachers and staff development sessions dedicated to ESL teaching strategies. Beginning in 2012-2013, an additional ESL teacher was added to the staff. All teachers are expected to be proficient in, and be able to apply, instructional strategies for ELL students in the context of their own classrooms.
- Selection and implementation of research-based programs/curricula. We have selected programs that have worked successfully at other schools and have proven to be successful with the students at FLACS. In the elementary grades, k-5, we have upgraded our literacy program by switching to the Journeys series which is closely aligned with the Common Core Learning Standards, and Strategies for Writers for English language arts, the Harcourt Science curriculum, and Harcourt Horizons for social studies. In the middle grades, 6-8, these programs include the McDougal-Littell Literature, Saxon Math, Glencoe Science and Holt McDougal Eastern Hemispheres and United States History in social studies. Additionally, all of our curricula have components and/or student kits for ELL, intervention, special needs and enrichment/advanced strategies and units. Journeys supports the Common Core Learning Standards by emphasizing explicit, systematic instruction in the areas of reading, fluency, writing, speaking and listening, and language. The program provides ample practice and application of these skills, using a variety of meaningful resources and activities suited to different types of learners to reinforce instruction and learning.

- Standardized assessments to effectively diagnose student strengths and weaknesses. The data gathered from these assessments are used for the development of instructional prescriptions that help “at-risk,” advanced and second-language learners improve their skills and knowledge so they can demonstrate consistently evolving proficiency. The data also enable us to provide for enrichment. Implementation of this approach to instruction has included bi-monthly grade level data meetings and child study meetings with our data specialist, assistant educational administrator, ESL coordinator, special education coordinator and the instructional leaders; weekly professional development and half-day sessions held on the 1st Friday of each month; the establishment of a professional learning community; and ongoing evaluations through the efforts of our Instructional Team (IT). The IT meets weekly to discuss school-wide educational/instructional concerns. This has allowed data driven decision-making to become an integral part of our work at FLACS. The implementation of the strategies listed above have been instrumental in helping teachers become more proficient in the use of data to drive teaching and learning in their classrooms. We have continued with implementation of components of the Partnership for Innovation in Compensation for Charter Schools (PICCS) program; many of which are expansions on elements already implemented at FLACS such as Professional Learning Communities (PLC), data collection and use of Data to Drive Instruction.
- Incorporation and use of student performance assessment and analysis systems. In addition to the use of disaggregated data provided through the State’s ELA and Mathematics assessments, the school is currently using grade-level common assessments. We also continue in the use of *Developmental Reading Assessment* (DRA) for grades K-8, and the *Terra Nova* for grades K-3. The school uses the New York State ESL Assessment (NYSESLAT) to monitor student progress in language acquisition from basic through to proficiency. To demonstrate student growth over time, we use Fall and Spring administrations of the Terra Nova for kindergarten students, past year and spring administrations of the Terra Nova for grades 1-3, and, in prior years, made comparisons of the current administrations of the State’s ELA and Mathematics assessments with those of prior years.
- Participation in school-generated program for developing interim tests. In 2008-2009, we began implementation of a program of interim testing as a diagnostic instrument to assess students’ skill levels aligned to the state standards. These interim tests provide for “real-time” analyses of student strengths and weaknesses. In 2011-2012, FLACS switched to use of Rally assessments to provide a diagnostic of students to ensure that teachers could provide appropriate differentiated data-driven instruction.
- Use of curriculum mapping. FLACS engages in curriculum-mapping using tools created by Heidi Hayes Jacobs.
- Integration of test preparation into FLACS’ instructional program. Test preparation is enhanced through the use of the Harcourt’s test practice questions from the *Journeys* program modeled after typical standardized test questions and format. C.O.A.C.H. from Modern Curriculum Press is used in grades 3 to 8 for English language arts and mathematics and for 4th and 8th grade science. Science and social studies test preparation materials include use of prior years’ test samples and materials provided through Harcourt-Brace. Test preparation/sophistication for grades 3 to 8 helps to prepare them for State assessments.
- Recognition that programs and assessment tools are effective only when taught by competent, inspired, experienced, and well-trained teachers and teaching assistants. For the purpose of capacity building, several years back, FLACS revised its staffing

structure and placed greater emphasis on internal professional development, as opposed to an over-reliance on consultants. We have also strongly encouraged any non-certified staff member to earn certification. The faculty will consist of “highly qualified” certified teachers.

- Identification and retention of qualified, exceptional teachers. We are proud that many of our teachers have been with us for several years (some from the first two years) and we have a low teacher turnover rate. In 2011-2012 FLACS began with a new principal, Mr. Angel Rodriguez. In addition, a new assistant principal, Ms. Debra Friday, with whom Mr. Rodriguez has had years of professional association has joined the staff. Ms. Friday brings many years to literacy education, having previously served as a literacy coach.
- Assist special needs students to mainstream. FLACS has a student population that includes 59 students with IEPs. To provide the IEP-required services, FLACS has two full-time SETTS teachers on staff and contracts for related services as required, such as speech and occupational therapy and counseling.
- Use of the Danielson objective teacher observation model. In conjunction with PICCS, FLACS adopted the Danielson rubric for teacher observations and created a school-specific rubric for observations of teacher assistants. These rubrics enable supervisors to evaluate professional progress by comparing fall and spring instructional performance.
- Implementation of elements of the Partnership for Innovation in Compensation for Charter Schools (PICCS) program. FLACS was one of the original 10 charter schools participating in the \$10.8 million grant from the Federal Teacher Incentive Fund (TIF). FLACS official participation ended in June 2012. However, FLACS remained involved in 2012-2013, mostly through participation in the data warehouses developed by PICCS. PICCS, while designed to provide teacher and teacher assistant compensation incentives for improved student performance, has included school improvement measures such as the implementation of Peer Reviews, data driven decision-making and curriculum mapping. FLACS continues implementation of the following elements: access to FLACS’ specialized data bank and adoption of school-wide planning for all students enabling development of a growth model to evaluate student, class and school-wide progress and the continued staff access to FLACS’ data bank enables downloading class and student-specific data. The Board of FLACS has decided to extend the incentive program, but in addition to the on school-wide student/class/school growth, the FLACS also focuses on students identified as being in the lowest 1/3 in academic performance, struggling students with IEPs and students who are still designated as ESL.
- Middle School Electives: As part of our middle school offerings, we initiated a program through which students can select from among several elective offerings including subject-specific enrichment activities. The middle school’s elective program was enhanced by the development of a FLACS Honor Society.
- ~~Implementation of the “Reading Rescue” model for early childhood ELA-intervention. First and 2nd graders, not on grade-level, receive daily tutoring by trained teachers. Reading Rescue is modeled after Reading Recovery. Reading Rescue provides for class-wide screening assessments by teachers who have received staff development training in the program.~~
- Kindergarten Summer Success Program. Beginning in 2011, FLACS began a Kindergarten Summer Success Institute for entering students. The Institute was designed to ensure that entering students came to their first classes with a firm skills foundation.

- Beginning in the 2009-2010 academic year, FLACS hired a chef and two assistant chefs to implement a program to provide wholesome and nutritious breakfasts and lunches for our students. In addition to ensuring that all students receive a healthy and nutritious breakfast and lunch, an important component of the program has been to provide foods and menus from various cultures and to teach students about the lands and people for whom these foods are part of their native diets. FLACS also provides for an after-school cooking club.
- FLACS also began a Health and Nutrition Institute to help students grasp the concept of healthy eating and food choices. The Institute also focused on the biology of the body and the interaction of food and human body development.
- For 2013-14, FLACS prepared eighth grade students for the Regents examinations in Living Environment. It should be noted that all of the 23 students who sat for the Regents, all passed with an average score of 80.4.

With respect to non-academic student outcomes, FLACS has also demonstrated consistent progress in meeting its performance measures.

- We are committed to serving the needs of each student. Our child study team meets monthly to discuss and follow-up on the needs of students at risk.
- FLACS stakeholder groups demonstrate strong awareness and understanding of the school's mission.
- FLACS' governance and instructional practices strongly and consistently reflect the mission.
- Parents continue to participate in the development of their child's learning plan and most support them by attending parent-teacher organizational meeting, parenting meetings, educational workshops and ESL classes.
- Disciplinary practices continue to be consistent throughout the school.
- Our character/values education program is infused throughout the year in all grade levels.
- School wide and classroom procedures continue to be taught to students and implemented by all staff members.
- FLACS continues to show a solid record of success in all aspects of school operations.
- We have established an after school environmental program

The Principal's Instructional Team sets the infrastructure for staff self-evaluation, reflection and effective implementation of our instructional program. FLACS has invited educational consultants to provide support in areas such as working with Second Language Learners, math instruction, teaching to enhance higher order thinking skills and using data to drive instruction. These are incorporated into weekly Monday afterschool PD or the half-day program for which students are dismissed for the afternoon on the first Friday of each month. Teachers also receive targeted support in areas of teacher and/or school need.

FLACS will continue to clearly demonstrate to staff the need to review and use timely formative data to drive instructional decisions. These decisions include student groupings based on student-specific needs for additional support and/or opportunities for enrichment. Beginning in 2011-12, FLACS engaged the services of Shane Purse Associates Educational Consultants. Having previously worked with Mr. Rodriguez, Shane Purse Associates supplements in-class observation and teacher professional development. Their prime focus is to help teachers assess student-specific data for the purpose of data-driven instruction.

Standardized assessments, publisher-provided common chapter/unit tests, school-developed interim assessments and classroom evaluations have been reviewed and charted. Within the context of the monthly grade-level data meetings, there are continuing efforts to assess causes for anomalies and student/class trends. The Board's accountability and assessment committee reviews these materials to ensure Board involvement and oversight.

FLACS implemented a pre-test/post-test program as follows – Kindergarten, comparison of fall and spring TerraNova scores, grades 1-3, comparison of spring to spring TerraNova scores, grades 4, 5, 6, 7 and 8 year-to-year cohort analysis on state assessments. The program has been revised to encompass the State's common core standards.

In recognition of our unique position as the charter school with the greatest percent of second language learners, we will continue to strengthen the school-based Sheltered English Immersion program of our design. We do this by continuing to offer support and services for ELL students to help them both in language acquisition and Cognitive Academic Language Proficiency (CALP). Teacher training in ELL strategies, on-going articulation between ELL and classroom teachers and lesson planning that is differentiated for ELLs is stressed and expected at FLACS.

Through the efforts of our coordinator for special education, our special education teacher support services (SETSS) teachers and monthly meetings of our child study group, we will continue to strengthen our support for students with IEPs and continue to seek to minimize the need for further special education referrals. We will continue our relationship with the R.E.A.D. Foundation through which we have one-on-one high school tutors, serving under FLACS staff supervision, work with "at-risk" K-2 students. This program runs in conjunction with our regular after school-program and supplements our summer school instruction. We have also adopted the "Reading Rescue" program to provide one-on-one tutoring within the school day to "at-risk" grade 1-2 students.

In addition, we will continue our "Community Book Project" through which all classes read the same book and engage in grade-appropriate projects that reflect their understanding of the underlying moral message. These books are selected for their focus on community, social and humanistic themes. Class projects such as reports, dioramas, and multi-media presentations are displayed in the central entryway. We initiated weekly character development activities in support of the community book project themes and, as part of our original charter mission; this practice continues. We will continue to conduct our annual science fair, Awards assemblies, talent shows, field days, etc. and have our students participate in community service activities.

FLACS continues to be a more effective and viable school. FLACS' Board has continued to provide competent stewardship and oversight of the school. Trustees regularly monitor the fiscal health of the school, the efficacy of the academic program and hold school leadership accountable for raising student achievement. Through Principal reports, teacher-content presentations and monthly class performance analyses, the Board effectively assesses educational programs and performance on a timely basis. In 2008, FLACS board authorized the development of a three-year plan to project growth in student achievement and areas requiring development and support of the school. This plan will be revised to reflect the new State benchmarks.

FLACS also operates consistent with its mission statement and design elements. The school has earned continuing parent support, has met all of its legal requirements and is fiscally sound. With respect to fiscal viability, under the mandates of the Teacher Incentive Fund, as part of the PICCS grant, the school is obligated to provide greater portions of the incentive funds each year until, at the end of the five-year grant period, FLACS will fully fund the incentive effort.

The curricula, vendor-provided instructional materials and school-generated crosswalks for grades 6–8 were submitted as part of the application process. When FLACS added its 8th grade it identified all personnel required and certified for the new grade. With the aid of a state stimulus grant FLACS made major modifications to its facility and added additional classroom and office space and reallocated space used for instructional and administrative purposes. FLACS also received a grant from Hyde and Watson and a state stimulus grant for the purpose of upgrading its kitchen facilities to accommodate the needs of the exciting food program we have initiated. We have also used lunch reimbursement funds to support our food nutrition program. The William E. Simon fund supports our after-school cooking program with student participation. FLACS has secured the services of one head chef and two assistant chefs to prepare nutritious breakfasts and lunches for our students. The chef purchases food supplies from area farms and prepares culturally diverse menus to teach students about the foods and preparations of other cultures. Each day he provides a menu with information about the foods, the cultures from which they are associated and the ingredients. We were pleased that Chef Bennett was among a small group invited to the White House to publicize Michelle Obama's healthy foods initiative. The FLACS program was recognized in the City press, as well as in an article on the London-based Jamie Oliver Food Revolution website.

Based on our ability to secure grant funding, FLACS is planning for the following: securing the services of a social worker, who in conjunction with New York and Columbia Universities, will initiate a student-focused social-emotional program and initiation of a LEGO's Robotics program.

In summary, we believe that FLACS continues to show growth, has met, or is moving toward, its educational accountability goals, outperforms the school district and similar local schools and shows progress in the CSI Comparative Schools Analysis. We remain confident that the changes we have already made, and those we plan for the future, will result in continued increases in student achievement and assessment results.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2010-11	52	52	50	51	49	52	44	32		382
2011-12	52	54	52	52	49	52	50	44	32	435

2012-13	52	52	52	52	52	49	51	47	40	447
2013-14	52	52	52	52	52	52	48	51	49	460

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

FLACS students will demonstrate proficiency in critical literacy skills

Background

Under the No Child Left Behind Legislation, all 3rd through 8th grade students at FLACS are required to take the New York State assessment in English Language Arts and Mathematics. Test results have been provided through the L2RPT SIRS web site. Student-specific scale scores, performance levels and performance ratings have been provided. The presentations that follow are based on those data.

It is important to note that in 2013, the State Education Department (SED) revised its assessment system to provide results closely aligned to the CCLS. As with the preponderance of schools in New York State, scores on the SED assessments suffered a major drop. We have looked to those scores as our baseline as we moved forward with our English language arts program that includes a balanced literacy approach, using Harcourt Trophies and McDougal-Littell Literature as its foundation. School-based assessment in English language arts occurs in multiple ways. Results from the previous year's State assessment (grades 3-8) and TerraNova test (grade K-3) are analyzed. In addition, the ECLAS (grades K-2) and DRA (grades 3-6) are implemented three times a year to provide diagnostic data about student reading strengths and weaknesses. An administration of the Rally assessment provided for another level of students diagnostic assessment.

In support of the implementation of our English language arts program, FLACS conducts professional development through a variety of approaches. The staff meets every Monday afternoon and for one-half day every first Friday afternoon of the month. The teachers meet regularly as a professional learning community in collaborative learning teams, as grade-level teams for monthly data analysis, monthly child study meetings and as part of review teams for the peer review process. Additional initiatives have included presentations by nationally known staff developers.

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 3rd through 8th grade in April 2014. 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.

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	51	0	0	0	51
4	52	0	0	0	52
5	52	0	0	0	52
6	48	0	0	0	48
7	51	0	0	0	51
8	49	0	0	0	49
All	303	0	0	0	303

Results

Although FLACS accepts students primarily on the basis of random lottery open to students from the local community, the reputation of FLACS and the FLACS Network have helped to increase the pool of students wishing to enter directly, or transfer into our schools.

**Performance on 2013-14 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade s	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	11.8	51	10.0	50
4	26.9	52	24.5	49
5	28.8	52	30.0	50
6	31.3	48	29.8	47
7	27.5	51	26.0	50
8	55.1	49	53.2	47
All	30.0	303	28.7	293

Evaluation

As will be noted later, with the exception of grades 3 and 7, FLACS students performed better this year than in the 2013 base-line assessment.

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.

Additional Evidence

As noted in the chart below, with the exception of grade 3 and 7, student scores demonstrate a strong upward trend, with grade 8 (middle school grade) showing the strongest performance and growth with over 50% of the students scoring in the proficiency levels..

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	52%	51	13.7%	52	10.0	50
4	47%	51	19.6%	52	24.5	49
5	54%	51	20.8%	48	30.0	50
6	62%	50	20.0	50	29.8	47
7	33%	42	39.1%	47	26.0	50
8	71%	31	39.1%	40	53.2	47
All	52%	267	16.8	289	28.7	293

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 2013-14 English language arts AMO of 89. 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.

With a PLI of 100, FLACS has exceeded the targeted AMO of 89. Here is another indication that FLACS is providing for strong recovery on the SED ELA assessment.

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	30	40	25	5

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 40 & + & 25 & + & 5 & = & 70 \\
 & & & & 25 & + & 5 & = & \underline{30} \\
 & & & & & & \text{PLI} & = & 100
 \end{array}$$

Evaluation

FLACS has not yet re-established itself as being a school that meets and exceeds targets. However, we believe that the growth over the 2013 results is indicative of the recovery in which the school is engaged. We note that greater efforts are required in a focus on the earlier grades and the need to evaluate the problem demonstrated by grade 7.

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

As has continued to be the case, FLACS students out-perform their neighbors who attend the district schools. It must be noted that grade three results are not consistent with the general trend, but grade 7, one of our two weak grades, out-performed the schools in district 7.

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](#).

**2013-14 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	10.0	50	13	2959
4	24.5	49	14	2791
5	30.0	50	11	2650
6	29.8	47	10	2768
7	26.0	50	11	2789
8	53.2	47	12	2915
All	28.7	293	11.9	16872

Evaluation

With the single exception of grade 3, FLACS met the target for all grades and for the school as a whole.

Additional Evidence

The student population at FLACS is representative of the student population of the district. With FLACS out-performing all grades and the district, as demonstrated on this chart, for at least the last two years, it is a concern that district 9 out-performed FLACS on the 3rd grade. FLACS out-performed in all other grades and the district as a whole.

**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					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	47.1%	28.2%	13.7%	11.9%	10.0	13
4	45.8%	34.6%	19.6%	10.3%	24.5	14
5	57.4%	32.1%	20.8%	13.1%	30.0	11
6	62.0%	43.5%	20.0%	7.9%	29.8	10
7	33.3%	22.7%	39.1%	10.5%	26.0	11
8	70.0%	22.2%	39.1%	9.5%	53.2	12
All	51.9%	30.5%	16.8%	10.5%	28.7	11.9

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁴

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 small 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available as calculated using the 2012-13 ELA Effect Size Calculator and using the values for economically disadvantaged.

Results

For the following chart, FLACS used the data for free lunch.

2012-13 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		51	15.4	19.7905865	-4.39059	-0.31
4		52	19.2	19.5402618	-0.34026	.21

⁴ The Institute will continue using **economically disadvantaged** instead of **eligibility for free lunch** as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

5		52	20.8	18.4295963 5	2.370404	0.24
6		48	20.0	16.8098565	3.19014	0.63
7		51	38.3	20.0528151	18.24718	2.30
8		49	27.5	19.6798262 4	7.620174	1.62
All		303	23.52	19.10	4.42	0.77

School's Overall Comparative Performance:

Grade 3 had an ES of below expectations, while grades 4 and 5 were slightly above, grade 6 was at medium and grades 7 and 8 where in the range of higher than expected. For the school, as a whole, the ES was in the medium above expectations range.

Evaluation

The school's aggregate Effect Size exceeded 0.3. Most interestingly, grade 7, although decreasing in percent of students scoring at or above proficiency, met expectations to a high degree. This would indicate that, state-wide, students in grade 7 had difficulty with the SED assessment.

Additional Evidence

In the following chart the variable free lunch is used instead of economically disadvantages. The school's Effect Size still exceeds 0.3.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-7	79.1	228	48.2	37.0	0.71
2011-12	3-8	70.0	275	51.6	42.2	0.60
2012-13	3-8		303	23.5	19.1	0.39

Goal 1: Growth Measure⁵

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

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁶

Results

Taken from the table provide through the Information and Reporting Service, the following data was used to obtain the mean unadjusted growth scores. For all grades, and the school as a whole, FLACS exceeded the target score of 50.

