



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

Created: 07/12/2015

Last updated: 07/18/2015

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

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1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

NEW HOPE ACADEMY CS (SUNY TRUSTEES) 331800860983

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 18

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	475 East 57th Street Brooklyn, NY 11203	718-337-8303		jrapleyw@newhopecharter-school.org

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Tanisha Williams
Title	Director of Operations
Emergency Phone Number (###-###-####)	917-416-4088

5. SCHOOL WEB ADDRESS (URL)

<http://newhopebrooklyn.org/>

6. DATE OF INITIAL CHARTER

2010-01-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2010-09-01 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.

385

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5
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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)	475 East 57th Street Brooklyn, NY 11203	718-337-8303	CSD 18	K-5	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	Judith Rapley Waterman	718-408-5214		jrapleyw@newhopecharter.school.org
Operational Leader	Tanisha Williams	917-416-4088		twilliams@newhopecharter.school.org
Compliance Contact	Judith Rapley Waterman	718-408-5214		jrapleyw@newhopecharter.school.org
Complaint Contact	Judith Rapley Waterman	718-408-5214		jrapleyw@newhopecharter.school.org

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

No

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

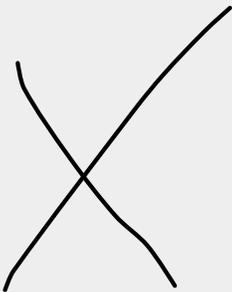
Judith Rapley Waterman - Superintendent

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 stylist on your mobile device to sign your name).**

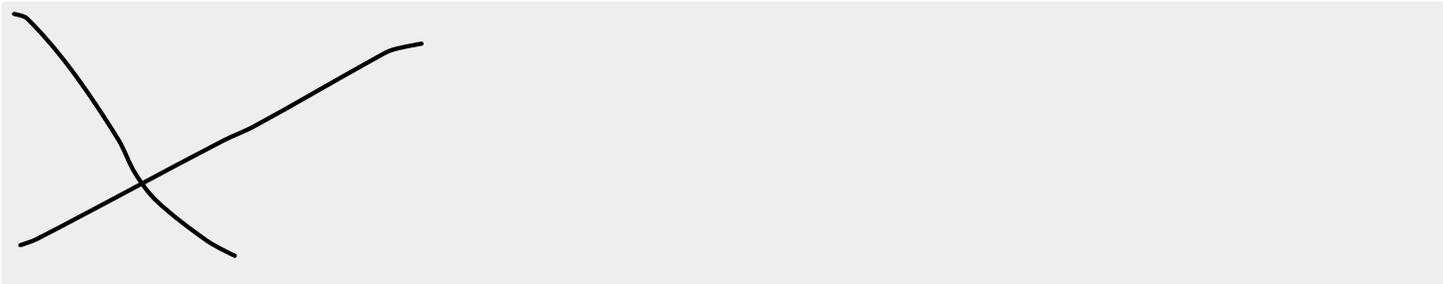
Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Thank you.



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

Last updated: 07/12/2015

Page 1

Charter School Name:

1. NEW YORK STATE REPORT CARD

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

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

<http://data.nysed.gov/profile.php?instid=800000067672>

**NEW HOPE ACADEMY
CHARTER SCHOOL**

**2014-15 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 22, 2015

By Tamika Stewart, Academic Director
475 East 57th Street, 3rd Floor
Brooklyn, NY 11203

Tamika Stewart, Academic Director, prepared this 2014-15 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
Bishop Orlando Findlayter	Chair/Board President; Executive Committee
Raymond Thomas	Treasurer; Executive Committee
Lakesaha Williams	Trustee/Member; Chair, Academic Committee
Hugh Hall	Trustee/Member; Chair Grievance Committee and Ad-Hoc Committee; Executive Committee
Terrence Brummell	Trustee/Member; Academic Committee
Tracy Grey	Trustee/Member; Academic Committee
Felicia Hefney	Trustee/Member; Academic Committee
Dana Grenandasi	Trustee/Member; Academic Committee