2012-13 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3		50.0
4	52.7	50.0
5	62.7	50.0
6	67.9	50.0
7	59.5	50.0
8	64.8	50.0
All	61.4	50.0

Evaluation

It will be noted that FLACS students generally advanced their scores at a greater rate than their state-wide peers who had the same scores as they did in 2012. Since there were no holdovers in grade 3, there were no students for whom to report a growth score.

Additional Evidence

This is the first year for this comparative metric.

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

Grade	Mean Growth Percentile			
	2010-	2011-	2012-	Statewide

⁶ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

	11 ⁷	12 ⁷	13	Average
3				50.0
4			54.6	50.0
5			64.5	50.0
6			68.2	50.0
7			55.8	50.0
8			66.7	50.0
All			61.9	50.0

Goal 1: Optional Measure

Each year, the percent of all 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 “similar schools” (PS 28, PS 55, and PS 64) in the local school district

Method

Since FLACS’ opening, when FLACS was designed to become a k-5 school, three nearby neighboring schools were identified as similar schools for comparative purposes. Each year, FLACS had provided comparative data for these schools.

Results

As in the past, FLACS students had out-performed its similar schools. However, FLACS’ results for grade 3 were exceeded by PS 28 by 1%. This may not be statistically significant.

Grade	Percent of FLACS Students Enrolled in At Least Their Second Year and All Students in Comparison Schools							
	FLACS		PS 28		PS 55		PS 64	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	10.0	50	11	106	7	127	5	153
4	24.5	49	10	91	8	119	3	139
5	30.0	50	18	122	4	78	2	148
6	29.8	47						
7	26.0	50						
8	53.2	47						
All	28.7	293	13	319	6.3	324	3.3	440

Evaluation

Additional Evidence

Summary of the English Language Arts Goal

With the exception of the absolute goal of achieving 75% proficiency, FLACS met, or exceeded all of its other goals.

⁷ Grade level results not available.

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.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
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
	Each year, the percent of all 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 "similar schools" (PS 28, PS 55, and PS 64) in the local school district	Achieved; with the single exception of grade 3 at PS 28

Action Plan

With the onset of the 2014-2015 academic year, there are many changes that will impact on FLACS. To begin with, FLACS is now part of the FLACS Network of three schools. Many administrative and clerical functions, formerly addressed by school-based personnel, will now be performed by Network personnel. For example, Evelyn Centano is now our Network Director of Curriculum.

In addition, Ms. Friday is Mr. Rodriguez' successor as the school's principal. Ms. Annette Perez is the successor as the assistant principal for instruction

FLACS will continue to provide staff development to all staff members in how to effectively adapt to the Common Core Learning Standards (CCLS). This staff development will also focus on appropriate teaching skills for our school-based language emersion program. However, we plan to redouble our efforts to ensure that all students are appropriately prepared for the increasing level of difficulty of the SED ELA assessment. FLACS plans to assess the disaggregation of skills to determine areas in which our students had difficulty so that we can increase our instruction in those areas. As a community of learners, we plan to work together to enrich lesson planning and student project activities as outlined below.

CURRICULUM MAPPING

In our continuing efforts, we will seek strategic plans for meeting and exceeding measurements based on alignment with the CCLS, as well as provide a focus on students whose scores place them in the bottom 1/3, including ELL students and those with IEPs. FLACS will be seeking to strengthen instruction in the lower grades to ensure that the skills and concepts defined in the CCLS are addressed and students are provided with the skills to master them. We will also work with and support grades 5-8 to ensure greater performance on the NYS assessments.

INSTRUCTIONAL SUPPORT

To ensure faculty ownership, we will engage in planning through a greater emphasis on grade level collaborative planning and curriculum mapping. This effort will be guided by our principal, assistant principal, the instructional team (including our ESL and special education coordinators) and our lower grades and upper grade directors. Teachers will be mapping the school year using the common core standards. Our curriculum resources (e.g., Journeys) will be infused and integrated into the new maps. FLACS will explore the availability of appropriate additional resources and secure these materials to support student acquisition of skills.

Lesson planning to ensure clear and strategic daily plans that reflects differentiated instruction to meet the needs of all students. Grade-level, teacher-developed curriculum maps will be also be emphasized.

We will provide additional instructional support. As noted, we have established a middle school director whose focus is on instruction. With both the lower grades (K-3) and the middle school (4-8) will have directors and the support of our assistant principal, as well as support from the new data specialist who will work with teachers to evaluate test result data for student-specific modified instruction.

Efforts to support instruction will be done through a systematic and scheduled program of observations, modeling of instruction and feedback. We will also continue with the peer review process. Areas of focus for this year will again be: delivery of instruction, format of questioning, student engagement and faithfulness to the grade-level developed curriculum mapping.

ASSESSMENTS

Assessments are being reviewed to ensure that they are aligned to Core Curriculum Learning Standards. Based on their curriculum maps, teachers will be making the needed adjustments to common assessments to ensure that skills and concept mastery are assessed. Further, we plan to work on questioning techniques that ensure question accuracy, use of higher order thinking skills, and engaging students in becoming critical thinkers.

INTERVENTIONS

- A. Continue our Reading Rescue program for grades K-2, but monitor more closely to ensure that literacy or mathematics instruction is not being interrupted.

- B. Continue with Project R.E.A.D. while making adjustments in personnel and environment to ensure maximum benefit from tutoring time
- C. Develop a second grade after school program for students whose literacy skills need additional support.
- D. Continue with a 3rd through eighth grade after school program for students whose literacy and/or math skills need additional support.
- E. Materials will be reviewed to ensure alignment with CCLS and to support critical thinking strategies.
- F. Implementation of the Datacation, web based program, to help teachers deconstruct complex student data
- G. Implementation of the "Writing to Sources" instructional support for all students as they work toward becoming inquisitive, thoughtful, and precise writers
- H. Use of the Fountas & Pinnell Benchmark Intervention System to help teachers address the needs of individual students, small groups and those in need of intervention
- I. Implementation of ReadyGen, a comprehensive Common Core aligned English language arts curriculum that FLACS will incorporate in grades K -2
- J. Provide a program of Saturday sessions to aid 8th grade students in the high school application and articulation process, as well as prepare students for admissions tests, portfolios and performance screenings for specialized and private high schools.

PROFESSIONAL DEVELOPMENT

Our principal and leadership team have established an environment of high expectations for student achievement and teacher performance by facilitating the following:

- A. Utilizing the Danielson Model for teacher observations and facilitating study group sessions with teachers and assistants around domain three which specifically focuses on instruction.
- B. The leadership team has placed great emphasis on using the data garnered from the formal assessments to generate student goals based on strengths and weaknesses noted in the item analysis
- C. The curricular pacing guides are revisited during common planning and selected Friday half day sessions to direct teachers in using the curricular programs.
- D. Classroom teachers are fully aware of the curricula for which they are responsible and have access to guidelines for developing lesson plans. Teachers develop lesson plans that are in alignment with the guidelines and follow those plans.

The assistant principal for instruction and the lower and upper school directors review lesson plans each week and communicate the feedback to both teachers and the principal.

As part of the August 2013 orientation for teachers, FLACS provided the following staff

development via the consultants from Pearson: Increasing Rigor in the CCSS Classroom, K-8, Habits of Close Reading, K-8, Writing Opinions, K-8, Developing Critical-Thinking Skills, Increasing Rigor in the CCSS Classroom, K-8, **and** Increasing Rigor in the CCSS Classroom, K-8, and

Staff development also centered on K-5 Collaborative Team Teaching, Fountas & Pinnell Benchmark Assessment System K-8 ELA Teachers and data analysis of SED assessments, TerraNova results and understanding the data provided through the NYCESLAT.

MATHEMATICS

Goal 2: Mathematics

FLACS students will become proficient in the application of mathematical skills and concepts

Background

Under the No Child Left Behind Legislation, all 3rd through 8th grade students at FLACS are required to take the New York State assessment in English Language Arts and Mathematics. Student-specific scale scores and performance levels test results are provided via the L2RPT SED web site. The computations that follow are based on those data.

It is important to note that in 2010, SED increased the cut points for students to achieve performance levels 3 and 4 and in 2013 SED changed its annual testing program to reflect an assessment based on the Core Curriculum. Thus, the performance table reports that follow are reflective of the different achievement standards.

In support of the implementation of the Saxon Math program, FLACS conducts professional development through a variety of approaches. Staff meets every Monday afternoon and for one-half day every first Friday afternoon of the month. The teachers meet regularly as collaborative learning teams, as grade-level teams for monthly data analysis meetings and as part of review teams for the peer review process. Additional initiatives have included presentations by nationally known staff developers.

Our instructional coaches support the math program by modeling, observing, providing feedback and offering differentiated instructional strategies. During the after school hours, and the summer, we provide targeted assistance for identified students.

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 3rd through 8th grade in April 2014. 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.

**2013-14 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁸			Total Enrolled
		IEP	ELL	Absent	
3	51				51
4	52				52
5	52				52
6	48				48
7	51				51
8	49				49
All	303				303

Results

Although FLACS accepts students primarily on the basis of random lottery open to students from the local community, the reputation of FLACS and the FLACS Network have helped to increase the pool of students wishing to enter directly, or transfer into our schools.

**Performance on 2013-14 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade s	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	19.6	51	18.0	50
4	42.3	52	38.8	49
5	23.1	52	24.0	50
6	47.9	48	46.8	47
7	21.6	51	32.0	50
8	38.8	49	36.2	47

⁸ 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.

All	32	303	32.4	293
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Evaluation

The data indicates that student scores have improved in all grades over those of last year. We note that in the past several years, we have had a focus on those students who have scored in the bottom one-third. With this year's results we note that, in addition to staff development in the CCLS, we will focus again on teaching strategies for all students and those in the bottom one-third.

Additional Evidence

As the newly designed SED assessment, FLACS is using the 2013 results as a baseline for comparison to assess student growth over time. We have been proud of our growth trends of past years and are pleased to see that we are again moving in that direction. Although grade 3 was our weakest grade last year, it has doubled in its performance this year and grade 4 is, those same students, is now one of our strongest. However, we still believe that we must provide for greater focus on our early childhood program.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	51	51	9.8	51	18.0	50
4	57	51	11.8	51	38.8	49
5	70	50	18.8	48	24.0	50
6	80	50	34.0	50	46.8	47
7	66	42	21.7	46	32.0	50
8	85	31	21.7	40	36.2	47
All	68	275	16.8	286	32.4	293

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 2013-14 mathematics AMO of 86. 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 200.⁹

Results

FLACS achieved the PLI target of 86.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	34.3	45.3	17.3	3.1

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 45.3 & + & 17.3 & + & 3.1 & = & 65.7 \\
 & & & & 17.3 & + & 3.1 & = & 20.4 \\
 & & & & & & \text{PLI} & = & 86.1
 \end{array}$$

Evaluation

Although meeting the target, FLACSD knows it needs to re-double its efforts to again demonstrate strength in student achievement in mathematics.

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 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.¹⁰

Results

FLACS continues to out-perform district 9 on each grade level and for the school as a whole. However, it is noted that grade 3 tied in its performance with district 9.

2013-14 State Mathematics Exam

⁹ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

¹⁰ 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](#).

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	18.0	50	18	3041
4	38.8	49	17	2867
5	24.0	50	18	2745
6	46.8	47	16	2864
7	32.0	50	12	2846
8	36.2	47	14	2697
All	32.4	293	15.9	17060

Evaluation

As demonstrated above, except for a tie on the third grade, FLACS has once again outperformed district 9. However, it must be noted that mathematics has always been one of the areas of FLACS' strengths. It must be evident then that the school's strategies and instruction was not consistent with the adaptations associated with the new assessment. Thus, as previously presented, we have seen 2013-2014 as a year to re-focus, re-tool and re-energize. We know that with appropriate instructional modifications, FLACS students will better perform and excel.

Additional Evidence

The lower performance in grade 3 is indeed troublesome; both because of the observation that mathematics has been seen as one of FLACS' areas of strength and because the students in the upper grades performed much better. We need to determine where the weak points are and modify instruction appropriately, as well as build on our strengths and re-emerge as strong school in mathematics instruction and performance.

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					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	51.0	36.0	9.8	14.4	18.0	18

4	56.3	46.7	11.8	14.0	38.8	17
5	71.7	46.3	18.8	12.7	24.0	18
6	80.0	43.5	34.0	12.7	46.8	16
7	66.7	36.8	21.7	10.3	32.0	12
8	93.3	40.7	21.7	11.5	36.2	14
All	68.2	41.7	16.8	12.6	32.4	15.9

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹¹

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 small 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

Based on the regression analysis, using 2012-13 Math Effect Size Calculator and Economically Disadvantaged as the demographic variable, the following results were obtained. One notes that grades 3 and 4 were below expectations, while grades 6 and 8 were higher than expected. The school as a whole was slightly higher than expected.

2012-13 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
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¹¹ The Institute will continue using **economically disadvantaged** instead of **eligibility for free lunch** as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

			Actual	Predicted		
3		51	15.4	22.61372113	-7.8750537	-0.75
4		52	19.2	22.40786296	-5.9673484	-0.84
5		52	20.8	18.50781375	1.97320435	0.00
6		48	20	17.6457896	0.60538752	0.97
7		51	38.3	13.50052695	21.3590883	0.31
8		49	27.5	12.664051	10.8110097	0.67
All	87.8	303	20.41	18.18	3.26	0.23

School's Overall Comparative Performance:

Grades 3 and 4 had an ES of below expectations, while grade 5 was slightly above, and grade 7 was of medium ES. Grades 6 and 8 were in the range of higher than expected. For the school, as a whole, the ES was in the slightly above expectations range.

Evaluation

FLACS did not meet the target of 0.3 by a margin of 0.07.

FLACS has performed to "Higher than expected" for many years. This year's result was not expected and we need to make greater efforts in our instruction in mathematics. The school has a history of performing higher than expected in mathematics.

Additional Evidence

Although still higher than expected, we need to ensure greater performance in mathematics.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-7	79.1	228	60.5	48.2	0.61
2011-12	3-8	70.0	275	68.0	53.5	0.67
2012-13	3-8		303	23.52	20.26	0.23

Goal 2: Growth Measure¹²

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

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

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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.¹³

2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
3		50.0
4	66.4	50.0
5	58.7	50.0
6	73.7	50.0
7	46.8	50.0
8	55.4	50.0
All	60.2	50.0

Evaluation

With the exception of grade 7, FLACS students exceeded the growth targets by scoring above the state median of 50. As a school as a whole, FLACS scored 60.2.

Additional Evidence

As this is the first year for this analysis, there is no past performance to compare.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grad	Mean Growth Percentile
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¹³ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

e	2010-11 ¹⁴	2011-12 ¹⁴	2012-13	Statewide Average
3				50.0
4			66.8	50.0
5			57.2	50.0
6			72.6	50.0
7			47.8	50.0
8			55.2	50.0
All			59.9	50.0

Goal 2: Optional Measure

Each year, the percent of all 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 "similar schools" (PS 28, PS 55, and PS 64) in the least tested district.

Method

Since FLACS' opening, when FLACS was designed to become a k-5 school, three nearby neighboring schools were identified as similar schools for comparative purposes. Each year, FLACS had provided comparative data for these schools.

Results

FLACS out-performed PS 55 and PS 64.. However, while handily out-performing PS 28 on grade 4, PS 24 out-performed FLACS on grades 3 and 5.

Grade	Percent of FLACS Students Enrolled in At Least Their Second Year and All Students in Comparison Schools							
	FLACS		PS 28		PS 55		PS 64	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	18.0	50	17	116	12	126	7	157
4	38.8	49	10	95	21	120	4	140
5	24.0	50	34	127	12	76	5	154
6	46.8	47						
7	32.0	50						
8	36.2	47						
All	32.4	293						

Summary of the Mathematics Goal

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at	Did Not

¹⁴ Grade level results not available.

	least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved
	Each year, the percent of all 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 "similar schools" (PS 28, PS 55, and PS 64) in the local school district	Almost totally Achieved

Action Plan

CURRICULUM MAPPING

In our efforts for this year, we will continue to engage in strategic planning for meeting and exceeding measurements based on the increased cut points. Our focus will be on strengthening instruction in k-2 to ensure that the skills and concepts defined in the present standards and the new common core curriculum standards are addressed and students master them. We will also work with and support grades 3-7 to ensure greater performance on the NYS assessments. In addition, we will add a focus on those students identified as scoring in the bottom 1/3 of their class, as well as on ESL students and students with IEPs.

INSTRUCTIONAL SUPPORT

To ensure faculty ownership, we will provide for a greater emphasis on grade level collaborative planning in curriculum mapping in place of reuse of the previously developed pacing charts. This effort will be guided by our principal and assistant principal, the instructional team (including our ESL and special education coordinators) and our lower grades and upper grades curriculum coaches. Teachers will be mapping the school year using the new common core standards, as they become available. Our curriculum resources (e.g., Saxon Math) will be infused and integrated into the new maps. We will explore the availability of appropriate additional resources and secure these materials to support student acquisition of skills. Beginning in 2012-13, FLACS will begin expand use of Common Core Math in grades 3-5 to ensure alignment to the new standards.

Lesson Planning will be emphasized to ensure clear and strategic daily plans for implementation of the grade-level, teacher-developed curriculum maps

We will provide additional instructional support. As noted, we have established a middle school curriculum coach. Both the lower grades (K-3) and the middle school (4-7) will have staff members assigned for instructional support.

Efforts to support instruction will be done through a systematic and scheduled program of observations,

modeling of instruction and feedback. We will also continue with peer review. Areas of focus for this year will be: delivery of instruction, format of questioning, student engagement and faithfulness to the grade-level developed curriculum mapping.

ASSESSMENTS

Assessments are being reviewed to ensure that they are aligned to state and core curriculum standards. Based on their curriculum maps, teachers will be making the needed adjustments to common assessments to ensure that skills and concept mastery are assessed. Further, we plan to work on questioning techniques to ensure question accuracy, ensuring student use of higher order thinking skills, engaging students in becoming critical thinkers

INTERVENTIONS

- A. Monitor more closely to ensure that neither literacy nor mathematics instruction is interrupted by pull-out programs.
- B. Develop a second grade after school program for students whose mathematics skills need additional support.
- C. Continue with a 3rd through seventh grade after school (and Saturday) program for students whose mathematics skills need additional support.
- D. Materials will be reviewed to ensure alignment to the standards and in support of critical thinking strategies.

PROFESSIONAL DEVELOPMENT

The new principal and leadership team have established an environment of high expectations for student achievement and teacher performance by facilitating the following:

- A. Utilizing the Danielson Model for teacher observations and facilitating study group sessions with teachers and assistants around domain three which specifically focuses on instruction.
- B. The leadership team has placed great emphasis on using the data garnered from the formal assessments to generate student goals based on strengths and weaknesses noted in the item analysis
- C. The curricular pacing guides are revisited during common planning and selected Friday half day sessions to direct teachers in using the curricular programs.
- D. Classroom teachers are fully aware of the curricula for which they are responsible and have access to guidelines for developing lesson plans. Teachers develop lesson plans that are in alignment with the guidelines and follow those plans.
- E. Materials will be reviewed to ensure alignment with CCLS and to support critical thinking strategies.
- F. Implementation of the Datacation, web based program, to help teachers deconstruct complex student data
- G. Use of the Fountas & Pinnell Benchmark Intervention System to help teachers address the needs of individual students, small groups and those in need of intervention
- H. Provide a program of Saturday sessions to aid 8th grade students in the high school application and articulation process, as well as prepare students for admissions tests, portfolios and performance screenings for specialized and private high schools.

The assistant principal for instruction and the coaches review lesson plans each week and communicate the feedback to both teachers and the principal.

SCIENCE

Goal 3: Science

Science Students will demonstrate proficiency in the practice and methodology of scientific inquiry.