INTRODUCTION

New Hope Academy Charter School’s (NHACS’) mission is to provide a safe, structured and quality learning community where our students’ creativity and potential will flourish. We will employ a committed and well-equipped staff whose excellence in teaching and high academic and behavioral expectations will promote the excellence we know our community’s children can achieve. We will enhance the learning experience of our students by integrating science and technology into core subject areas, the arts, and various enrichment programs. Our students will leave NHACS with a solid foundation in science and technology, providing them with a head start in our increasingly technological society and with a clear understanding of the seamless integration of science and technology into their everyday lives. Our school’s culture will treat every child as “gifted” and will celebrate, nurture and enrich the gifts and talents our children possess.

New Hope Academy Charter School utilized “in-house” grade level assessments to identify students’ strengths and areas for improvement. The administrators and teachers collected and analyzed the data, reviewed current best practices, and identified the needs of the school, individual grade cohorts and classes, and individual students to develop action plans to address the areas of development and describe the appropriate methods of intervention. Outside consultants supported the school’s instructional program and focused their work on coaching identified teachers. Teachers also received professional development during collaborative planning periods, grade team meetings, Saturday Academy and once a month balanced literacy and small group instruction sessions.

NHACS welcomed its first class of students in 2010 and in 2014-15 served 388 Kindergarten through fifth grade students.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total
2011-12	73	73	49	46	N/A		241
2012-13	52	78	78	51	50	N/A	309
2013-14	50	55	81	79	51	47	363
2014-15	68	56	56	88	78	42	388

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts
 All students at the school will become proficient in reading and writing of the English language.

Background

To ensure that speaking, listening, reading and writing form the basis for the curriculum in English Language Arts, we utilize a balanced literacy instructional framework tailored specifically for grades K-5. The balanced learning approach incorporates research-based literacy programs along with New York State and Common Core Learning Standards to ensure that our students are prepared as they progress towards college and career readiness. Teachers at every grade level prepare lesson plans to implement learning experiences aligned with the Common Core State Standards. Based on their assessment of student readiness using “in-house” grade level assessments that identified students’ strengths and weaknesses; teachers utilized research-based programs such as Scott Foresman’s Reading Street, Curriculum Associates’ Ready (online & print materials), and Fountas & Pinnell as resources in their balanced learning approach to instruction.

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 5th 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 examination. Please 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 Examination
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	81	0	0	4	85
4	74	0	0	1	75
5	40	0	0	1	41
All	195	0	0	6	201

Results

The following table presents the English language arts test results for all third through fifth grade students and for those third through fifth grade students enrolled in at least their second year at New Hope. Overall, 23% of all students tested, and 24.4% of students enrolled in at least their second year at the school, achieved a level of proficiency on the 2014-15 English language arts assessment examination.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	23.4%	81	23.1%	65
4	24.3%	74	27.0%	63
5	20.0%	40	22.2%	36
All	23.0%	195	24.4%	164

Evaluation

For 2014-15, New Hope did not meet the absolute measure for English language arts proficiency. Overall, 23.0% of all New Hope students tested at a proficient level. 24.4% of students in at least their second year at the school performed at a proficient level. The school was 50.6 percentage points short of its stated goal of 75% proficiency on the English language arts examination on the 2014-15 English language arts assessment examination.

Additional Evidence

From the 2013-14 to 2014-15 school years, New Hope showed a slight decline in the percentage of students enrolled in at least their second year at the school testing at a proficient level on the English language arts examinations. However, the percentage of students performing at a proficient level in the fourth grade increased by six percentage points during this time. Furthermore, the cohort of students who tested at a proficient level on the 2012-13 English language arts examination as fourth

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

grade students increased 1.2 percentage points when they took the examination as fifth grade students in the 2014-15 school year.