Background

Science instruction at FLACS continues to be both classroom and science lab based. Harcourt Science is used in grades K to 5 and Glencoe New York Science is used in grade 6, 7 and 8. Instruction is provided by classroom teachers in grade K-5. In addition, science laboratory experience is offered as a special subject taught by our K-5 science teacher. In grades 6 to 8, one teacher provides instruction to all students in science as part of the departmentalized nature of the program. Publisher-created and teacher-created common classroom assessments were used to assess student progress in science. Professional development is provided in multiple ways. Staff meets every Monday afternoon and for one-half day every first Friday afternoon of the month. Teachers meet regularly as collaborative learning teams, as grade-level teams for monthly data analysis meetings and as part of review teams for the peer review process. Our instructional coaches support the science program by modeling, observing, providing feedback and offering differentiated instructional strategies.

In addition, FLACS has a health and wellness program through which students maintain a patch of growth outside the school and a nutrition program, developed in conjunction with our new school lunch program, through which students evaluate nutrition options. FLACS will also reinstate an annual science fair, in which students are encouraged to design, implement, and submit projects.

Adjunct to our science program, we have a Robert C. and Tina Sohn Foundation grant and an Assurant Foundation grant that provided for supplies, materials and contract services for our after-school Green Apple Kids program

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 4th and 8th grade in spring 2014. 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 (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

FLACS achieved its target for grade 4 with 90% achieving proficiency. However, only 52% achieved proficiency on grade 8.

We are unable to compare FLACS data to all district schools until the NYC Department of Education issues the 2014 school/district report cards.

**Charter School Performance on 2013-14 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 District Students	
	Percent	Number Tested	Percent	Number Tested
4	90	52	NA	NA
8	52	48	NA	NA

Evaluation

Traditionally FLACS students have exceeded the 75% target for science on both grades. This year, we were surprised by the scores for grade 8. It must be noted that 23 students took and passed the Living environment regents, with 22 of them scoring above 75.

Additional Evidence

Historically, FLACS has done exceedingly well on the science assessment. This year's 8th grade results were most distressing. Among the steps taken has been a change in the 8th grade science teaching assignment.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	93.8	48	96.1%	51	90.3	52
8	93.3	30	87.5%	40	52.0	48
All	93.6	78	92.3%	91	71.0	70

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

This comparison cannot be accomplished until SED released the school report cards for 2014.

2013-14 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	Number Tested	Percent	Number Tested
4	90.3	52	NA	NA
8	52.0	48	NA	NA
	71.0	70	NA	NA

Evaluation

For the first time, FLACS did not meet this target for both grades.

Additional Evidence

Narrative provides a discussion of the charter school's performance in comparison to the local district in previous years.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	93.8	72%	96.1%	12%	90.3	NA
8	93.3	38%	87.5%	41%	52.0	NA
All	93.6	60.4%	92.3%	27%	71.0	NA

Summary of the Science Goal

FLACS has traditionally out-performed district 9. While comparisons to the district and "similar schools" will not be possible until the release of NYC DOE 2014 Progress Reports, FLACS continues to meet and exceed its target in science for grade 4 and most probably make all comparative measurements.

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.	Partially Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Not available

Action Plan

FLACS plans to continue its science instruction program. We are also looking into expanding project-based student activities.

1. After school science support for all grades to ensure high achievement for the 8th grade science assessment
2. Continue to support students with strong interest in science
3. Reinstate science fairs
4. FLACS cooking club has an emphasis on measurement and ingredient interaction.

In addition, it must be restated that there has been a change in the teacher of science for grade 8.

NCLB

Goal 4: NCLB

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

Goal 4: Absolute Measure

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

Method

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

Results

SED has not yet provided the FLACS' 2014 NCLB status.

Evaluation

We anticipate making NCLB targets

Additional Evidence

FLACS has historically been found in "Good Standing" under the NCLB criteria. However, we need to wait until SED issues the 2014 status report.

NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	NA

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Monday, July 21, 2014

Updated Tuesday, July 29, 2014

Page 1

Charter School Name: 320900860839 FAMILY LIFE ACADEMY CS

B. Financial Information

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

1. Total Expenditures Per Child

To calculate 'Total Expenditures per Child' take total expenditures (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

1. Total Expenditures Per Child Line 1: Total Expenditures	7918878
1. Total Expenditures Per Child Line 2: BEDS Day Pupil Count	459
1. Total Expenditures Per Child Line 3: Divide Line 1 by Line 2	17244

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 2013-14 Schedule of Functional Expenses) and divide by the BEDS 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 21 of the 2012 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 2013-14 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 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 1: Relevant Personnel Services Cost (Row)	3097195
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 2: Management and General Cost (Column)	1447002
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 3: Sum of Line 1 and Line 2	4544197
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 4: BEDS Day Pupil Count	459
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 5: Divide Line 3 by the BEDS Day Pupil Count	9900

Thank you.

Charter Funding By NYS School District Code

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

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

Charter Funding By NYS School District Code

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

	District Code	School District Name	Final 2009-10 Basic Tuition	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition	Final 2012-13 Basic Tuition	Final 2013-14 Basic Tuition
76	70902	ELMIRA HEIGHTS	9,761	10,136	10,136	10,136	10,136
77	80101	AFTON	11,717	13,800	13,800	13,800	13,800
78	80201	BAINBRIDGE GUI	10,541	11,434	11,434	11,434	11,434
79	80601	GREENE	9,598	10,565	10,565	10,565	10,565
80	81003	UNADILLA	10,725	11,393	11,393	11,393	11,393
81	81200	NORWICH	9,089	9,956	9,956	9,956	9,956
82	81401	GRGETWN-SO OTS	11,700	12,871	12,871	12,871	12,871
83	81501	OXFORD	11,678	11,858	11,858	11,858	11,858
84	82001	SHERBURNE EARL	9,264	10,712	10,712	10,712	10,712
85	90201	AUSABLE VALLEY	12,302	13,185	13,185	13,185	13,185
86	90301	BEEKMANTOWN	11,410	11,708	11,708	11,708	11,708
87	90501	NORTHEASTERN	9,825	11,543	11,543	11,543	11,543
88	90601	CHAZY	10,616	11,716	11,716	11,716	11,716
89	90901	NORTHRN ADIRON	10,706	12,594	12,594	12,594	12,594
90	91101	PERU	11,126	11,849	11,849	11,849	11,849
91	91200	PLATTSBURGH	12,526	13,604	13,604	13,604	13,604
92	91402	SARANAC	9,535	11,333	11,333	11,333	11,333
93	100501	COPAKE-TACONIC	13,043	13,622	13,622	13,622	13,622
94	100902	GERMANTOWN	12,770	14,614	14,614	14,614	14,614
95	101001	CHATHAM	12,277	12,977	12,977	12,977	12,977
96	101300	HUDSON	11,982	13,222	13,222	13,222	13,222
97	101401	KINDERHOOK	10,114	11,239	11,239	11,239	11,239
98	101601	NEW LEBANON	13,441	15,792	15,792	15,792	15,792
99	110101	CINCINNATUS	12,195	12,691	12,691	12,691	12,691
100	110200	CORTLAND	9,778	10,142	10,142	10,142	10,142
101	110304	MCGRW	11,222	11,248	11,248	11,248	11,248
102	110701	HOMER	10,182	11,092	11,092	11,092	11,092
103	110901	MARATHON	7,853	11,911	11,911	11,911	11,911
104	120102	ANDES	15,445	21,107	21,107	21,107	21,107
105	120301	DOWNSVILLE	16,110	17,143	17,143	17,143	17,143
106	120401	CHARLOTTE VALL	9,939	10,907	10,907	10,907	10,907
107	120501	DELHI	12,859	13,930	13,930	13,930	13,930
108	120701	FRANKLIN	12,786	13,106	13,106	13,106	13,106
109	120906	HANCOCK	13,854	14,267	14,267	14,267	14,267
110	121401	MARGARETVILLE	12,416	13,376	13,376	13,376	13,376
111	121502	ROXBURY	15,068	16,963	16,963	16,963	16,963
112	121601	SIDNEY	11,217	11,637	11,637	11,637	11,637
113	121701	STAMFORD	11,560	13,915	13,915	13,915	13,915
114	121702	S. KORTRIGHT	13,857	13,381	13,381	13,381	13,381
115	121901	WALTON	9,739	10,718	10,718	10,718	10,718
116	130200	BEACON	9,650	11,093	11,093	11,093	11,093
117	130502	DOVER	10,589	11,245	11,245	11,245	11,245
118	130801	HYDE PARK	10,965	12,055	12,055	12,055	12,055
119	131101	NORTHEAST	15,151	15,342	15,342	15,342	15,342
120	131201	PAWLING	14,556	15,571	15,571	15,571	15,571
121	131301	PINE PLAINS	12,380	14,565	14,565	14,565	14,565
122	131500	POUGHKEEPSIE	11,195	12,524	12,524	12,524	12,524
123	131601	ARLINGTON	10,651	11,469	11,469	11,469	11,469
124	131602	SPACKENKILL	14,417	16,018	16,018	16,018	16,018
125	131701	RED HOOK	12,091	13,202	13,202	13,202	13,202
126	131801	RHINEBECK	14,204	16,681	16,681	16,681	16,681
127	132101	WAPPINGERS	10,055	10,887	10,887	10,887	10,887
128	132201	MILLBROOK	11,769	12,902	12,902	12,902	12,902
129	140101	ALDEN	9,737	9,862	9,862	9,862	9,862
130	140201	AMHERST	10,138	10,721	10,721	10,721	10,721
131	140203	WILLIAMSVILLE	10,494	10,904	10,904	10,904	10,904
132	140207	SWEET HOME	10,961	11,954	11,954	11,954	11,954
133	140301	EAST AURORA	9,978	10,205	10,205	10,205	10,205
134	140600	BUFFALO	10,429	12,005	12,005	12,005	12,005
135	140701	CHEEKTOWAGA	9,733	10,235	10,235	10,235	10,235
136	140702	MARYVALE	10,025	10,433	10,433	10,433	10,433
137	140703	CLEVELAND HILL	9,946	10,428	10,428	10,428	10,428
138	140707	DEPEW	10,741	10,409	10,409	10,409	10,409
139	140709	SLOAN	10,860	11,946	11,946	11,946	11,946
140	140801	CLARENCE	8,747	9,001	9,001	9,001	9,001
141	141101	SPRINGVILLE-GR	10,053	11,347	11,347	11,347	11,347
142	141201	EDEN	8,752	9,674	9,674	9,674	9,674
143	141301	IROQUOIS	9,111	9,751	9,751	9,751	9,751
144	141401	EVANS-BRANT	11,083	11,618	11,618	11,618	11,618
145	141501	GRAND ISLAND	9,823	9,915	9,915	9,915	9,915
146	141601	HAMBURG	9,519	9,716	9,716	9,716	9,716
147	141604	FRONTIER	8,271	8,759	8,759	8,759	8,759
148	141701	HOLLAND	9,966	11,032	11,032	11,032	11,032
149	141800	LACKAWANNA	10,833	11,969	11,969	11,969	11,969
150	141901	LANCASTER	7,973	8,442	8,442	8,442	8,442

Charter Funding By NYS School District Code

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

	District Code	School District Name	Final 2009-10 Basic Tuition	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition	Final 2012-13 Basic Tuition	Final 2013-14 Basic Tuition
151	142101	AKRON	9,760	10,134	10,134	10,134	10,134
152	142201	NORTH COLLINS	10,361	13,023	13,023	13,023	13,023
153	142301	ORCHARD PARK	10,198	10,523	10,523	10,523	10,523
154	142500	TONAWANDA	9,779	10,051	10,051	10,051	10,051
155	142601	KENMORE	10,412	9,477	9,477	9,477	9,477
156	142801	WEST SENECA	8,948	10,179	10,179	10,179	10,179
157	150203	CROWN POINT	14,203	15,675	15,675	15,675	15,675
158	150301	ELIZABETHTOWN	13,228	13,358	13,358	13,358	13,358
159	150601	KEENE	18,529	19,661	19,661	19,661	19,661
160	150801	MINERVA	27,490	25,637	25,637	25,637	25,637
161	150901	MORIAH	10,922	11,855	11,855	11,855	11,855
162	151001	NEWCOMB	51,675	43,580	43,580	43,580	43,580
163	151102	LAKE PLACID	13,620	14,942	14,942	14,942	14,942
164	151401	SCHROON LAKE	16,058	15,368	15,368	15,368	15,368
165	151501	TICONDEROGA	13,258	13,455	13,455	13,455	13,455
166	151601	WESTPORT	11,244	13,591	13,591	13,591	13,591
167	151701	WILLSBORO	13,461	15,355	15,355	15,355	15,355
168	160101	TUPPER LAKE	10,281	11,461	11,461	11,461	11,461
169	160801	CHATEAUGAY	9,502	10,879	10,879	10,879	10,879
170	161201	SALMON RIVER	11,610	13,576	13,576	13,576	13,576
171	161401	SARANAC LAKE	13,140	13,999	13,999	13,999	13,999
172	161501	MALONE	10,134	10,520	10,520	10,520	10,520
173	161601	BRUSHTON MOIRA	10,152	11,409	11,409	11,409	11,409
174	161801	ST REGIS FALLS	11,664	13,886	13,886	13,886	13,886
175	170301	WHEELERVILLE	15,077	18,435	18,435	18,435	18,435
176	170500	GLOVERSVILLE	9,121	9,865	9,865	9,865	9,865
177	170600	JOHNSTOWN	9,818	10,408	10,408	10,408	10,408
178	170801	MAYFIELD	8,827	10,094	10,094	10,094	10,094
179	170901	NORTHVILLE	12,396	13,440	13,440	13,440	13,440
180	171001	OPPENHEIM EPHR	13,504	13,229	13,229	13,229	13,229
181	171102	BROADALBIN-PER	8,605	8,636	8,636	8,636	8,636
182	180202	ALEXANDER	10,005	11,335	11,335	11,335	11,335
183	180300	BATAVIA	12,503	12,293	12,293	12,293	12,293
184	180701	BYRON BERGEN	10,098	11,347	11,347	11,347	11,347
185	180901	ELBA	10,830	11,423	11,423	11,423	11,423
186	181001	LE ROY	9,837	10,790	10,790	10,790	10,790
187	181101	OAKFIELD ALABA	10,716	9,994	9,994	9,994	9,994
188	181201	PAVILION	10,273	10,682	10,682	10,682	10,682
189	181302	PEMBROKE	9,919	11,828	11,828	11,828	11,828
190	190301	CAIRO-DURHAM	9,731	10,345	10,345	10,345	10,345
191	190401	CATSKILL	11,424	14,130	14,130	14,130	14,130
192	190501	COXSACKIE ATHE	10,905	11,888	11,888	11,888	11,888
193	190701	GREENVILLE	11,269	13,454	13,454	13,454	13,454
194	190901	HUNTER TANNERS	14,001	16,482	16,482	16,482	16,482
195	191401	WINDHAM ASHLAN	14,868	18,838	18,838	18,838	18,838
196	200101	PISECO	26,736	26,047	26,047	26,047	26,047
197	200401	INDIAN LAKE	22,268	24,054	24,054	24,054	24,054
198	200501	INLET	26,736	26,047	26,047	26,047	26,047
199	200601	LAKE PLEASANT	28,900	25,331	25,331	25,331	25,331
200	200701	LONG LAKE	37,270	42,198	42,198	42,198	42,198
201	200901	WELLS	18,500	21,823	21,823	21,823	21,823
202	210302	WEST CANADA VA	10,384	11,723	11,723	11,723	11,723
203	210402	FRANKFORT-SCHU	9,084	9,210	9,210	9,210	9,210
204	210501	ILION	8,025	8,450	8,450	8,450	8,450
205	210502	MOHAWK	9,642	10,758	10,758	10,758	10,758
206	210601	HERKIMER	9,185	9,525	9,525	9,525	9,525
207	210800	LITTLE FALLS	10,818	11,471	11,471	11,471	11,471
208	211003	DOLGEVILLE	9,576	10,527	10,527	10,527	10,527
209	211103	POLAND	10,558	11,690	11,690	11,690	11,690
210	211701	VAN HORNSVILLE	12,211	11,991	11,991	11,991	11,991
211	211901	TOWN OF WEBB	18,823	20,143	20,143	20,143	20,143
212	212001	MT MARKHAM CSD	10,836	11,231	11,231	11,231	11,231
213	220101	S. JEFFERSON	8,069	9,183	9,183	9,183	9,183
214	220202	ALEXANDRIA	10,338	12,100	12,100	12,100	12,100
215	220301	INDIAN RIVER	8,380	6,996	6,996	6,996	6,996
216	220401	GENERAL BROWN	8,410	8,580	8,580	8,580	8,580
217	220701	THOUSAND ISLAND	11,183	12,027	12,027	12,027	12,027
218	220909	BELLEVILLE-HEN	9,652	10,030	10,030	10,030	10,030
219	221001	SACKETS HARBOR	10,726	10,104	10,104	10,104	10,104
220	221301	LYME	10,382	13,021	13,021	13,021	13,021
221	221401	LA FARGEVILLE	10,039	9,458	9,458	9,458	9,458
222	222000	WATERTOWN	7,934	8,985	8,985	8,985	8,985
223	222201	CARTHAGE	8,911	8,472	8,472	8,472	8,472
224	230201	COPENHAGEN	9,038	9,935	9,935	9,935	9,935
225	230301	HARRISVILLE	11,794	12,372	12,372	12,372	12,372

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

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

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

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

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

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

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	District Code	School District Name	Final 2009-10 Basic Tuition	Final 2010-11 Basic Tuition	Final 2011-12 Basic Tuition	Final 2012-13 Basic Tuition	Final 2013-14 Basic Tuition
651	660501	HARRISON	20,737	23,457	23,457	23,457	23,457
652	660701	MAMARONECK	16,404	18,416	18,416	18,416	18,416
653	660801	MT PLEAS CENT	18,168	18,590	18,590	18,590	18,590
654	660802	POCANTICO HILL	36,989	46,333	46,333	46,333	46,333
655	660805	VALHALLA	19,877	20,983	20,983	20,983	20,983
656	660809	PLEASANTVILLE	15,490	16,558	16,558	16,558	16,558
657	660900	MOUNT VERNON	15,367	16,794	16,794	16,794	16,794
658	661004	CHAPPAQUA	18,326	19,041	19,041	19,041	19,041
659	661100	NEW ROCHELLE	15,491	16,138	16,138	16,138	16,138
660	661201	BYRAM HILLS	19,805	20,054	20,054	20,054	20,054
661	661301	NORTH SALEM	20,267	20,280	20,280	20,280	20,280
662	661401	OSSINING	16,981	18,296	18,296	18,296	18,296
663	661402	BRIARCLIFF MAN	20,102	22,861	22,861	22,861	22,861
664	661500	PEEKSKILL	16,068	16,430	16,430	16,430	16,430
665	661601	PELHAM	15,317	16,187	16,187	16,187	16,187
666	661800	RYE	18,846	18,917	18,917	18,917	18,917
667	661901	RYE NECK	18,168	18,357	18,357	18,357	18,357
668	661904	PORT CHESTER	12,674	13,392	13,392	13,392	13,392
669	661905	BLIND BROOK-RY	18,589	20,318	20,318	20,318	20,318
670	662001	SCARSDALE	20,819	22,148	22,148	22,148	22,148
671	662101	SOMERS	15,818	16,825	16,825	16,825	16,825
672	662200	WHITE PLAINS	18,811	19,443	19,443	19,443	19,443
673	662300	YONKERS	12,006	14,523	14,523	14,523	14,523
674	662401	LAKELAND	14,318	15,009	15,009	15,009	15,009
675	662402	YORKTOWN	14,859	16,743	16,743	16,743	16,743
676	670201	ATTICA	9,393	9,552	9,552	9,552	9,552
677	670401	LETCHWORTH	10,945	11,337	11,337	11,337	11,337
678	671002	WYOMING	14,555	15,376	15,376	15,376	15,376
679	671201	PERRY	10,672	11,041	11,041	11,041	11,041
680	671501	WARSAW	12,111	11,643	11,643	11,643	11,643
681	680601	PENN YAN	10,287	11,554	11,554	11,554	11,554
682	680801	DUNDEE	9,390	9,998	9,998	9,998	9,998

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

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

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

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

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

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376	541001	MIDDLEBURGH	13,341	12,453	12,453	12,453	12,453
377	441000	MIDDLETOWN	11,355	12,759	12,759	12,759	12,759
378	471101	MILFORD	11,422	12,217	12,217	12,217	12,217
379	132201	MILLBROOK	11,769	12,902	12,902	12,902	12,902
380	580208	MILLER PLACE	14,009	12,922	12,922	12,922	12,922
381	280410	MINEOLA	22,566	23,709	23,709	23,709	23,709
382	150801	MINERVA	27,490	25,637	25,637	25,637	25,637
383	441101	MINISINK VALLE	10,099	10,552	10,552	10,552	10,552
384	210502	MOHAWK	9,642	10,758	10,758	10,758	10,758
385	530515	MOHONASEN	8,047	8,989	8,989	8,989	8,989
386	441201	MONROE WOODBUR	12,538	13,089	13,089	13,089	13,089
387	580306	MONTAUK	23,842	31,259	31,259	31,259	31,259
388	591401	MONTICELLO	12,084	14,106	14,106	14,106	14,106
389	513101	MORAVIA	9,940	10,202	10,202	10,202	10,202
390	150901	MORIAH	10,922	11,855	11,855	11,855	11,855
391	471201	MORRIS	9,185	10,436	10,436	10,436	10,436
392	512101	MORRISTOWN	13,150	13,680	13,680	13,680	13,680
393	250401	MORRISVILLE EA	11,015	12,114	12,114	12,114	12,114
394	240901	MOUNT MORRIS	11,101	12,120	12,120	12,120	12,120
395	580207	MOUNT SINAI	14,326	14,841	14,841	14,841	14,841
396	660900	MOUNT VERNON	15,367	16,794	16,794	16,794	16,794
397	212001	MT MARKHAM CSD	10,836	11,231	11,231	11,231	11,231
398	660801	MT PLEAS CENT	18,168	18,590	18,590	18,590	18,590
399	651501	N. ROSE-WOLCOT	11,430	12,030	12,030	12,030	12,030
400	400900	N. TONAWANDA	9,630	10,593	10,593	10,593	10,593
401	500108	NANUET	17,763	18,531	18,531	18,531	18,531
402	431201	NAPLES	13,488	13,135	13,135	13,135	13,135
403	411501	NEW HARTFORD	11,712	11,431	11,431	11,431	11,431
404	280405	NEW HYDE PARK	13,585	14,771	14,771	14,771	14,771
405	101601	NEW LEBANON	13,441	15,792	15,792	15,792	15,792
406	621101	NEW PALTZ	12,290	13,284	13,284	13,284	13,284
407	661100	NEW ROCHELLE	15,491	16,138	16,138	16,138	16,138
408	581015	NEW SUFFOLK	19,419	15,281	15,281	15,281	15,281
409	300000	NEW YORK CITY	12,443	13,527	13,527	13,527	13,527
410	411504	NEW YORK MILLS	12,248	11,834	11,834	11,834	11,834
411	650101	NEWARK	9,934	11,100	11,100	11,100	11,100
412	600402	NEWARK VALLEY	10,412	10,287	10,287	10,287	10,287
413	441600	NEWBURGH	12,738	14,796	14,796	14,796	14,796
414	151001	NEWCOMB	51,675	43,580	43,580	43,580	43,580
415	400601	NEWFANE	9,476	10,086	10,086	10,086	10,086
416	610901	NEWFIELD	8,923	9,832	9,832	9,832	9,832
417	400800	NIAGARA FALLS	10,015	10,925	10,925	10,925	10,925
418	400701	NIAGARA WHEATF	9,672	10,443	10,443	10,443	10,443
419	530301	NISKAYUNA	11,408	11,790	11,790	11,790	11,790
420	580103	NORTH BABYLON	13,353	14,290	14,290	14,290	14,290
421	280204	NORTH BELLMORE	15,419	17,493	17,493	17,493	17,493
422	142201	NORTH COLLINS	10,361	13,023	13,023	13,023	13,023
423	10623	NORTH COLONIE	10,541	10,708	10,708	10,708	10,708
424	490801	NORTH GREENBUSH	10,735	11,741	11,741	11,741	11,741
425	280229	NORTH MERRICK	16,678	17,825	17,825	17,825	17,825
426	661301	NORTH SALEM	20,267	20,280	20,280	20,280	20,280
427	280501	NORTH SHORE	20,288	23,323	23,323	23,323	23,323
428	420303	NORTH SYRACUSE	9,332	10,709	10,709	10,709	10,709
429	630202	NORTH WARREN	15,288	15,475	15,475	15,475	15,475
430	131101	NORTHEAST	15,151	15,342	15,342	15,342	15,342
431	90501	NORTHEASTERN	9,825	11,543	11,543	11,543	11,543
432	580404	NORTHPORT	16,459	18,008	18,008	18,008	18,008
433	90901	NORTHRN ADIRON	10,706	12,594	12,594	12,594	12,594
434	170901	NORTHVILLE	12,396	13,440	13,440	13,440	13,440
435	81200	NORWICH	9,089	9,956	9,956	9,956	9,956
436	512201	NORWOOD NORFOL	10,085	10,652	10,652	10,652	10,652
437	500304	NYACK	17,016	18,240	18,240	18,240	18,240
438	181101	OAKFIELD ALABA	10,716	9,994	9,994	9,994	9,994
439	280211	OCEANSIDE	15,026	16,067	16,067	16,067	16,067
440	550101	ODESSA MONTOUR	9,698	11,363	11,363	11,363	11,363
441	512300	OGDENSBURG	13,053	13,953	13,953	13,953	13,953
442	42400	OLEAN	9,933	10,976	10,976	10,976	10,976
443	251400	ONEIDA CITY	10,485	11,079	11,079	11,079	11,079
444	471400	ONEONTA	10,915	11,790	11,790	11,790	11,790
445	421201	ONONDAGA	10,459	12,132	12,132	12,132	12,132
446	621201	ONTEORA	15,687	18,571	18,571	18,571	18,571
447	171001	OPPENHEIM EPHR	13,504	13,229	13,229	13,229	13,229
448	142301	ORCHARD PARK	10,198	10,523	10,523	10,523	10,523
449	412901	ORISKANY	10,625	10,992	10,992	10,992	10,992
450	661401	OSSINING	16,981	18,296	18,296	18,296	18,296

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

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

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

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



Charter Schools Institute
The State University of New York

Budget and Quarterly Report Template
for SUNY Authorized Charter Schools

Family Life Academy Charter School

Contact Name: Scott Quintero

Contact Email:

Contact Phone:

Prior Year: 2013-14

Current Year: 2014-15

Family Life Academy Charter School
BALANCE SHEET
2014-15

	Prior Year 2013-14	Q1 As of 9/30	Q2 As of 12/31	Q3 As of 3/31	Q4 As of 6/30
<u>ASSETS</u>					
<u>CURRENT ASSETS</u>					
Cash and cash equivalents	\$-	\$-	\$-	\$-	\$-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	-	-	-	-	-
<u>OTHER ASSETS</u>	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
<u>CURRENT LIABILITIES</u>					
Accounts payable and accrued expenses	\$-	\$-	\$-	\$-	\$-
Accrued payroll and benefits	-	-	-	-	-
Dreferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
<u>NET ASSETS</u>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

Family Life Academy Charter School Budget / Operating Plan 2014-15													Family Life Academy C Budget / Operat 2014-15				
Total Revenue		-	1,962,203	-	-	1,962,203	-	-	1,962,203	-	-	1,962,203	-	-	7,848,811	7,848,811	-
Total Expenses		-	1,914,841	-	-	1,914,841	-	-	1,914,841	-	-	1,914,841	-	-	7,659,364	7,659,364	-
Net Income		-	47,362	-	-	47,362	-	-	47,362	-	-	47,362	-	-	189,447	189,447	-
Actual Student Enrollment		-	461	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Paid Student Enrollment		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Prior Year Actual 2013-14	Original	1st Quarter - 7/1 - 9/30 Current	Variance	Original	2nd Quarter - 10/1 - 12/31 Current	Variance	Original	3rd Quarter - 1/1 - 3/31 Current	Variance	Original	4th Quarter - 4/1 - 6/30 Current	Variance	Original	Total Year Current	Variance
* If there are NO budget revisions at the time of quarterly submittal leave "CURRENT" Column(s) COMPLETELY BLANK. IF Current Column(s) are left blank the Original Budget numbers for that particular quarter will flow to the TY Current Budget AND to the Quarterly Tab. IF Current Budget column is utilized, the ORANGE CELLS MUST be filled in first for the entire column to register. If utilizing the CURRENT BUDGET column the entire column should be completed.																	
REVENUE																	
REVENUES FROM STATE SOURCES																	
Per Pupil Revenue		CY Per Pupil Rate															
School District 1 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 2 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)		13,777	1,587,799.25	-	-	1,587,799	-	-	1,587,799	-	-	1,587,799	-	-	6,351,197	6,351,197	-
School District 10 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)		-	1,587,799	-	-	1,587,799	-	-	1,587,799	-	-	1,587,799	-	-	6,351,197	6,351,197	-
Special Education Revenue		-	138,535	-	-	138,535	-	-	138,535	-	-	138,535	-	-	554,140	554,140	-
Grants		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	1,726,334	-	-	1,726,334	-	-	1,726,334	-	-	1,726,334	-	-	6,905,337	6,905,337	-
REVENUE FROM FEDERAL FUNDING																	
IDEA Special Needs		-	3,750	-	-	3,750	-	-	3,750	-	-	3,750	-	-	15,000	15,000	-
Title I		-	66,654	-	-	66,654	-	-	66,654	-	-	66,654	-	-	266,614	266,614	-
Title Funding - Other		-	28,700	-	-	28,700	-	-	28,700	-	-	28,700	-	-	114,800	114,800	-
School Food Service (Free Lunch)		-	50,000	-	-	50,000	-	-	50,000	-	-	50,000	-	-	200,000	200,000	-
Grants		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	62,500	-	-	62,500	-	-	62,500	-	-	62,500	-	-	250,000	250,000	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	211,604	-	-	211,604	-	-	211,604	-	-	211,604	-	-	846,414	846,414	-
LOCAL and OTHER REVENUE																	
Contributions and Donations		-	3,375	-	-	3,375	-	-	3,375	-	-	3,375	-	-	13,500	13,500	-
Fundraising		-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	-	-	10,000	10,000	-
Erate Reimbursement		-	1,215	-	-	1,215	-	-	1,215	-	-	1,215	-	-	4,860	4,860	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	1,500	-	-	1,500	-	-	1,500	-	-	1,500	-	-	6,000	6,000	-
Text Book		-	8,550	-	-	8,550	-	-	8,550	-	-	8,550	-	-	34,200	34,200	-
OTHER		-	7,125	-	-	7,125	-	-	7,125	-	-	7,125	-	-	28,500	28,500	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	24,265	-	-	24,265	-	-	24,265	-	-	24,265	-	-	97,060	97,060	-
TOTAL REVENUE		-	1,962,203	-	-	1,962,203	-	-	1,962,203	-	-	1,962,203	-	-	7,848,811	7,848,811	-

Family Life Academy Charter School Budget / Operating Plan 2014-15														Family Life Academy Budget / Operat 2014-15			
Total Revenue		-	1,962,203	-	-	1,962,203	-	-	1,962,203	-	-	1,962,203	-	-	7,648,811	7,648,811	-
Total Expenses		-	1,914,841	-	-	1,914,841	-	-	1,914,841	-	-	1,914,841	-	-	7,659,364	7,659,364	-
Net Income		-	47,362	-	-	47,362	-	-	47,362	-	-	47,362	-	-	189,447	189,447	-
Actual Student Enrollment		-	461	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Paid Student Enrollment		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		Prior Year Actual 2013-14	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30			Original	Total Year Current	Variance
			Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance			
EXPENSES																	
ADMINISTRATIVE STAFF PERSONNEL COSTS																	
Executive Management		No. of Positions	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management		2.00	-	53,750	-	-	53,750	-	-	53,750	-	-	53,750	-	-	215,000	215,000
Deans, Directors & Coordinators		3.00	-	60,529	-	-	60,529	-	-	60,529	-	-	60,529	-	-	242,115	242,115
CFO / Director of Finance		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff		5.00	-	35,565	-	-	35,565	-	-	35,565	-	-	35,565	-	-	142,259	142,259
TOTAL ADMINISTRATIVE STAFF		10.00	-	149,844	-	-	149,844	-	-	149,844	-	-	149,844	-	-	599,374	599,374
INSTRUCTIONAL PERSONNEL COSTS																	
Teachers - Regular		21.00	-	309,611	-	-	309,611	-	-	309,611	-	-	309,611	-	-	1,238,442	1,238,442
Teachers - SPED		3.00	-	52,559	-	-	52,559	-	-	52,559	-	-	52,559	-	-	210,235	210,235
Substitute Teachers		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants		14.00	-	97,139	-	-	97,139	-	-	97,139	-	-	97,139	-	-	388,554	388,554
Specialty Teachers		8.00	-	110,902	-	-	110,902	-	-	110,902	-	-	110,902	-	-	443,608	443,608
Aides		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors		2.00	-	33,424	-	-	33,424	-	-	33,424	-	-	33,424	-	-	133,694	133,694
Other		-	-	84,750	-	-	84,750	-	-	84,750	-	-	84,750	-	-	339,000	339,000
TOTAL INSTRUCTIONAL		48.00	-	688,383	-	-	688,383	-	-	688,383	-	-	688,383	-	-	2,753,531	2,753,531
NON-INSTRUCTIONAL PERSONNEL COSTS																	
Nurse		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other		6.00	-	45,025	-	-	45,025	-	-	45,025	-	-	45,025	-	-	180,098	180,098
TOTAL NON-INSTRUCTIONAL		6.00	-	45,025	-	-	45,025	-	-	45,025	-	-	45,025	-	-	180,098	180,098
SUBTOTAL PERSONNEL SERVICE COSTS		64.00	-	883,251	-	-	883,251	-	-	883,251	-	-	883,251	-	-	3,533,003	3,533,003
PAYROLL TAXES AND BENEFITS																	
Payroll Taxes		-	-	78,819	-	-	78,819	-	-	78,819	-	-	78,819	-	-	315,275	315,275
Fringe / Employee Benefits		-	-	116,250	-	-	116,250	-	-	116,250	-	-	116,250	-	-	465,000	465,000
Retirement / Pension		-	-	16,125	-	-	16,125	-	-	16,125	-	-	16,125	-	-	64,500	64,500
TOTAL PAYROLL TAXES AND BENEFITS		-	-	211,194	-	-	211,194	-	-	211,194	-	-	211,194	-	-	844,775	844,775
TOTAL PERSONNEL SERVICE COSTS		64.00	-	1,094,445	-	-	1,094,445	-	-	1,094,445	-	-	1,094,445	-	-	4,377,778	4,377,778
CONTRACTED SERVICES																	
Accounting / Audit		-	-	5,000	-	-	5,000	-	-	5,000	-	-	5,000	-	-	20,000	20,000
Legal		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee		-	-	323,140	-	-	323,140	-	-	323,140	-	-	323,140	-	-	1,292,561	1,292,561
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	50,250	-	-	50,250	-	-	50,250	-	-	50,250	-	-	201,000	201,000
Payroll Services		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	82,600	-	-	82,600	-	-	82,600	-	-	82,600	-	-	330,400	330,400
TOTAL CONTRACTED SERVICES		-	-	460,990	-	-	460,990	-	-	460,990	-	-	460,990	-	-	1,843,961	1,843,961
SCHOOL OPERATIONS																	
Board Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	12,806	-	-	12,806	-	-	12,806	-	-	12,806	-	-	51,225	51,225
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	15,500	-	-	15,500	-	-	15,500	-	-	15,500	-	-	62,000	62,000
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	10,000	-	-	10,000	-	-	10,000	-	-	10,000	-	-	40,000	40,000
Telephone		-	-	3,600	-	-	3,600	-	-	3,600	-	-	3,600	-	-	14,400	14,400
Technology		-	-	6,750	-	-	6,750	-	-	6,750	-	-	6,750	-	-	27,000	27,000
Student Testing & Assessment		-	-	3,000	-	-	3,000	-	-	3,000	-	-	3,000	-	-	12,000	12,000
Field Trips		-	-	5,000	-	-	5,000	-	-	5,000	-	-	5,000	-	-	20,000	20,000
Transportation (student)		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other		-	-	625	-	-	625	-	-	625	-	-	625	-	-	2,500	2,500
Office Expense		-	-	15,625	-	-	15,625	-	-	15,625	-	-	15,625	-	-	62,500	62,500
Staff Development		-	-	6,250	-	-	6,250	-	-	6,250	-	-	6,250	-	-	25,000	25,000
Staff Recruitment		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	1,875	-	-	1,875	-	-	1,875	-	-	1,875	-	-	7,500	7,500
Fundraising		-	-	7,500	-	-	7,500	-	-	7,500	-	-	7,500	-	-	30,000	30,000
Other		-	-	13,375	-	-	13,375	-	-	13,375	-	-	13,375	-	-	53,500	53,500
TOTAL SCHOOL OPERATIONS		-	-	101,906	-	-	101,906	-	-	101,906	-	-	101,906	-	-	407,625	407,625
FACILITY OPERATION & MAINTENANCE																	
Insurance		-	-	7,500	-	-	7,500	-	-	7,500	-	-	7,500	-	-	30,000	30,000
Janitorial		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease		-	-	180,000	-	-	180,000	-	-	180,000	-	-	180,000	-	-	720,000	720,000
Repairs & Maintenance		-	-	25,000	-	-	25,000	-	-	25,000	-	-	25,000	-	-	100,000	100,000
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities		-	-	45,000	-	-	45,000	-	-	45,000	-	-	45,000	-	-	180,000	180,000
TOTAL FACILITY OPERATION & MAINTENANCE		-	-	257,500	-	-	257,500	-	-	257,500	-	-	257,500	-	-	1,030,000	1,030,000
DEPRECIATION & AMORTIZATION																	
RESERVES / CONTINGENCY																	
TOTAL EXPENSES		-	-	1,914,841	-	-	1,914,841	-	-	1,914,841	-	-	1,914,841	-	-	7,659,364	7,659,364
NET INCOME		-	-	47,362	-	-	47,362	-	-	47,362	-	-	47,362	-	-	189,447	189,447

[illegible]

Family Life Academy Charter School Budget / Operating Plan 2014-15												
Total Revenue	-	1,962,203	-	-	1,962,203	-	-	1,962,203	-	-	1,962,203	-
Total Expenses	-	1,914,841	-	-	1,914,841	-	-	1,914,841	-	-	1,914,841	-
Net Income	-	47,362	-	-	47,362	-	-	47,362	-	-	47,362	-
Actual Student Enrollment	-	461	-	-	-	-	-	-	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-	-	-	-	-	-	-	-
* Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
REVENUE												
REVENUES FROM STATE SOURCES												
Per Pupil Revenue	CY Per Pupil Rate											
School District 1 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	13,777	1,587,799	-	-	1,587,799	-	-	1,587,799	-	-	1,587,799	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	1,587,799	-	-	1,587,799	-	-	1,587,799	-	-	1,587,799	-
Special Education Revenue	-	138,535	-	-	138,535	-	-	138,535	-	-	138,535	-
Grants	-	-	-	-	-	-	-	-	-	-	-	-
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	1,726,334	-	-	1,726,334	-	-	1,726,334	-	-	1,726,334	-
REVENUE FROM FEDERAL FUNDING												
IDEA Special Needs	-	3,750	-	-	3,750	-	-	3,750	-	-	3,750	-
Title I	-	66,654	-	-	66,654	-	-	66,654	-	-	66,654	-
Title Funding - Other	-	28,700	-	-	28,700	-	-	28,700	-	-	28,700	-
School Food Service (Free Lunch)	-	50,000	-	-	50,000	-	-	50,000	-	-	50,000	-
Grants	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	62,500	-	-	62,500	-	-	62,500	-	-	62,500	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	211,604	-	-	211,604	-	-	211,604	-	-	211,604	-
LOCAL and OTHER REVENUE												
Contributions and Donations	-	3,375	-	-	3,375	-	-	3,375	-	-	3,375	-
Fundraising	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	-
Erate Reimbursement	-	1,215	-	-	1,215	-	-	1,215	-	-	1,215	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	1,500	-	-	1,500	-	-	1,500	-	-	1,500	-
Text Book	-	8,550	-	-	8,550	-	-	8,550	-	-	8,550	-
OTHER	-	7,125	-	-	7,125	-	-	7,125	-	-	7,125	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	24,265	-	-	24,265	-	-	24,265	-	-	24,265	-
TOTAL REVENUE	-	1,962,203	-	-	1,962,203	-	-	1,962,203	-	-	1,962,203	-