Additional evidence including other valid and reliable assessment results that demonstrate the effectiveness of the school’s instructional program.

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	33%	46	26%	61	23.1%	65
4	13%	36	21%	38	27.0%	63
5	N/A		31%	29	22.2%	36
All	31%	82	26%	128	24.4%	164

Goal 1: Absolute Measure
 Each year, the school’s aggregate Performance Level Index (“PLI”) on the State English language arts examination will meet the Annual Measurable Objective (“AMO”) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

Results

New Hope achieved an aggregate PLI score of 88.5 on the English language arts examination in the 2014-15 school year.

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
	34.4	42.5	21.5	1.5

$$\begin{array}{rcccccccc}
 \text{PI} & = & 42.5 & + & 21.5 & + & 1.5 & = & 65.5 \\
 & & & & 21.5 & + & 1.5 & = & \underline{23} \\
 & & & & & & \text{PLI} & = & 88.5
 \end{array}$$

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

Evaluation

New Hope fell short of the PLI goal by 8.5 percentage points.

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 examination 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

The chart below shows the results of the 2014-15 English language arts assessment examination for students who were enrolled in at least their second year at New Hope as compared to all tested students in the surrounding public school district, Community School District 19. New Hope's aggregate percentage of students enrolled in at least their second year at the school testing at proficiency was 24.4%, while the local district's average was 22.6%.

**2014-15 State English Language Arts Examination
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	23.1%	65	21.2%	1254
4	27.0%	63	23.2%	1412
5	22.2%	36	23.3%	1189
All	24.4%	164	22.6%	3855

Evaluation

New Hope met this measure. The school's aggregate percentage of students enrolled in at least their second year performing at a proficient level on the English language arts examination was 1.8 percentage points above Community School District 18.

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](#).

Additional Evidence

As shown through the chart below, New Hope has had a higher percentage of students performing at a proficient level on the state English language arts examination for the past three years when compared to Community School District 19. Additionally, the percentage of students performing at a proficient level at each individual grade level has matched or exceeded the district average in all but three of the grades shown over the past three years.

Additional evidence includes demographic differences between the school and the district as well as compelling reasons for comparing the school to a subset of schools within the district.

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	33%	21%	26%	22%	23.1%	21.2%
4	13%	22%	21%	25%	27.0%	23.2%
5	N/A		31%	24%	22.2%	23.3%
All	31%	21%	26%	24%	24.4%	22.6%

Goal 1: Comparative Measure

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

Method

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

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

Results

The actual percentage of New Hope students performing at levels 3 and 4 on the 2013-14 state English language arts examination was 20.7, 11.5 points below the predicated goal

2013-14 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	51.9	81	22	33.1	-11.1	-0.83
4	52.9	50	20	32.8	-12.8	-0.95
5	51.1	42	19	29.8	-10.8	-0.85
All	52.0	173	20.7	32.2	-11.5	-0.87

School's Overall Comparative Performance:

Lower than expected

Evaluation

New Hope's aggregate Effect Size did not exceed the comparative measure.

Additional Evidence

New Hope's performance on the 2013-14 English language arts examination was below predicated and decreased from the previous two school years.

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	75.5%	45	51.1	41.4	0.60
2012-13	3-4	60%	101	28.7	16.8	1.02
2013-14	3-5	52%	173	20.7	32.2	-0.87

Goal 1: Growth Measure⁴

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state examination in 2013-14 and also have a state examination score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

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

Results

School wide, New Hope did not exceed the English language arts mean growth percentile.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4	40.6	50.0
5	49.7	50.0
All	44.9	50.0

Evaluation

Overall, the school did not exceed the statewide median growth percentile. However, New Hope’s fifth grade was only .3 points below the statewide median.

Additional Evidence

New Hope’s Mean Growth Percentile increased at each grade level, but decreased school wide by .1 point from the 2012-13 school year to the 2013-14 school year.