Family Life Academy Charter School Budget / Operating Plan 2014-15												
Total Revenue	-	1,962,203	-	-	1,962,203	-	-	1,962,203	-	-	1,962,203	-
Total Expenses	-	1,914,841	-	-	1,914,841	-	-	1,914,841	-	-	1,914,841	-
Net Income	-	47,362	-	-	47,362	-	-	47,362	-	-	47,362	-
Actual Student Enrollment	-	461	-	-	-	-	-	-	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-	-	-	-	-	-	-	-
* Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
EXPENSES												
ADMINISTRATIVE STAFF PERSONNEL COSTS												
No. of Positions												
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	53,750	-	-	53,750	-	-	53,750	-	-	53,750	-
Deans, Directors & Coordinators	-	60,529	-	-	60,529	-	-	60,529	-	-	60,529	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	35,565	-	-	35,565	-	-	35,565	-	-	35,565	-
TOTAL ADMINISTRATIVE STAFF	-	149,844	-	-	149,844	-	-	149,844	-	-	149,844	-
INSTRUCTIONAL PERSONNEL COSTS												
Teachers - Regular	-	309,611	-	-	309,611	-	-	309,611	-	-	309,611	-
Teachers - SPED	-	52,559	-	-	52,559	-	-	52,559	-	-	52,559	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	97,139	-	-	97,139	-	-	97,139	-	-	97,139	-
Specialty Teachers	-	110,902	-	-	110,902	-	-	110,902	-	-	110,902	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	33,424	-	-	33,424	-	-	33,424	-	-	33,424	-
Other	-	84,750	-	-	84,750	-	-	84,750	-	-	84,750	-
TOTAL INSTRUCTIONAL	-	688,383	-	-	688,383	-	-	688,383	-	-	688,383	-
NON-INSTRUCTIONAL PERSONNEL COSTS												
Nurse	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	45,025	-	-	45,025	-	-	45,025	-	-	45,025	-
TOTAL NON-INSTRUCTIONAL	-	45,025	-	-	45,025	-	-	45,025	-	-	45,025	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	883,251	-	-	883,251	-	-	883,251	-	-	883,251	-
PAYROLL TAXES AND BENEFITS												
Payroll Taxes	-	78,819	-	-	78,819	-	-	78,819	-	-	78,819	-
Fringe / Employee Benefits	-	116,250	-	-	116,250	-	-	116,250	-	-	116,250	-
Retirement / Pension	-	16,125	-	-	16,125	-	-	16,125	-	-	16,125	-
TOTAL PAYROLL TAXES AND BENEFITS	-	211,194	-	-	211,194	-	-	211,194	-	-	211,194	-
TOTAL PERSONNEL SERVICE COSTS	-	1,094,445	-	-	1,094,445	-	-	1,094,445	-	-	1,094,445	-
CONTRACTED SERVICES												
Accounting / Audit	-	5,000	-	-	5,000	-	-	5,000	-	-	5,000	-
Legal	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee	-	323,140	-	-	323,140	-	-	323,140	-	-	323,140	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	50,250	-	-	50,250	-	-	50,250	-	-	50,250	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	82,600	-	-	82,600	-	-	82,600	-	-	82,600	-
TOTAL CONTRACTED SERVICES	-	460,990	-	-	460,990	-	-	460,990	-	-	460,990	-
SCHOOL OPERATIONS												
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	12,806	-	-	12,806	-	-	12,806	-	-	12,806	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	15,500	-	-	15,500	-	-	15,500	-	-	15,500	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	10,000	-	-	10,000	-	-	10,000	-	-	10,000	-
Telephone	-	3,600	-	-	3,600	-	-	3,600	-	-	3,600	-
Technology	-	6,750	-	-	6,750	-	-	6,750	-	-	6,750	-
Student Testing & Assessment	-	3,000	-	-	3,000	-	-	3,000	-	-	3,000	-
Field Trips	-	5,000	-	-	5,000	-	-	5,000	-	-	5,000	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	625	-	-	625	-	-	625	-	-	625	-
Office Expense	-	15,625	-	-	15,625	-	-	15,625	-	-	15,625	-
Staff Development	-	6,250	-	-	6,250	-	-	6,250	-	-	6,250	-
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	1,875	-	-	1,875	-	-	1,875	-	-	1,875	-
Fundraising	-	7,500	-	-	7,500	-	-	7,500	-	-	7,500	-
Other	-	13,375	-	-	13,375	-	-	13,375	-	-	13,375	-
TOTAL SCHOOL OPERATIONS	-	101,906	-	-	101,906	-	-	101,906	-	-	101,906	-
FACILITY OPERATION & MAINTENANCE												
Insurance	-	7,500	-	-	7,500	-	-	7,500	-	-	7,500	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	180,000	-	-	180,000	-	-	180,000	-	-	180,000	-
Repairs & Maintenance	-	25,000	-	-	25,000	-	-	25,000	-	-	25,000	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	45,000	-	-	45,000	-	-	45,000	-	-	45,000	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	257,500	-	-	257,500	-	-	257,500	-	-	257,500	-
DEPRECIATION & AMORTIZATION RESERVES / CONTINGENCY												
	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	1,914,841	-	-	1,914,841	-	-	1,914,841	-	-	1,914,841	-

Family Life Academy Charter School Budget / Operating Plan 2014-15												
Total Revenue	-	1,962,203	-	-	1,962,203	-	-	1,962,203	-	-	1,962,203	-
Total Expenses	-	1,914,841	-	-	1,914,841	-	-	1,914,841	-	-	1,914,841	-
Net Income	-	47,362	-	-	47,362	-	-	47,362	-	-	47,362	-
Actual Student Enrollment	-	461	-	-	-	-	-	-	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-	-	-	-	-	-	-	-
* Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
	NET INCOME	-	47,362	-	-	47,362	-	-	47,362	-	-	47,362

Family Life Academy Charter School
Budget / Operating Plan
2014-15

[illegible]

Family Life Academy Charter School Budget / Operating Plan 2014-15												DESCRIPTION OF ASSUMPTIONS
Total Revenue	-	-	-	7,848,811	(7,848,811)	-	-	7,848,811	(7,848,811)	-	-	
Total Expenses	-	-	-	7,659,364	7,659,364	-	-	7,659,364	7,659,364	-	-	
Net Income	-	-	-	189,447	(189,447)	-	-	189,447	(189,447)	-	-	
Actual Student Enrollment	-	-	-			-	-			-	-	
Total Paid Student Enrollment	-	-	-			-	-			-	-	
TOTALS AND VARIANCE ANALYSIS												
* Enrollment, Revenue and Expenditure Data IN the "Total and Variance Analysis" Section is Based on LAST ACTUAL Quarter Completed	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual Current Budget TY	vs. Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY	
REVENUE												
REVENUES FROM STATE SOURCES												
Per Pupil Revenue	CY Per Pupil Rate											
School District 1 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	
School District 9 (Enter Name)	13,777	-	-	6,351,197	(6,351,197)	-	-	6,351,197	(6,351,197)	-	-	
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	6,351,197	(6,351,197)	-	-	6,351,197	(6,351,197)	-	-	
Special Education Revenue	-	-	-	554,140	(554,140)	-	-	554,140	(554,140)	-	-	
Grants	-	-	-	-	-	-	-	-	-	-	-	
Stimulus	-	-	-	-	-	-	-	-	-	-	-	
DYCD (Department of Youth and Community Developmnt.)	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES	-	-	-	6,905,337	(6,905,337)	-	-	6,905,337	(6,905,337)	-	-	
REVENUE FROM FEDERAL FUNDING												
IDEA Special Needs	-	-	-	15,000	(15,000)	-	-	15,000	(15,000)	-	-	
Title I	-	-	-	266,614	(266,614)	-	-	266,614	(266,614)	-	-	
Title Funding - Other	-	-	-	114,800	(114,800)	-	-	114,800	(114,800)	-	-	
School Food Service (Free Lunch)	-	-	-	200,000	(200,000)	-	-	200,000	(200,000)	-	-	
Grants	-	-	-	-	-	-	-	-	-	-	-	
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	250,000	(250,000)	-	-	250,000	(250,000)	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	846,414	(846,414)	-	-	846,414	(846,414)	-	-	
LOCAL and OTHER REVENUE												
Contributions and Donations	-	-	-	13,500	(13,500)	-	-	13,500	(13,500)	-	-	
Fundraising	-	-	-	10,000	(10,000)	-	-	10,000	(10,000)	-	-	
Erate Reimbursement	-	-	-	4,860	(4,860)	-	-	4,860	(4,860)	-	-	
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	
Interest Income	-	-	-	-	-	-	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	6,000	(6,000)	-	-	6,000	(6,000)	-	-	
Text Book	-	-	-	34,200	(34,200)	-	-	34,200	(34,200)	-	-	
OTHER	-	-	-	28,500	(28,500)	-	-	28,500	(28,500)	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	97,060	(97,060)	-	-	97,060	(97,060)	-	-	
TOTAL REVENUE	-	-	-	7,848,811	(7,848,811)	-	-	7,848,811	(7,848,811)	-	-	

**Family Life Academy Charter School
Budget / Operating Plan
2014-15**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	-	-	-	7,848,811	(7,848,811)	-	-	7,848,811	(7,848,811)	-	-
Total Expenses	-	-	-	7,659,364	7,659,364	-	-	7,659,364	7,659,364	-	-
Net Income	-	-	-	189,447	(189,447)	-	-	189,447	(189,447)	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-	-	-	-	-	-	-

TOTALS AND VARIANCE ANALYSIS											
	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual Budget TY	vs. Current Original Budget (Current Quarter)	Actual vs. Original Budget - TY	Actual Budget TY	vs. Original Budget TY	PY Actual (PY TY / COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
EXPENSES											
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions										
Executive Management	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	215,000	215,000	-	-	215,000	215,000	-	-
Deans, Directors & Coordinators	-	-	-	242,115	242,115	-	-	242,115	242,115	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	142,259	142,259	-	-	142,259	142,259	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	599,374	599,374	-	-	599,374	599,374	-	-
INSTRUCTIONAL PERSONNEL COSTS											
Teachers - Regular	-	-	-	1,238,442	1,238,442	-	-	1,238,442	1,238,442	-	-
Teachers - SPED	-	-	-	210,235	210,235	-	-	210,235	210,235	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	388,554	388,554	-	-	388,554	388,554	-	-
Specialty Teachers	-	-	-	443,606	443,606	-	-	443,606	443,606	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	133,694	133,694	-	-	133,694	133,694	-	-
Other	-	-	-	339,000	339,000	-	-	339,000	339,000	-	-
TOTAL INSTRUCTIONAL	-	-	-	2,753,531	2,753,531	-	-	2,753,531	2,753,531	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	180,098	180,098	-	-	180,098	180,098	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	180,098	180,098	-	-	180,098	180,098	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	3,533,003	3,533,003	-	-	3,533,003	3,533,003	-	-
PAYROLL TAXES AND BENEFITS											
Payroll Taxes	-	-	-	315,275	315,275	-	-	315,275	315,275	-	-
Fringe / Employee Benefits	-	-	-	465,000	465,000	-	-	465,000	465,000	-	-
Retirement / Pension	-	-	-	64,500	64,500	-	-	64,500	64,500	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	844,775	844,775	-	-	844,775	844,775	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	4,377,778	4,377,778	-	-	4,377,778	4,377,778	-	-
CONTRACTED SERVICES											
Accounting / Audit	-	-	-	20,000	20,000	-	-	20,000	20,000	-	-
Legal	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee	-	-	-	1,292,561	1,292,561	-	-	1,292,561	1,292,561	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	201,000	201,000	-	-	201,000	201,000	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-
Tidement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	330,400	330,400	-	-	330,400	330,400	-	-
TOTAL CONTRACTED SERVICES	-	-	-	1,843,961	1,843,961	-	-	1,843,961	1,843,961	-	-
SCHOOL OPERATIONS											
Board Expenses	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	51,225	51,225	-	-	51,225	51,225	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	62,000	62,000	-	-	62,000	62,000	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	40,000	40,000	-	-	40,000	40,000	-	-
Telephone	-	-	-	14,400	14,400	-	-	14,400	14,400	-	-
Technology	-	-	-	27,000	27,000	-	-	27,000	27,000	-	-
Student Testing & Assessment	-	-	-	12,000	12,000	-	-	12,000	12,000	-	-
Field Trips	-	-	-	20,000	20,000	-	-	20,000	20,000	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	2,500	2,500	-	-	2,500	2,500	-	-
Office Expense	-	-	-	62,500	62,500	-	-	62,500	62,500	-	-
Staff Development	-	-	-	25,000	25,000	-	-	25,000	25,000	-	-
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	7,500	7,500	-	-	7,500	7,500	-	-
Fundraising	-	-	-	30,000	30,000	-	-	30,000	30,000	-	-
Other	-	-	-	53,500	53,500	-	-	53,500	53,500	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	407,625	407,625	-	-	407,625	407,625	-	-
FACILITY OPERATION & MAINTENANCE											
Insurance	-	-	-	30,000	30,000	-	-	30,000	30,000	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	720,000	720,000	-	-	720,000	720,000	-	-
Repairs & Maintenance	-	-	-	100,000	100,000	-	-	100,000	100,000	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	180,000	180,000	-	-	180,000	180,000	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	1,030,000	1,030,000	-	-	1,030,000	1,030,000	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-
RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	7,659,364	7,659,364	-	-	7,659,364	7,659,364	-	-

Family Life Academy Charter School Budget / Operating Plan 2014-15											DESCRIPTION OF ASSUMPTIONS	
Total Revenue	-	-	-	7,848,811	(7,848,811)	-	-	7,848,811	(7,848,811)	-	-	
Total Expenses	-	-	-	7,659,364	7,659,364	-	-	7,659,364	7,659,364	-	-	
Net Income	-	-	-	189,447	(189,447)	-	-	189,447	(189,447)	-	-	
Actual Student Enrollment	-	-	-			-	-			-	-	
Total Paid Student Enrollment	-	-	-			-	-			-	-	
TOTALS AND VARIANCE ANALYSIS												
* Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed												
				Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
	Actual	Current Budget (Current Quarter)										
NET INCOME	-	-	-	-189,447	(189,447)	-	-	-189,447	(189,447)	-	-	-

Family Life Academy Charter School Budget / Operating Plan 2014-15											DESCRIPTION OF ASSUMPTIONS
Total Revenue	-	-	-	7,848,811	(7,848,811)	-	-	7,848,811	(7,848,811)	-	-
Total Expenses	-	-	-	7,659,364	7,659,364	-	-	7,659,364	7,659,364	-	-
Net Income	-	-	-	189,447	(189,447)	-	-	189,447	(189,447)	-	-
Actual Student Enrollment	-	-	-			-	-			-	-
Total Paid Student Enrollment	-	-	-			-	-			-	-
TOTALS AND VARIANCE ANALYSIS											
* Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed											
	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
ENROLLMENT - *School Districts Are Linked To Above Entries*	* Enrollment Data Based on Last Actual Quarter Completed										
School District 1 (Enter Name)	-	-	-			-	-			-	-
School District 2 (Enter Name)	-	-	-			-	-			-	-
School District 3 (Enter Name)	-	-	-			-	-			-	-
School District 4 (Enter Name)	-	-	-			-	-			-	-
School District 5 (Enter Name)	-	-	-			-	-			-	-
School District 6 (Enter Name)	-	-	-			-	-			-	-
School District 7 (Enter Name)	-	-	-			-	-			-	-
School District 8 (Enter Name)	-	-	-			-	-			-	-
School District 9 (Enter Name)	-	-	-			-	-			-	-
School District 10 (Enter Name)	-	-	-			-	-			-	-
School District 11 (Enter Name)	-	-	-			-	-			-	-
School District 12 (Enter Name)	-	-	-			-	-			-	-
School District 13 (Enter Name)	-	-	-			-	-			-	-
School District 14 (Enter Name)	-	-	-			-	-			-	-
School District 15 (Enter Name)	-	-	-			-	-			-	-
School District - ALL OTHER	-	-	-			-	-			-	-
TOTAL ENROLLMENT	-	-	-			-	-			-	-
REVENUE PER PUPIL	-	-	-			-	-			-	-
EXPENSES PER PUPIL	-	-	-			-	-			-	-



Annual Report Requirement
for SUNY Authorized Charter Schools

Family Life Academy Charter School

Administrative
expenditures per pupil:

\$0.00

Per NYS Statute

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

FAMILY LIFE ACADEMY CHARTER SCHOOL

BRONX, NEW YORK

AUDITED FINANCIAL STATEMENTS

OTHER FINANCIAL INFORMATION

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2014

(With Comparative Totals for 2013)



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

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MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Family Life Academy Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Family Life Academy Charter School (the "Organization"), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free 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 Organization'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 Organization'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 Family Life Academy Charter School as of June 30, 2014, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited Family Life Academy Charter School's June 30, 2013 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 23, 2013. In our opinion, the summarized comparative information presented herein as of June 30, 2013 and for the year then ended is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Report Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 28, 2014 on our consideration of Family Life Academy 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 Family Life Academy Charter School's internal control over other financial reporting and compliance.

Mengel, Metzger, Baw & Co. LLP

Rochester, New York
October 28, 2014

FAMILY LIFE ACADEMY CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2014
(With Comparative Totals for 2013)

<u>ASSETS</u>	June 30,	
	<u>2014</u>	<u>2013</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ 397,907	\$ 958,957
Cash in escrow	76,567	75,978
Grants and other receivables	118,593	289,706
Due from related parties	334,255	-
Due from Family Life Academy Charter School II	148,992	-
Prepaid expenses and other current assets	79,092	54,292
Security deposits	89,376	89,376
TOTAL CURRENT ASSETS	1,244,782	1,468,309
<u>PROPERTY AND EQUIPMENT, net</u>	<u>1,121,402</u>	<u>704,858</u>
<u>INVESTMENT IN JOINT VENTURE</u>	<u>72,175</u>	<u>-</u>
TOTAL ASSETS	<u>\$ 2,438,359</u>	<u>\$ 2,173,167</u>
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Current portion of long-term debt	\$ 33,765	\$ -
Accounts payable and accrued expenses	331,680	268,374
Accrued payroll and payroll taxes	569,027	522,524
Vacation accrual	211,022	186,538
Deferred revenue	95,821	-
Deferred rent payable	233,413	-
TOTAL CURRENT LIABILITIES	1,474,728	977,436
<u>LONG-TERM DEBT</u>	<u>235,911</u>	<u>-</u>
<u>NET ASSETS</u>		
Unrestricted	710,720	1,178,594
Temporarily restricted	17,000	17,137
	<u>727,720</u>	<u>1,195,731</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 2,438,359</u>	<u>\$ 2,173,167</u>

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

FAMILY LIFE ACADEMY CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2014
(With Comparative Totals for 2013)

			Total	
			Year ended June 30,	
	Unrestricted	Temporarily restricted	2014	2013
Operating revenue and support:				
State and local per pupil				
operating revenue	\$ 6,704,149	\$ -	\$ 6,704,149	\$ 6,428,171
Governmental grants	1,121,180	-	1,121,180	792,961
Individuals and corporations	100,867	10,000	110,867	157,253
Contributed services	26,650	-	26,650	70,000
Fundraising	7,181	-	7,181	7,826
Interest income	4,179	-	4,179	5,701
Other income	625	-	625	574
	<u>7,964,831</u>	<u>10,000</u>	<u>7,974,831</u>	<u>7,462,486</u>
Net assets released from restriction	<u>10,137</u>	<u>(10,137)</u>	<u>-</u>	<u>-</u>
TOTAL OPERATING REVENUE AND SUPPORT	7,974,968	(137)	7,974,831	7,462,486
Expenses:				
Program:				
Regular education	6,371,885	-	6,371,885	5,587,498
Special education	652,755	-	652,755	717,642
Management and general	1,397,377	-	1,397,377	905,078
Fundraising and special events	93,000	-	93,000	94,951
TOTAL EXPENSES	8,515,017	-	8,515,017	7,305,169
INCOME FROM JOINT VENTURE	72,175	-	72,175	-
CHANGE IN NET ASSETS	(467,874)	(137)	(468,011)	157,317
Net assets at beginning of year	<u>1,178,594</u>	<u>17,137</u>	<u>1,195,731</u>	<u>1,038,414</u>
NET ASSETS AT END OF YEAR	\$ <u>710,720</u>	\$ <u>17,000</u>	\$ <u>727,720</u>	\$ <u>1,195,731</u>