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

⁵ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

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

Grade	Mean Growth Percentile			
	2011-12 ⁶	2012-13	2013-14	Statewide Median
4		40.5	40.6	50.0
5		49	49.7	50.0
All		<u>45</u>	<u>44.9</u>	50.0

Summary of the English Language Arts Goal

New Hope only achieved one comparative goal on the English language arts examination. The school did not achieve either absolute goal, one of the comparative goals or the growth 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 English language arts examination for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts examination 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 examination 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 examination by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Did Not Achieve

Action Plan

Teachers in grades K-5 will utilize the Ready/iReady curriculum materials and resources to complement the balanced literacy approach as a supplement in conjunction with Scott Foresman Reading Street and Pearson's 'Writing to Sources' and 'Write Steps'. Teachers in grades K-5 will use Achieve3000 to differentiate lessons to ensure all learners engage at their individual reading levels, accelerate reading gains and to boost mastery of state and Common Core Standards and performance on high-stakes tests. Teachers will provide students with more opportunities throughout the year to practice responding to writing prompts in a journal by writing across the content areas. In addition, to writing across the content areas, students will practice responding to writing prompts before the end-of-year assessment. The RTI team will use easyCBM to monitor intervention effectiveness to improve student outcomes.

⁶ Grade level results not available.

MATHEMATICS

Goal 2: Mathematics

All students at the school will demonstrate competency in the understanding and application of mathematics computation and problem solving.

Background

New Hope Academy Charter School has used both enVisionMATH & Ready NY/iReady; two programs that have core tenets of mathematical instruction (i.e. computational, procedural, and conceptual) to support and enable authentic learning experiences for students. Key areas of instruction include: problem-based interactive learning, instruction on core skills, integrates intervention, enrichment, and test readiness to help all students master the standards and prepare for high-stake assessments.

Through the effective implementation of each program, multi-step constructed responses were also incorporated to further assess mastery of skills and concepts. Students also received additional supports in an early morning Math program using Khan Academy and through a Test prep program, Bright Kids, which provided Math and ELA supports for the testing grades. Supervised by the Assistant Principal for grades 3-5, NYC Mathematics Projects provided additional support to teachers through side-by-side coaching, demonstration lessons and professional development during Common Planning.

The Assistant Principal, consultants, and teachers analyzed the results of practice tests, identified and remediated deficiencies and provided enrichment opportunities for 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 5th 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 examination. 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 Examination
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁷			Total Enrolled
		IEP	ELL	Absent	
3	81	0	0	4	85
4	67	0	0	8	75
5	40	0	0	1	41
All	188	0	0	13	201

Results

The following table presents the mathematics test results for all third through fifth grade students and for those third through fifth grade students enrolled in at least their second year at New Hope on the 2014-15 mathematics assessment examination. Overall, 33.5% of students enrolled in at least their second year at the school achieved at a level of proficiency.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	40.7%	81	44.4%	63
4	28.3%	67	28.8%	59
5	20.0%	40	22.2%	36
All	31.9%	188	33.5%	158

Evaluation

New Hope did not meet the absolute measure for math proficiency. Overall, 33.5% of students in at least their second year scored at or above level three on the state mathematics assessment examination. The school missed its goal of 75% proficiency by 41.5 percentage points.

Additional Evidence

New Hope showed a significant increase in the percentage of students performing at a proficient level on the state mathematics assessment examination from the previous year. Additionally, the school showed an increase in the percentage of students performing at or above proficiency at each grade level. Further, there was an increase in the percentage of students performing at a proficient level in the cohort of students who took the examination as third and fourth graders in the 2013-14 school year when they took the examination as fourth and fifth graders in 2014-15.

Additional evidence includes other valid and reliable assessment results that demonstrate the effectiveness of the school’s instructional program.