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

FAMILY LIFE ACADEMY CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2014
(With Comparative Totals for 2013)

	Year ended June 30,							
	2014						2013	
	Program Services			Supporting Services				
	Regular Education	Special Education	Sub-total	Management and general	Fundraising and special events	Sub-total	Total	Total
Personnel services costs:								
Administrative staff personnel	\$ 328,045	\$ 33,574	\$ 361,619	\$ 697,518	\$ 93,000	\$ 790,518	\$ 1,152,137	\$ 846,581
Instructional personnel	2,863,296	293,825	3,157,121	-	-	-	3,157,121	3,110,705
Non-instructional personnel	343,093	35,207	378,300	-	-	-	378,300	356,942
Total personnel services costs	3,534,434	362,606	3,897,040	697,518	93,000	790,518	4,687,558	4,314,228
Payroll taxes and fringe benefits	590,152	60,546	650,698	131,944	-	131,944	782,642	706,485
Retirement	48,611	4,988	53,599	10,825	-	10,825	64,424	56,128
Accounting and audit services	-	-	-	116,090	-	116,090	116,090	71,891
Other purchased / professional / consulting services	285,978	29,284	315,262	58,248	-	58,248	373,510	321,229
Building and land rent / lease	804,632	81,636	886,268	215,278	-	215,278	1,101,546	699,400
Repairs and maintenance	140,894	14,458	155,352	31,374	-	31,374	186,726	128,027
Insurance	28,066	2,880	30,946	6,249	-	6,249	37,195	36,432
Utilities	116,271	11,932	128,203	25,891	-	25,891	154,094	120,342
Supplies and materials	136,481	14,005	150,486	-	-	-	150,486	193,703
Equipment and furnishings	37,704	3,869	41,573	993	-	993	42,566	38,359
Staff development	68,983	7,079	76,062	-	-	-	76,062	55,838
Marketing and recruitment	26,750	2,736	29,486	4,971	-	4,971	34,457	4,165
Technology	49,011	5,029	54,040	10,913	-	10,913	64,953	47,531
Food services	197,310	20,247	217,557	-	-	-	217,557	190,780
Office expense	126,319	12,959	139,278	28,259	-	28,259	167,537	122,173
Depreciation and amortization	180,289	18,501	198,790	40,146	-	40,146	238,936	179,499
Miscellaneous	-	-	-	18,678	-	18,678	18,678	18,959
	\$ 6,371,885	\$ 652,755	\$ 7,024,640	\$ 1,397,377	\$ 93,000	\$ 1,490,377	\$ 8,515,017	\$ 7,305,169

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

FAMILY LIFE ACADEMY CHARTER SCHOOL

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2014
(With Comparative Totals for 2013)

	<u>Year ended June 30,</u>	
	<u>2014</u>	<u>2013</u>
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ (468,011)	\$ 157,317
Adjustments to reconcile change in net assets to net cash (used for) provided from operating activities:		
Depreciation and amortization	238,936	179,499
Income from joint venture	(72,175)	-
Changes in certain assets and liabilities affecting operations:		
Cash in escrow	(589)	(691)
Grants and other receivables	171,113	(207,465)
Prepaid expenses and other current assets	(24,800)	45,843
Security deposits	-	(2,000)
Accounts payable and accrued expenses	63,306	166,117
Accrued payroll and payroll taxes	46,503	44,624
Vacation accrual	24,484	48,100
Deferred revenue	95,821	-
Deferred rent payable	233,413	(40,663)
NET CASH PROVIDED FROM OPERATING ACTIVITIES	308,001	390,681
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	(655,480)	(356,794)
Due from related parties	(334,255)	-
Due from Family Life Academy Charter School II	(148,992)	-
NET CASH USED FOR INVESTING ACTIVITIES	(1,138,727)	(356,794)
<u>CASH FLOWS - FINANCING ACTIVITIES</u>		
Borrowings on long-term debt	280,000	-
Repayments of long-term debt	(10,324)	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	269,676	-
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	(561,050)	33,887
Cash and cash equivalents at beginning of year	958,957	925,070
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 397,907	\$ 958,957

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

FAMILY LIFE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2014 AND 2013

NOTE A: THE ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Organization

Family Life Academy Charter School ("FLACS1") is an educational corporation that operates as a charter school in the borough of the Bronx, New York. On May 14, 2001, the Board of Regents of the University of the State of New York granted FLACS1 a provisional charter valid for a term of five years and renewable upon expiration. On May 20, 2008 and August 19, 2013, FLACS1 obtained a five year renewal, which currently expires June 30, 2018.

On March 31, 2014, the Board of Regents of the University of the State of New York amended the FLACS1 charter agreement permitting additional schools under FLACS1's educational corporation. During the 2014 fiscal year, FLACS1 added Family Life Academy Charter School III ("FLACS3") under its expanded charter. FLACS1 and FLACS3 are schools in a predominately Latino Community in the South Bronx, they seek to empower New York City English language learners in grades Kindergarten through Grade 8 to achieve high standards in English and to help them take responsibility for their own learning, and encourage them to explore and affirm human values.

Basis of presentation

The accompanying financial statements include the accounts of FLACS1 and FLACS3 (collectively referred to as the "Organization"). All intercompany balances and transactions have been eliminated in the accompanying financial statements.

Financial Statement presentation

The financial statements of the Organization have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America (GAAP). The Organization reports information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets.

These classes of net assets are defined as follows:

Permanently restricted – Net assets resulting from contributions and other inflows of assets whose use by the Organization is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the Organization. The Organization had no permanently restricted net assets at June 30, 2014 or 2013.

Temporarily restricted – Net assets resulting from contributions and other inflows of assets whose use by the Organization is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the Organization pursuant to those stipulations. Temporarily restricted net assets at June 30, 2014 and 2013 are restricted for the purchase of certain equipment and for various programs at the Organization.

FAMILY LIFE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE A: THE ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES,
Cont'd

Unrestricted – The net assets over which the Governing Board has discretionary control to use in carrying on the Organization's operations in accordance with the guidelines established by the Organization. The Board may designate portions of the current unrestricted net assets for specific purposes, projects or investment.

Revenue and support recognition

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

Revenue from federal, state and local government grants and contracts are recorded by the Organization when qualifying expenditures are incurred and billable.

Contributions

Contributions received are recorded as unrestricted, temporarily or permanently restricted support depending on the existence of any donor restrictions. A contribution that is received and expended in the same year for a specific purpose is classified as unrestricted revenue.

Contributions are recorded as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities and changes in net assets as net assets released from restrictions.

Cash and cash equivalents

Cash and cash equivalent balances are maintained in certain financial institutions located in New York and are insured by the FDIC up to \$250,000 at each institution. The Organization considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. In the normal course of business, the cash and cash equivalent account balances at any given time may exceed insured limits. However, the Organization has not experienced any losses in such accounts and does not believe it is exposed to significant risk in cash and cash equivalents.

Cash in escrow

The Organization maintains cash in an escrow account, in accordance with the terms of its Charter Agreement. The escrow account is invested in a certificate of deposit with a maturity date of May 2015.

Grants and other receivables

Grants and other receivables are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts based on its assessment of the current status of individual receivables from grants, agencies and others. Balances that are still outstanding after management has used reasonable collection efforts are written off against the allowance for doubtful accounts. There was no allowance for doubtful accounts at June 30, 2014 or 2013.

FAMILY LIFE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE A: THE ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES,

Cont'd

Property and equipment

Property and equipment are recorded at cost. Depreciation and amortization are computed using the straight-line method on a basis considered adequate to depreciate the assets over their estimated useful lives, which range from three to seven years.

Deferred revenue

The Organization records grant revenue as deferred revenue until it is expended for the purpose of the grant, at which time it is recognized as revenue.

Investment in joint venture

The Organization has an investment in a not-for-profit joint venture which is accounted for under the equity method of accounting (see Note K for details).

Tax exempt status

The Organization is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, is exempt from federal and state taxes on income.

The Organization has filed for and received income tax exemptions in the various jurisdictions where it is required to do so. The Organization files Form 990 in the U.S. federal jurisdiction. With few exceptions, as of June 30, 2014, the Organization is no longer subject to U.S. federal income tax examinations by tax authorities for years ended before June 30, 2011. Years ended June 30, 2011 through June 30, 2014 are still subject to potential audit by the IRS. Management of the Organization believes they have no material uncertain tax positions and, accordingly, will not recognize any liability for unrecognized tax benefits.

Contributed services

The Organization receives contributed services from volunteers to serve on the Board of Trustees. In addition the Organization received transportation services, special education services and a school nurse for the students from the local district. These services are not valued in the financial statements.

The Organization received contributed branding and marketing services which were valued at \$26,650 for the year ended June 30, 2014. The Organization received contributed teacher enrichment services which were valued at \$70,000 for the year ended June 30, 2013. These amounts are included in contributed services in the accompanying statement of activities and changes in net assets.

Marketing costs

The Organization expenses marketing costs as they are incurred. Total marketing and recruiting costs approximated \$34,000 and \$4,000 for the years ended June 30, 2014 and 2013, respectively.

Use of estimates in the preparation of financial statements

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 revenue and expenses during the reporting period. Actual results could differ from those estimates.

FAMILY LIFE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE A: THE ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES,

Cont'd

Reclassifications

Certain 2013 amounts have been reclassified to conform with 2014 presentation.

Comparatives for year ended June 30, 2013

The financial statements include certain prior year summarized comparative information in total but not by net asset class or functional classification. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Organization's financial statements for the year ended June 30, 2013, from which the summarized information was derived.

Subsequent events

The Organization has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 28, 2014, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted, except for as disclosed in Note K and Note L.

NOTE B: DUE FROM FAMILY LIFE ACADEMY CHARTER SCHOOL II

Due to the merger as disclosed in Note L, the Organization and Family Life Academy Charter School II (FLACS2) have begun sharing certain expenses and have transferred dollars based on cash flow needs during the year ended June 30, 2014. The total amount due from FLACS2 at June 30, 2014 was \$148,992.

NOTE C: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	June 30,	
	2014	2013
Leasehold improvements	\$ 2,429,710	\$ 1,816,416
Furniture and fixtures	502,543	482,748
Computers and equipment	314,842	292,451
	3,247,095	2,591,615
Less accumulated depreciation and amortization	2,125,693	1,886,757
	<u>\$ 1,121,402</u>	<u>\$ 704,858</u>

Total depreciation and amortization expense was \$238,936 and \$179,499 for the years ended June 30, 2014 and 2013, respectively. Leasehold improvements of \$549,741 relate to improvements to the FLACS3 facility and as of June 30, 2014 were not in service. As such, no depreciation was calculated for those improvements.

FAMILY LIFE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE D: LONG-TERM DEBT

Long-term debt consists of the following:

	<u>June 30,</u>	
	<u>2014</u>	<u>2013</u>
Note payable for equipment owned by affiliate, CG Educational Holding Corporation ("CG"). Note requires monthly payments of \$4,477 including interest at 8.87% through January 2021. The note is secured by the related equipment, which is owned by CG.	\$ 269,676	\$ -
	269,676	-
Less current portion of long-term debt	33,765	-
	<u>\$ 235,911</u>	<u>\$ -</u>

Minimum future principal payments for the Organization's long-term debt arrangements are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2015	\$ 33,765
2016	34,171
2017	37,328
2018	40,776
2019	44,543
Thereafter	79,093
	<u>\$ 269,676</u>

The Organization advanced CG the funds to purchase the equipment noted above and, therefore, recorded a receivable from CG for the amount advanced. The balance of the receivable at June 30, 2014 was \$269,676 and is included in due from related parties on the accompanying statement of financial position.

NOTE E: OPERATING LEASES

The Organization leases office equipment under a non-cancelable lease agreement expiring in March 2016. The future minimum payments on this agreement are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2015	\$ 22,392
2016	14,928
	<u>\$ 37,320</u>

FAMILY LIFE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE F: SCHOOL FACILITY

FLACS1 leases classrooms and office facilities under a non-cancelable lease agreement expiring in June 2018. FLACS1's base rent for the year ended June 30, 2014 was \$720,000 per annum and the base rent will increase in accordance with the lease agreement. The total amount of rental payments due over the lease term is being charged to rent expense on the straight-line method over the term of the lease. The difference between rent expense recorded and the amount paid is credited or charged to "Deferred rent payable" in the accompanying statement of financial position at June 30, 2014. Rent expense relative to this lease was \$722,972 and \$689,455 for the years ended June 30, 2014 and 2013, respectively.

The future minimum payments on this agreement are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2015	\$ 720,000
2016	720,000
2017	741,600
2018	763,848
	<u>\$ 2,945,448</u>

In conjunction with this facility lease, FLACS1 paid a security deposit of \$89,376, which is included in "Security deposits" on the accompanying statement of financial position at June 30, 2014 and 2013.

Effective October 1, 2013, FLACS3 entered into a non-cancelable lease agreement for classroom and office facilities expiring in June 2019. FLACS3's lease agreement contains a provision for a rent free period from October 1, 2013 through February 28, 2014, at which time rent increased to \$37,000 per month. This base rent then increases in accordance with the lease agreement. The total amount of rental payments due over the lease term is being charged to rent expense on the straight-line method over the term of the lease. The difference between rent expense recorded and the amount paid is credited or charged to "Deferred rent payable" in the accompanying statement of financial position at June 30, 2014. Rent expense paid relative to this lease was \$148,000 for the year ended June 30, 2014.

The future minimum payments on this agreement are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2015	\$ 504,000
2016	519,120
2017	534,693
2018	550,737
2019	567,262
	<u>\$ 2,675,812</u>

FAMILY LIFE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE G: RETIREMENT PLAN

The Organization sponsors a 401(k) plan (the "Plan") for all eligible employees that is predominantly funded by employees' contributions. The Organization matches employees' contributions up to 3% of their annual salary. During the years ended June 30, 2014 and 2013, the Organization contributed approximately \$64,000 and \$56,000 to the Plan, respectively.

NOTE H: CONTINGENCY

Certain grants and contracts may be subject to audit by funding sources. Such audits might result in disallowance of costs submitted for reimbursement by the Organization. Management is of the opinion that such 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.

NOTE I: CONCENTRATIONS

At June 30, 2014 and 2013, approximately 88% and 73%, respectively of grants and other receivables are due from the New York State Department of Education relating to certain grants.

During the years ended June 30, 2014 and 2013, 84% and 86%, respectively of total operating revenue and support came from per-pupil funding provided by New York State. The per-pupil rate is set annually by the State based on the school district in which the Organization's students are located.

NOTE J: RELATED PARTY TRANSACTIONS

Classrooms and office facilities of the Organization are leased from LPAC, whose President is a member of the Board of the Organization. Total rent expense incurred under this agreement was \$722,972 and \$689,455 for the years ended June 30, 2014 and 2013, respectively. See Note E for future minimum lease payments. During the years ended June 30, 2014 and 2013, the Organization had approximately \$65,000 and \$31,000, respectively, of receivables from LPAC.

During 2013 the Organization and LPAC entered into a joint venture to purchase a building. See Note K for further information.

FAMILY LIFE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE K: JOINT VENTURE

On October 12, 2012, FLACS1 entered into a joint venture agreement with LPAC forming CG Educational Holding Corp., a 501(c)(25) nonprofit real property title holding corporation ("CG"). FLACS1 has a 50% beneficial interest in the joint venture. CG was formed for the purposes of owning, holding title and managing the rental of a property designated to be for FLACS3.

Following is a summary of the unaudited financial position and results of operations of the joint venture as of and for the years ended June 30, 2014 and 2013:

	June 30,	
	2014	2013
	(Unaudited)	(Unaudited)
<u>Statement of Financial Position</u>		
Total assets	\$ 3,934,705	\$ 2,815,356
Total liabilities	3,790,356	2,815,356
Net assets	144,349	-
FLACS1 share of net assets	72,175	-
<u>Statement of Activities</u>		
Revenue	\$ 148,000	\$ -
Expenses	3,651	-
Change in net assets	144,349	-

On January 25, 2013, the joint venture purchased real property intended to be used by FLACS3. As of June 30, 2013, the acquired property was still being renovated and FLACS3 had not been formally established, therefore no rent was paid. For the year ended June 30, 2014, FLACS3 paid a total of \$148,000 for rental of the property to CG. The property was still being renovated and \$549,741 is classified as leasehold improvements in the accompanying statement of financial position at June 30, 2014.

As part of the initial purchase of the above-mentioned property, FLACS1 became a co-guarantor of two mortgages, one in the name of LPAC, and the other in the name of CG. The term of the guarantees is through January 2018, with an option to extend for an additional 5 years if certain requirements are met. FLACS1 would be required to pay the loans in the event of default and as of June 30, 2014 and 2013, the outstanding balance of the mortgage notes was \$4,700,000. At June 30, 2014 and 2013, the maximum amount of future payments (undiscounted) that FLACS1 could be required to make under the guarantees was approximately \$5,498,000 and \$5,615,000, respectively.

FAMILY LIFE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE K: JOINT VENTURE, Cont'd

As part of the renovations that were made to the property during fiscal year 2014, FLACS1 became a co-guarantor of additional monies borrowed by CG. The term of the guarantee is through November 2014, with an automatic extension for an additional 6 years. FLACS1 would be required to pay the loans in the event of default and as of June 30, 2014, the outstanding balance on the mortgage note was \$675,000. At June 30, 2014, the maximum amount of future payments (undiscounted) that FLACS1 could be required to make under the guarantee is approximately \$788,000.

On August 29, 2014, FLACS1 was named a co-guarantor on a second mortgage entered into by CG. The term of the guarantee is through August 31, 2015. FLACS1 would be required to pay the loan in the event of default. The maximum amount of future payments (undiscounted) that FLACS1 could be required to make under the guarantee is approximately \$377,000.

At this time, FLACS1 fully expects that all of the above debt obligations will be repaid by the related parties in accordance with their terms. FLACS1 has not recognized a liability for these guarantees.

NOTE L: MERGER

On April 15, 2013, the Charter Schools Committee of the State University of New York approved the merger of Family Life Academy Charter School, Family Life Academy Charter School II and Family Life Academy Charter School III. The merger became effective July 1, 2014.

FAMILY LIFE ACADEMY CHARTER SCHOOL

OTHER FINANCIAL INFORMATION



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

INDEPENDENT AUDITOR'S REPORT ON OTHER FINANCIAL INFORMATION

Board of Trustees
Family Life Academy Charter School

We have audited the financial statements of Family Life Academy Charter School as of and for the year ended June 30, 2014, and have issued our report thereon dated October 28, 2014, which contained an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The 2014 information 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.

Mengel, Metzger, Barr & Co. LLP

Rochester, New York
October 28, 2014

FAMILY LIFE ACADEMY CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION BY SCHOOL LOCATION

JUNE 30, 2014

<u>ASSETS</u>	Family Life Academy Charter School 1	Family Life Academy Charter School 3	Eliminations	Total
<u>CURRENT ASSETS</u>				
Cash and cash equivalents	\$ 397,907	\$ -	\$ -	\$ 397,907
Cash in escrow	76,567	-	-	76,567
Grants and other receivables	118,593	-	-	118,593
Due from related parties	1,055,431	289,912	(1,011,088)	334,255
Due from (to) Family Life Academy Charter School II	198,785	(49,793)	-	148,992
Prepaid expenses and other current assets	79,092	-	-	79,092
Security deposits	89,376	-	-	89,376
TOTAL CURRENT ASSETS	2,015,751	240,119	(1,011,088)	1,244,782
<u>PROPERTY AND EQUIPMENT, net</u>	571,661	549,741	-	1,121,402
<u>INVESTMENT IN JOINT VENTURE</u>	72,175	-	-	72,175
TOTAL ASSETS	\$ 2,659,587	\$ 789,860	\$ (1,011,088)	\$ 2,438,359
<u>LIABILITIES AND NET ASSETS</u>				
<u>CURRENT LIABILITIES</u>				
Current portion of long-term debt	\$ 33,765	\$ -	\$ -	\$ 33,765
Accounts payable and accrued expenses	330,222	1,458	-	331,680
Due to related parties	289,912	721,176	(1,011,088)	-
Accrued payroll and payroll taxes	569,027	-	-	569,027
Vacation accrual	211,022	-	-	211,022
Deferred revenue	-	95,821	-	95,821
Deferred rent payable	13,090	220,323	-	233,413
TOTAL CURRENT LIABILITIES	1,447,038	1,038,778	(1,011,088)	1,474,728
<u>LONG-TERM DEBT</u>	235,911	-	-	235,911
<u>NET ASSETS</u>				
Unrestricted	959,638	(248,918)	-	710,720
Temporarily restricted	17,000	-	-	17,000
	976,638	(248,918)	-	727,720
TOTAL LIABILITIES AND NET ASSETS	\$ 2,659,587	\$ 789,860	\$ (1,011,088)	\$ 2,438,359

FAMILY LIFE ACADEMY CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS BY SCHOOL LOCATION

JUNE 30, 2014

	Family Life Academy Charter School 1	Family Life Academy Charter School 3	Eliminations	Total
Operating revenue and support:				
State and local per pupil				
operating revenue	\$ 6,704,149	\$ -	\$ -	\$ 6,704,149
Governmental grants	927,089	194,091	-	1,121,180
Individuals and corporations	110,867	-	-	110,867
Contributed services	26,650	-	-	26,650
Fundraising	7,181	-	-	7,181
Interest income	4,179	-	-	4,179
Other income	625	-	-	625
TOTAL OPERATING REVENUE				
AND SUPPORT	7,780,740	194,091	-	7,974,831
Expenses:				
Program:				
Regular education	6,072,392	299,493	-	6,371,885
Special education	623,135	29,620	-	652,755
Management and general	1,283,481	113,896	-	1,397,377
Fundraising and special events	93,000	-	-	93,000
TOTAL EXPENSES	8,072,008	443,009	-	8,515,017
INCOME FROM JOINT VENTURE	72,175	-	-	72,175
CHANGE IN NET ASSETS	(219,093)	(248,918)	-	(468,011)
Net assets at beginning of year	1,195,731	-	-	1,195,731
NET ASSETS (DEFICIENCY)				
AT END OF YEAR	\$ 976,638	\$ (248,918)	\$ -	\$ 727,720

FAMILY LIFE ACADEMY CHARTER SCHOOL

BRONX, NEW YORK

SCHEDULES REQUIRED BY GOVERNMENT
AUDITING STANDARDS AND OMB CIRCULAR A-133

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2014



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

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MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

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

Board of Trustees
Family Life Academy 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 Family Life Academy Charter School, which comprise the statement of financial position as of June 30, 2014 and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 28, 2014.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Family Life Academy 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 Family Life Academy Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Family Life Academy 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 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. We consider the deficiencies 2014-001 and 2014-002 in the accompanying schedule of findings and questioned costs to be material weaknesses.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies and, therefore, material weaknesses and significant deficiencies may exist that have not been identified. However, as described in the accompanying schedule of findings and questioned costs, we identified certain deficiencies in internal control over financial reporting that we consider to be material weaknesses.

- 3 -

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Family Life Academy Charter School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards* and which are described in the accompanying schedule of findings and questioned costs as findings 2014-003 and 2014-004.

We noted certain other matters that we have reported to management of Family Life Academy Charter School in a separate letter dated October 28, 2014.

Family Life Academy Charter School's Response to Findings

Family Life Academy Charter School's responses to the findings identified in our audit are described in the accompanying schedule of findings and questioned costs. Family Life Academy Charter School's responses were not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on them.

Purpose of this Report

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

Restricted Use

This report is intended solely for the information and use of the Board of Trustees, management, federal, state and local awarding agencies, the State University of New York, the New York State Education Department and others within the Charter School and is not intended to be and should not be used by anyone other than these specified parties.

Mengel, Metzger, Barz & Co. LLP

Rochester, New York
October 28, 2014



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM;
REPORT ON INTERNAL CONTROL OVER COMPLIANCE; AND REPORT ON THE SCHEDULE OF
EXPENDITURES OF FEDERAL AWARDS REQUIRED BY OMB CIRCULAR A-133

Board of Trustees
Family Life Academy Charter School

Report on Compliance for Each Major Federal Program

We have audited Family Life Academy Charter School's compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 *Compliance Supplement* that could have a direct and material effect on each of Family Life Academy Charter School's major federal programs for the year ended June 30, 2014. Family Life Academy Charter School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

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

Auditor's Responsibility

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

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

Basis for Qualified Opinion on 84.282A Charter School Program

As described in the accompanying schedule of findings and questioned costs, Family Life Academy Charter School did not comply with requirements regarding CFDA 84.282A Charter School Program as described in finding number 2014-004. Compliance with such requirements is necessary, in our opinion, for Family Life Academy Charter School to comply with the requirements applicable to that program.

Qualified Opinion on 84.282A Charter School Program

In our opinion, except for the noncompliance described in the Basis for Qualified Opinion paragraph, Family Life Academy Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on 84.282A Charter School Program for the year ended June 30, 2014.

Unmodified Opinion on Each of the Other Major Federal Program

In our opinion, Family Life Academy Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its other major federal programs identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs for the year ended June 30, 2014.

Other Matters

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

Report on Internal Control over Compliance

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

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

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected on a timely basis. We consider the deficiency in internal control over compliance described in the accompanying schedule of findings and questioned costs as item 2014-004 to be a material weakness.

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

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

Report on Schedule of Expenditures of Federal Awards Required by OMB Circular A-133

We have audited the financial statements of Family Life Academy Charter School as of and for the year ended June 30, 2014, and have issued our report thereon dated October 28, 2014, which contained an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by OMB Circular A-133 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 schedule of expenditures of federal awards is fairly stated, in all material respects, in relation to the financial statements as a whole.

Mengel, Metzger, Barw & Co. LLP

Rochester, New York
October 28, 2014

FAMILY LIFE ACADEMY CHARTER SCHOOL
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2014

	<u>Federal CFDA Number</u>	<u>Pass-through Grantor's Number</u>	<u>Total Federal Expenditures</u>
U.S. Department of Education:			
<u>Passed through NYS Department of Education</u>			
Title I - Grants to Local Educational Agencies	84.010	0021	\$ 274,198
Title IIA - Improving Teacher Quality	84.367	0147	11,984
Title III, Part A - English Language Acquisition Grants	84.365	0293	108,121
Charter School Program - Non-State Educational Agencies (Non-SEA) Dissemination Grant	84.282C	0089	226,452
Charter School Program - State Educational Agencies (SEA) Grant	84.282A	0089	<u>194,091</u>
TOTAL DEPARTMENT OF EDUCATION			814,846
U.S. Department of Agriculture:			
<u>Passed through NYS Department of Education</u>			
School Breakfast Program	10.553	1000001406	11,846
National School Lunch Program	10.555	1000001406	<u>193,913</u>
TOTAL DEPARTMENT OF AGRICULTURE			<u>205,759</u>
TOTAL ALL PROGRAMS			<u>\$ 1,020,605</u>

NOTE A: BASIS OF PRESENTATION

The accompanying schedule of federal awards includes the federal grant activity of Family Life Academy Charter School and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

FAMILY LIFE ACADEMY CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2014

SUMMARY OF AUDITOR'S RESULTS

Financial Statements

Type of auditor's report issued:	Unmodified		
Internal control over financial reporting:			
• Material weakness (es) identified?	<u> x </u>	yes	<u> </u> no
• Significant deficiency(ies) identified that are not considered to be material weaknesses?	<u> </u>	yes	<u> x </u> none reported
Noncompliance material to financial statements noted?	<u> x </u>	yes	<u> </u> no

Federal Awards

Internal control over major programs:			
• Material weakness (es) identified?	<u> x </u>	yes	<u> </u> no
• Significant deficiency(ies) identified that are not considered to be material weaknesses?	<u> </u>	yes	<u> x </u> none reported

Type of auditor's report issued on compliance for major programs:	Qualified
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Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133?	<u> x </u>	yes	<u> </u> no
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Identification of major program:

CFDA Number:

84.010
84.367
84.365

84.282C

84.282A

Name of Federal Program or Cluster:

Title I - Grants to Local Educational Agencies
Title IIA - Improving Teacher Quality
Title III, Part A - English Language Acquisition Grants

Charter School Program - Non-State Educational Agencies (Non-SEA) Dissemination Grant
Charter School Program - State Educational Agencies (SEA) Grant

Dollar threshold used to distinguish between type A and type B programs:

\$300,000

Auditee qualified as low-risk auditee?	<u> </u>	yes	<u> x </u>	no
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FAMILY LIFE ACADEMY CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS, Cont'd
YEAR ENDED JUNE 30, 2014

FINDINGS – FINANCIAL STATEMENT AUDIT

Finding 2014-001

Statement of condition

Material auditor adjustments were necessary relative to transactions with affiliated entities.

Criteria and effect of conditions

During our audit, we noted the books and records for all affiliated entities which require disclosure in the financial statements were not properly reconciled. We also noted certain representations made by management, based on the best documentation management had available at the time, were significantly changed upon further follow up with vendors and affiliated entities as part of our audit procedures.

Recommendation

We recommend that any transaction occurring at an affiliated entity with which the Organization has an economic interest be properly followed up on and reconciled to the affiliate as transactions occur. Furthermore, we recommend that any significant transactions be properly documented, including information on the intended beneficiary or obligor, the explicit beneficiary or obligor, as well as proper approval and recusal where necessary.

Management Response

Management is in full accord with the recommendation and will hereafter ensure that the books and records of all affiliated entities i.e. CG Education are balanced to FLACS records

FAMILY LIFE ACADEMY CHARTER SCHOOL

SCHEDULE OF FINDINGS AND QUESTIONED COSTS, Cont'd

YEAR ENDED JUNE 30, 2014

FINDINGS – FINANCIAL STATEMENT AUDIT, Cont'd

Finding 2014-002

Statement of condition

A material auditor adjustment was necessary as a result of an undisclosed loan agreement where the Organization was the obligor.

Criteria and effect of conditions

During our audit procedures, we noted a loan was entered into by the Organization for the purpose of purchasing certain equipment to be installed at 370 Gerard Avenue which is owned by CG Educational Holding Corp. (CG), an affiliated entity. Our understanding is that the intention of the transaction was for CG to own the assets, hold the note and make monthly payments until such note was fully paid for. However, the Organization actually entered into the agreement with the verbal understanding that CG would make payments on their behalf. As stated in the Financial Policies and Procedures Manual (FPPM), all long-term debt should be approved by the Board of Trustees and should not exceed the duration of the charter without consent of the Board of Education. We noted that while a Board member signed the agreement, there was no formal mention of this agreement in the minutes of the Organization. We also noted the duration of the agreement was 7 years, which extends beyond the 5-year duration of the 4th Renewal and Restated Charter, yet there was no approval from the Authorizer. Lastly, we noted this agreement was only recorded on the books of CG, which resulted in a material audit adjustment to ensure this obligation was properly captured on the Organization's books.

Recommendation

We recommend the Organization immediately seek approval for this loan from the Authorizer and that the Board of Trustees vote on ratification of this agreement, with those Board members affiliated with CG recusing themselves from the vote. We further recommend that all significant agreements which are specifically in the name of the Organization be well documented in the minutes and appropriately recorded.

Management Response

The Board of Trustees apprises the Authorizer (CSI) of certain matters usually as a courtesy understanding that it is not a requirement.

The Board on occasion will speak with CSI's legal counsel although CSI does not approve any of our contracts since this is the responsibility of the Board of Trustees of the FLACS Corporation. In addition, it is important to state that Board members affiliated with CG usually recuse themselves from the vote; however, in this instance it was inadvertently not documented. The recommendation that all significant agreements be well documented in the minutes and appropriately recorded is noted and management will do so in the future.

FAMILY LIFE ACADEMY CHARTER SCHOOL

SCHEDULE OF FINDINGS AND QUESTIONED COSTS, Cont'd

YEAR ENDED JUNE 30, 2014

FINDINGS – FINANCIAL STATEMENT AUDIT, Cont'd

Finding 2014-003

Statement of condition

Family Life Academy Charter School violated Section 2.5 of the Board of Regents of the University of the State of New York Charter.

Criteria and effect of conditions

During our audit, we noted two instances in the minutes of the Authorizer Board of Trustees where transactions of an affiliate were voted on by members of that affiliate. Family Life Academy Charter School has a 50% beneficial interest in a joint venture, the remaining 50% of the joint venture belongs to a related party, and that party maintains several Board of Trustee positions with Family Life Academy Charter School. Section 2.5 of the charter agreement states that transactions with affiliates can only occur when “the involved Corporate Trustee, officer or employee must recuse him/herself from voting on or deciding any matters related to such transaction”. The minutes indicated that members of the affiliate voted on manners affecting the affiliate, thus violating the charter.

Recommendation

We recommend the Board of Trustees are made fully aware of all potential affiliate dealings and that Trustees recuse themselves accordingly when making decisions involving an affiliate.

Management Response

Management agrees with the recommendation and will make the Board of Trustees aware of affiliate dealings and the need to, where necessary, recuse themselves from voting on any such affiliated dealings.

FAMILY LIFE ACADEMY CHARTER SCHOOL

SCHEDULE OF FINDINGS AND QUESTIONED COSTS, Cont'd

YEAR ENDED JUNE 30, 2014

FINDINGS AND QUESTIONED COSTS – MAJOR FEDERAL AWARD PROGRAMS AUDIT

Finding 2014-004

CSP Grants for the Initial Implementation and Planning of Charter Schools, CFDA Number 84.282A, Award Number 0089, Department of Education

Statement of condition

The Charter School misstated the amounts of funds to be expended in the following 30 days on FS-25 forms filed with respect to the Charter School Program ("CSP") grant awarded to the Charter School to be in accordance with the United States Department of Education General Administrative Regulations (EDGAR) Parts 74 and 80.

Criteria and effect of conditions

For the period from the initial advance of CSP funds to June 30, 2014, the Charter School filed one FS-25 Form with the New York State Education Department. Each FS-25 form allows the Charter School to request an advance of funds to be spent within 30 days on Line 4 of the form. Our audit procedures found that funds requested in advance were not fully utilized within 30 days on the filed Forms FS-25.

Recommendation

The Charter School should only request reimbursements from CSP after the expense has been incurred, or within 30 days prior to the expenditure.

Management Response

Management agrees with the recommendation that reimbursements from any federal grant through the form FS 25 process be requested either after the expense has been incurred or within 30 days prior to the expenditure.

SCHEDULE OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS

None.



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

School Name:	Family Life Academy Charter School 1
Date (Report is due Nov. 1):	November 1, 2014
School Fiscal Contact Name:	Scott Quintero
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Mengel Metzger Barr & Co
School Audit Contact Name:	Michelle Cain
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]
Audit Period:	2013-14
Prior Year:	2012-13

The following items are required to be included:

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

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

Item	If not included, state the reason(s) below (if not applicable fill in N/A):
Management Letter	
Management Letter Response	
Form 990	will obtain an extention due 11/15/14
Federal Single Audit (A-133) ¹	
Corrective Action Plan	N/a

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

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

Family Life Academy Charter School 1

Statement of Financial Position

as of June 30

<u>ASSETS</u>		<u>2014</u>	<u>2013</u>	<u>FIC</u>
<u>CURRENT ASSETS</u>				ny nu
Cash and cash equivalents	CSI: State, Federal or other	474474	1034935	
Grants and contracts receivable		118593	289706	
Accounts receivables	CSI: NON GRANT	0	0	
Prepaid expenses	- Due from School Districts	79092	54292	
Contributions and other receivables	- Due from Governments	1343592	89376	
TOTAL CURRENT ASSETS		2,015,751	1,468,309	
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>		571661	704858	
<u>OTHER ASSETS</u>	CSI: Operating and Capital Reserves, Deferred Costs, Investments, Due from Affiliate/CMO, Fixed Assets	72175	0	
TOTAL ASSETS		2,659,587	2,173,167	
<u>LIABILITIES AND NET ASSETS</u>				
<u>CURRENT LIABILITIES</u>				
Accounts payable and accrued expenses		330222	268374	
Accrued payroll and benefits		569027	522524	
Deferred Revenue			0	
Current maturities of long-term debt		33765		
Short Term Debt - Bonds, Notes Payable				
Other		514024	186538	
TOTAL CURRENT LIABILITIES		1,447,038	977,436	
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>		235911	0	
TOTAL LIABILITIES		<u>1,682,949</u>	<u>977,436</u>	
<u>NET ASSETS</u>				
Unrestricted		959638	1178594	
Temporarily restricted		17000	17137	
TOTAL NET ASSETS		<u>976,638</u>	<u>1,195,731</u>	
TOTAL LIABILITIES AND NET ASSETS		2,659,587	2,173,167	

Family Life Academy Charter School 1
Statement of Activities
as of June 30

	2014			2013
	Unrestricted	Temporarily Restricted	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	6704149	\$-	\$6,704,149	6428171
Students with disabilities	0	-	-	0
Grants and Contracts				
State and local	927089	-	927,089	
Federal - Title and IDEA		-	-	792961
Federal - Other	0	-	-	
Other		-	-	
Food Service/Child Nutrition Program	0	-	-	0
TOTAL REVENUE, GAINS AND OTHER SUPPORT	7,631,238	-	7,631,238	7,221,132
EXPENSES				
Program Services				
Regular Education	6072392	\$-	\$6,072,392	5587498
Special Education	623135	-	623,135	717642
Other Programs	0	-	-	0
Total Program Services	6,695,527	-	6,695,527	6,305,140
Management and general	1283481	-	1,283,481	905078
Fundraising	93000	-	93,000	94951
TOTAL OPERATING EXPENSES	8,072,008	-	8,072,008	7,305,169
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(440,770)	-	(440,770)	(84,037)
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	110867	\$-	\$110,867	157253
Individuals		-	-	
Corporations	0	-	-	
Fundraising	7181	-	7,181	7826
Interest income	4179	-	4,179	5701
Miscellaneous income	99450	-	99,450	70574
Net assets released from restriction	0	-	-	0
TOTAL SUPPORT AND OTHER REVENUE	221,677	-	221,677	241,354
CHANGE IN NET ASSETS	(219,093)	-	(219,093)	157,317
NET ASSETS BEGINNING OF YEAR	1195731		1,195,731	1038414
PRIOR YEAR/PERIOD ADJUSTMENTS	0	-	-	0
NET ASSETS END OF YEAR	\$976,638	\$-	\$976,638	\$1,195,731

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Family Life Academy Charter School 1
Statement of Cash Flows

as of June 30

	2014	2013
		*Please briefly explain at
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	-468011	157317
Revenues from School Districts	0	
Accounts Receivable	0	
Due from School Districts	0	
Depreciation	238936	179499
Grants Receivable	171113	-207465
Due from NYS		
Grant revenues		
Prepaid Expenses	-24800	45843
Accounts Payable	63306	166117
Accrued Expenses		
Accrued Liabilities	46503	44624
Contributions and fund-raising activities		
Miscellaneous sources		
Deferred Revenue	95821	
Interest payments		
Other	-72175	
Other	257308	4746
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$308,001	\$390,681
CASH FLOWS - INVESTING ACTIVITIES	\$	\$
Purchase of equipment	-655480	-356794
Other	-483247	0
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$(1,138,727)	\$(356,794)
CASH FLOWS - FINANCING ACTIVITIES	\$	\$
Principal payments on long-term debt	-10324	0
Other	280000	0
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$269,676	\$-
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$(561,050)	\$33,887
Cash at beginning of year	958957	925070
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$397,907	\$958,957

Family Life Academy Charter School 1
Statement of Functional Expenses
as of June 30

		2014					
		Program Services				Supporting Service	
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General
		\$	\$	\$	\$	\$	\$
Personnel Services Costs							
Administrative Staff Personnel	-	328045	33574		361,619	93000	697518
Instructional Personnel	-	2863296	293825		3,157,121	0	
Non-Instructional Personnel	-	343093	35207		378,300		
Total Salaries and Staff	-	3,534,434	362,606	-	3,897,040	93,000	697,518
Fringe Benefits & Payroll Taxes		590152	60546	-	650,698	0	131944
Retirement		48611	4988	-	53,599		10825
Management Company Fees				-	-	0	
Legal Service				-	-	0	
Accounting / Audit Services				-	-	0	116090
Other Purchased / Professional / Consulting Services		285978	29284	-	315,262	0	58248
Building and Land Rent / Lease		804632	81636	-	886,268	0	215278
Repairs & Maintenance		140894	14458	-	155,352	0	31374
Insurance		28066	2880	-	30,946	0	6249
Utilities		116271	11932	-	128,203	0	25891
Supplies / Materials		136481	14005	-	150,486	0	
Equipment / Furnishings		37704	3869	-	41,573	0	993
Staff Development		68983	7079	-	76,062	0	
Marketing / Recruitment		26750	2736	-	29,486	0	4971
Technology		49011	5029	-	54,040	0	10913
Food Service		197310	20247	-	217,557	0	
Student Services				-	-	0	
Office Expense		126319	12959	-	139,278	0	28259
Depreciation		180289	18501	-	198,790	0	40146
OTHER				-	-	0	18678
Total Expenses		\$6,371,885	\$652,755	\$-	\$7,024,640	\$93,000	\$1,397,377

			2013
S			
Total	Total		
\$	\$	\$	
790,518	1,152,137	846581	
-	3,157,121	3110705	
-	378,300	356942	
790,518	4,687,558	4,314,228	
131,944	782,642	706485	
10,825	64,424	56128	
-	-		
-	-		
116,090	116,090	71891	
58,248	373,510	321229	
215,278	1,101,546	699400	
31,374	186,726	128027	
6,249	37,195	36432	
25,891	154,094	120342	
-	150,486	193703	
993	42,566	38359	
-	76,062	55838	
4,971	34,457	4165	
10,913	64,953	47531	
-	217,557	190780	
-	-		
28,259	167,537	122173	
40,146	238,936	179499	
<u>18,678</u>	<u>18,678</u>	18959	
<u>\$1,490,377</u>	<u>\$8,515,017</u>	<u>\$7,305,169</u>	

Appendix E: Disclosure of Financial Interest Form

Created Monday, July 21, 2014
Updated Tuesday, July 22, 2014

Page 1

320900860839 FAMILY LIFE ACADEMY CS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2013-14 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at:

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-trustee-disclosure-form/>. Trustees may download and/or email their forms to you upon completion.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <https://fluidsurveys.com/account/surveys/540612/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

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

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

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

Yes

Thank you.

Appendix F: BOT Membership Table

Created Wednesday, July 09, 2014

Updated Monday, July 21, 2014

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320900860839 FAMILY LIFE ACADEMY CS

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Pedro Alvarez	Chair/President	Yes	Finance	9	Fundraising
2	Kevin Kearns	Vice Chair/Vice President	Yes	Finance	4	Fundraising
3	Dr. Janet Lerner	Secretary	Yes	Community Organizer	3	Accountability
4	Miguel Pena	Treasurer	Yes		9	Fianance
5	Rev. Raymond Rivera	Member	Yes	Founder, CEO of LPAC	12	Nominating
6	Marvin Dutton	Member	Yes	Finanace	4	Nominating
7	Susana Rivera-Leon	Member	Yes	LPAC	1	
8	Luz-Maria Lambert	Member	Yes	Hostos Community College	1	Fundraising
9	Francisco Lugavina	Member	No	Businessman	12	Finance/facilities/Fundraising
10	Bernarda Martinez	Member	Yes	PTA President	2	PTA

2. Total Number of Members Joining Board during the 2013-14 school year

2

3. Total Number of Members Departing the Board during the 2013-14 school year

0

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 2013-14 school year?

10

6. How many times will the Board meet during the 2014-15 school year?

11

Thank you.

From its origins, FLACS schools have sought to attract and effectively work with second language learners, immigrant children and students from poverty communities. To ensure that FLACS schools could attract and provide for the education of such students, FLACS schools are located in neighborhoods with high concentrations of these populations. Without providing for any preferential admissions policy, the pool of students seeking admissions are fully representative of the community at large as noted in the demographics of the community school district. In addition, it must be noted that FLACS' founder and board member, Rev. Dr. Raymond Rivera, has an established network of local religious and community organizations. This network has been highly effective in ensuring that the pool of applicants exceeds the number of available seats and is representative of the demographics sought by the school. In addition, FLACS has earned its reputation as a safe, caring school with a history of student-initiated community service. In addition, FLACS is known for its healthy and unique food program, augmented by its community gardens.

FLACS has always maintained a high student retention level which has resulted in a minimum percentage of students having to be drawn from the waiting lists.

The demographics of District 9 (grades 3-8, based on 2012 SED Report Card) includes 66.4% of Hispanic students, 25.0% of ELL students, 21.9% of students with disabilities and 90% of students eligible for free and reduced lunch.

The demographics of FLACS-I (based on 2012 SED Report Card) includes 80%% of Hispanic students, 28% of ELL students, 13.8% of students with disabilities and 80% of students eligible for free and reduced lunch.

Although we will begin the 2014-2015 academic year with a waiting list of 658 students (K-315, 1-84, 2-76, 3-70, 4-68 and 5-45), we plan to conduct open houses and distribute flyers in the community. We will also place a banner in front of the school announcing the lottery and encouraging applications.

As posted on our website as of Nov 2013

Family Life Academy Charter Schools (FLACS)

Accepting Enrollment Applications

2014-2015 School Year

Note: We have three locations each with different vacancies.

♦ **You can — and should — apply to all three schools**

[FLACS Recruitment Lottery Announcement 2014-2015.pub](#)

Family Life Academy Charter Schools strive to make student enrollment as transparent and effortless as possible. The following information provides a summary of the enrollment process. If after reading the information below you have questions about enrolling your child at FLACS, please [contact Sandra Flores](#), the Pupil and Transportation Assistant.

Please see below for Enrollment/Siblings Applications and Lottery Dates for FLACS Flagship School, FLACS II and III

FLACS Flagship School

www.flacsny.com

14 West 170th Street

Bronx, New York 10452

Grades K-8

LOTTERY DAY

APRIL 4, 2014

10:30 AM

Come to our Open House on any of the following days to find out more:

Saturday, January 25 -10:00 to 11:30 AM

Friday, February 7 - 2:30 to 3:30 PM

Saturday, March 8 - 10:00 to 11:30 AM

Thursday, March 27 - 6:00 to 7:30 PM

[FLACS Enrollment Application 2014-2015.doc](#)

[FLACS Enrollment Application for Siblings 2014-2015.doc](#)

FLACS II

www.flacs2nyc.com

296 East 140th Street

Bronx, New York 10454

Grades K-3

(By 2019-2020 Grades K-8)

LOTTERY DAY

APRIL 4, 2014

4:30 PM

Come to our Open House on any of the following days to find out more:

Friday, January 31 - 9:30 to 11:00 AM

Thursday, February 27 - 9:30 to 11:00 AM

Friday, March 14 - 5:30 to 6:30 PM

Friday March 28 - 10:00 to 11:30 AM

[FLACS II Enrollment Application 2014-2015.doc](#)

[FLACS II Enrollment Application for Siblings 2014-2015.doc](#)

FLACS III

370 Gerard Avenue

Bronx, New York 10451

Grades K-1

(By 2021-2022 Grades K-8)

LOTTERY DAY & Open House

Date & Time to be announced

[FLACS III Enrollment Application 2014-2015.doc](#)

Parents are required to submit a completed application to FLACS Flagship School, FLACS II or III in order for their child to be considered for enrollment. There are no interviews or minimum academic or language requirements for enrollment.

Family Life Academy Charters Schools may enroll up to 52 kindergarten students each academic year for each school. For parents not present at any lottery, FLACS will send a notice by mail indicating their child's lottery number and if their child is on the waiting list. Accepted applicants will receive a letter and a phone call to schedule a registration appointment. If parents fail to attend and do not reschedule their appointments within two weeks of their original scheduled time, they forfeit their child's enrollment that is then made available to a child on the waiting list. Please be aware that even if your child is chosen from the First - Fifth grade lottery, your child will only be admitted if there is a vacancy.

Children that are siblings of currently enrolled students and students who reside in Community District Nine have priority for enrollment.

FLACS is a public charter school, registered as a not-for-profit 501 (c) (3) in the State of New York and it is a community grown school sponsored by the Latino Pastoral Action Center. FLACS Flagship School is located at: 14 West 170th Street, Bronx, New York 10452: Tel.: (718)410-8100 – www.flacsny.com.

MISSION/VISION

The Family Life Academy Charter School, in partnership with the Latino Pastoral Action Center and the parents, seeks to empower ALL K-8 students to achieve high standards, help them assume responsibility for their own learning, and encourage them to explore and affirm human values.

Like a family—and in collaboration with each family—the school will create a safe, nurturing, and dynamic environment where learning is engaging, meaningful, and often joyful. All members of the school community (students, parents, and staff) will develop the knowledge, skills, and enthusiasm to continue learning throughout their lives, expand their understanding of what is possible for themselves and their world, and lead productive and satisfying lives.

MISION/VISION

La Escuela Charter Family Life Academy, en sociedad con el Centro Latino de Acción Pastoral y los padres, busca empoderar a TODOS los estudiantes de grados K-8 para que alcancen metas altas, ayudarles para que tomen responsabilidad por su propio aprendizaje, y animarlos para que exploren y afirmen valores humanos.

Como una familia—y en colaboración con cada familia—la escuela creará un ambiente escolar de seguridad, amabilidad, y dinámico donde el aprendizaje es estimulante, tiene sentido, y es a menudo ameno. Todos los miembros de la comunidad escolar (estudiantes, padres, y facultad) desarrollarán el conocimiento, destrezas y entusiasmo para continuar aprendiendo a través de sus vidas, expandir su conocimiento de lo que es posible para sí mismos y su mundo, y conducir vidas productivas y satisfactorias

FLACS at a Glance

Lower School: K-4

- Mandatory Summer Kindergarten Institute (July)
- 2 classes per grade
- 1 Teacher & 1 Teacher Assistant in every room
- Literacy Block (100 minutes)
- D.E.A.R (Drop everything and Read) Time
- ELL Program (English Language Learners)
- SETSS (Special Education Teacher Support Services)

Middle School: 5- 8

- 5th & 6th Grade classes self-contained in grade
- 7th & 8th students exchange classes by subject
- ELL Program (English Language Learners)
- SETSS (Special Education Teacher Support Services)
- High School Admissions Placement Counselor
- Electives (Art, Chess, Cooking Club, Dance, Drama , etc)
- After School Program
- Specialized High School Preparation/Regents Program (Saturday)

Curriculum

- English Language Arts
- Mathematics
- Science
- Social Studies
- Spanish
- Arts/Music

School Wide Programs

- Guidance (Character Education)
- Classroom Technology (Smart boards, computers, etc)
- Computer Lab / Health & Nutrition / Phys Ed
- FLACS Café / School Rooftop Garden /Open Mind Youth Initiative

FLACS de un Vistazo

Escuela Elemental: K-4

- Instituto de Kindergarten para el Verano Mandatorio (Julio)
- 2 clases por grado
- 1 Maestra y 1 Asistente de Maestra en cada salón
- Período de Alfabetización (100 minutos)
- Tiempo D.E.A.R (Deja todo y Lee)
- ELL (Clase de Ingles como Segundo idioma)
- SETSS (Servicios de apoyo por Maestra de Educación Especial)

Escuela Intermedia: 6- 8

- 5-6^{to} es autónomo en su grado
- 7^{mo} y 8^{vo} grado intercambian clases por cada materia
- ELL (Clase de Ingles como Segundo idioma)
- SETSS (Servicios de apoyo por Maestra de Educación Especial)
- Consejero de Admisión de High School
- Electivas (Arte, Ajedrez, Club de Cocinar, Baile, Drama, etc.)
- Programa Académico después de la Escuela
- Programa de preparación para Escuela Especializadas /Exámenes Regents (los Sábados)

Currículo

- Artes del Lenguaje Ingles
- Matemática
- Ciencia
- Estudios Sociales
- Español
- Arte / Música

Programas de toda la Escuela

- Consejería (Educación del Carácter)
- Tecnología en los salones (Pizarra "Smart", computadoras, etc.)
- Laboratorio de Computadora / Salud y Nutrición / Educación Física
- FLACS Café / Jardín sobre las azoteas /Open Mind Youth Initiative

FLACS strives to make student enrollment as transparent and effortless as possible. The following information provides a summary of the enrollment process. If after reading the information below you have questions about enrolling your child at FLACS, please [contact Sandra Flores](#), the Pupil and Transportation Assistant.

2014 Kindergarten – 8th Grade Application and Lottery Information

K-8 Grade Lottery: April 4, 2014 at 10:30am

First - Fifth Grade Lottery: July 17, 2013 6:00 -9:00 pm

Parents are required to submit a completed application to FLACS in order for their child to be considered for enrollment. There are no interviews or minimum academic or language requirements for enrollment.

FLACS may enroll up to 52 kindergarten students each academic year. For parents not present at any lottery, FLACS will send a notice by mail indicating their child's lottery number and if their child is on the waiting list. Accepted applicants will receive a letter and a phone call to schedule a registration appointment. If parents fail to attend and do not reschedule their appointments within two weeks of their original scheduled time, they forfeit their child's enrollment that is then made available to a child on the waiting list. Please be aware that the First – Eighth grade lotteries are for waiting list only, your child will only be admitted if there is a vacancy.

Children that are siblings of currently enrolled students and students who reside in Community District Nine have priority for enrollment.

PUBLICSERVICE ANNOUNCEMENT

For Immediate Release CONTACT: Noemi Santana-(917) 593-9650

Catherine Rodriguez-(718) 410-8100

Family Life Academy Charter School Conducts14thLottery

Bronx, New York– March 27, 2014 – Family Life Academy Charter School, located at 14 West 170th Street, Bronx, New York 10452 will hold its 14th annual Kindergarten lottery on Friday, April 4, 2014 from 10:30AM to 1:00AM in the school auditorium.

Families of children who will be at least five years old by December 31, 2014 should have filed an application by April 1, 2014. Lottery winners will be announced as the names are drawn from the lottery drum.

Parents are required to submit a completed application to FLACS in order for their child to be considered for enrollment. There are no interviews or minimum academic or language requirements for enrollment.

FLACS may enroll up to 52 Kindergarten students each academic year. For parents not present at any lottery, FLACS will send a notice by mail indicating their child's lottery number and if their child is on the waiting list. Accepted applicants will receive a letter and a telephone call to schedule a registration appointment. If parents fail to attend and do not reschedule their appointments within two weeks of their original scheduled time, they forfeit their child's enrollment that is then made available to a child on the waiting list.

Children who are siblings of currently enrolled FLACS students and students who reside in School District 9 have priority for enrollment.

The lottery is open to the public.

CONTACT INFORMATION: (718) 401-8100 -- Website: www.flacsny.com

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FLACS is a public charter school, registered as a not-for-profit 501 (c) (3) in the State of New York and it is a community grown school sponsored by the Latino Pastoral Action Center. FLACS is located at: 14 West 170th Street, Bronx, New York 10452: Tel.: (718)410-8100 – www.flacsny.com.

ANUNCIO DE SERVICIO PUBLICO

Para Redacción Inmediata CONTACTO: Noemi Santana-(917) 593-9650

Catherine Rodriguez-(718) 410-8100

Family Life Academy Charter School

Conducirá Decimotercera Lotería

Bronx, Nueva York – 27 de marzo de 2013 – Family Life Academy Charter School, localizada en el 14 West 170th Street, Bronx, New York 10452 conducirá su decimotercera lotería anual para Kindergarten el viernes 4 de abril de 2014 de 10:30am AM a 1:00 PM en el auditorio de la escuela.

Familias con niños/as de por lo menos cinco años de edad para el 31 de diciembre de 2014 deben haber sometido una aplicación no más tardar del 1 de abril de 2014. Los ganadores de la lotería serán anunciados según vayan siendo extraídos de la tómbola.

Se requiere que los padres sometan una aplicación completada a FLACS para que su niño/a pueda ser considerado/a para matrícula. No se conducirán entrevistas ni hay requisitos mínimos ya sean estos académicos o de lenguaje para poder matricularse.

FLACS inscribirá hasta 52 estudiantes en el Kindergarten cada año académico. De no estar presente en la lotería, serán notificados por correo indicándole el número de lotería de su hijo/a y también se indicará si están en lista de espera. Solicitantes que hayan sido aceptados recibirán una carta y una llamada telefónica para programar una cita de matrícula. Si los padres faltan a su cita y no programan de nuevo la misma dentro de dos semanas posterior a su cita original, perderán su matrícula y la misma se le cederá a otro/a niño/a en la lista de espera.

Esos niños/as con hermanos/as actualmente matriculados en FLACS y que residen dentro del Distrito Escolar 9 tienen prioridad de matrícula.

La lotería está abierta al público.

INFORMACION DE CONTACTO: (718)401-8100 -- Página Internet www.flacsnc.com

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FLACS es una escuela pública *chárter* registrada como entidad 501 (c) (3) sin fines de lucro en el Estado de Nueva York y es una escuela desarrollada en la comunidad por el Latino Pastoral Action Center. Está ubicada en el: 14 West 170th Street, Bronx, New York 10452: Tel.: (718)410-8100 – www.flacsny.com.

ANNOUNCEMENT!

Family Life Academy Charter Schools (FLACS)
are accepting enrollment applications for the
2014-2015 school year.

Note below that we have three locations each
with different vacancies

FLACS Flagship School	FLACS II	FLACS III
14 West 170th Street Bronx, New York 10452	296 East 140th Street Bronx, New York 10454	370 Gerard Avenue Bronx, New York 10451
Grades K-8	Grades K-3	Grades K-1
LOTTERY DAY IS APRIL 4, 2014 AT 10:30 AM	By 2019-2020 Grades K-8 LOTTERY DAY IS APRIL 4, 2014 AT 4:30 PM	By 2021-2022 Grades K-8
Come to our Open House on any of the following days to find out more:	Come to our Open House on any of the following days to find out more:	LOTTERY DAY & Open House
Saturday, January 25 -10:00 to 11:30 AM Friday, February 7 - 2:30 to 3:30 PM	Friday, January 31 - 9:30 to 11:00 AM	Date & Time to be announced

♦ **You can — and should — apply to all three schools**

- ♦ FLACS Flagship School Website: www.flacsny.com
- ♦ FLACS II website: www.flacs2nyc.com
- ♦ FLACS III website: use website www.flacsny.com and click link for FLACS III application



¡ ANUNCIO !

Las escuelas

**Family Life Academy Charter Schools
(FLACS) Estan aceptando aplicaciones para el
año escolar 2014-2015**

**Observe que tenemos tres locales cada uno
con diferente numero de vacantes.**

FLACS Escuela Principal	FLACS II	FLACS III
14 West 170th Street	296 East 140th Street	370 Gerard Avenue
Bronx, New York 10452	Bronx, New York 10454	Bronx, New York 10451
Grados K-8	Grados K-3	Grados K-1
Día de lotería será 4 de abril, 2014 a las 10:30 AM	Expandiendo a los grados K – 8 en el 2019-2020	Expandiendo a los grados K – 8 en el 2021-2022
Para más información venga a nuestra casa abierta en los siguientes días:	Día de lotería será 4 de Abril, 2014 a las 4:30 PM	Día de lotería Y Casa Abierta
Sábado , enero 25 - 10:00 a 11:30 AM	Para más información venga a nuestra casa abierta en los siguientes días:	FECHA Y HORA
Viernes, febrero 7 - 2:30 a 3:30 PM	Viernes, enero 31 - 9:30 a 11:00 AM	pendiente a anunciarse
Sábado . marzo 8 - 10:00 a 11:30 AM	Jueves, febrero 27 - 9:30 a 11:00 AM	

♦ Usted puede — y debe — aplicar a las tres escuelas

- ♦ FLACS Escuela Principal dirección electrónica: www.flacsny.com
- ♦ FLACS II dirección electrónica: www.flacs2nyc.com
- ♦ FLACS III dirección electrónica: use www.flacsny.com y haga click para la aplicación de FLACS III
click para la aplicación de FLACS III



Appendix I: Teacher and Administrator Attrition

Created Monday, July 21, 2014

Page 1

Charter School Name: 320900860839 FAMILY LIFE ACADEMY CS

Instructions for completing the Teacher and Administrator Attrition Tables
Board of Regents-authorized charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
29	0	0

2013-14 Administrator Position Attrition Table

FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
1	0	0

Thank you