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

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	13%	46	24%	59	44.4%	63
4	11%	36	20%	35	28.8%	59
5	N/A		19%	27	22.2%	36
All	12%	82	21%	121	33.5%	158

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁸

Results

New Hope achieved an aggregate score of 104.8 on the 2014-15 state mathematics assessment examination.

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
	27.1	41.0	21.3	10.6

$$\begin{array}{rcccccc}
 \text{PI} & = & 41.0 & + & 21.3 & + & 10.6 & = & 72.9 \\
 & & & & 21.3 & + & 10.6 & = & \underline{31.9} \\
 & & & & \text{PLI} & = & & = & 104.8
 \end{array}$$

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

Evaluation

New Hope exceeded the state's goal of a PLI of 94 by 10.8 points.

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 examination will be greater than that of all students in the same tested grades in the local school district.

Method

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

Results

The chart below shows the percentage of students performing at or above level three on the 2014-15 state mathematics assessment examination enrolled in at least their second year at New Hope as compared to the average of all tested students in the surrounding public school district, Community School District 19.

**2014-15 State Mathematics Examination
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	44.4%	63	28.9%	1270
4	28.8%	59	24.8%	1423
5	22.2%	36	26.9%	1195
All	33.5%	158	26.8%	3888

Evaluation

New Hope exceeded this measure by 6.7 percentage points. In addition to outperforming the district when comparing total results from grades three through five, the school's individual third and fourth grades performed higher than the district average at those individual grade levels.

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

Additional Evidence

As shown in the chart below, New Hope made suitable gains in the percentage of students enrolled in at least their second year at the school performing at a proficient level when compared to Community School District 19. Overall, the number of New Hope students performing at a proficient level on the mathematics assessment examination increased 12.5 percentage points from the previous year, while the Community School District only increased .8 percentage points over that same period of time. Further there was an impressive 20.4 percentage point growth in the percentage of New Hope's third grade students testing at a proficient level on the mathematics assessment examination from the 2013-14 school year to the 2014-15 school year. New Hope's fourth grade experienced an impressive 8.8 percentage point growth over this same period of time.

Additional evidence includes demographic differences between the school and the district as well as providing compelling reasons for comparing the school to a subset of schools within the district.

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	13%	22%	24%	26%	44.4%	28.9%
4	11%	22%	20%	26%	28.8%	24.8%
5	N/A		19%	27%	22.2%	26.9%
All	12%	22%	21%	26%	33.5%	26.8%

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics examination 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

New Hope performed lower than expected on its predicted level of performance on the state mathematics examination.

2013-14 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	51.9	81	26	33.3	-18.3	-1.14
4	52.9	50	18	42.2	-24.2	-1.45
5	51.1	43	2	40.4	-38.4	-2.15
All	52.0	174	17.8	42.7	-24.9	-1.48

School's Overall Comparative Performance:
<i>Lower than expected</i>

Evaluation

New Hope did not meet its measure of having an Effect Size that exceeded 0.3. New Hope's Effect Size was a -1.48 and the difference between the actual and predicted performance level was -24.9.

Additional Evidence

New Hope's Effect Size has decreased from the 2011-12 school year to the 2013-14 school year.

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	76%	44	68.1	48.4	1.02
2012-13	3-4	60%	100	12.0	21.4	-0.58
2013-14	3-5	52%	174	17.8	42.7	-1.48

Goal 2: Growth Measure¹⁰

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state examination in 2013-14 and also have a state examination score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

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

Overall, the school did not exceed the statewide median mean growth percentile growth on the 2013-14 state mathematics assessment examination.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	43.9	50.0
5	33.9	50.0
All	<u>39.2</u>	50.0

Evaluation

The school did not exceed the statewide median mean growth percentile school wide or at either the fourth or fifth grade.

Additional Evidence

The school's mean growth percentile increased in the fourth grade by 10.7 points from the 2012-13 school year to the 2013-14 school year.

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

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

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ¹²	2012-13	2013-14	Statewide Median
4		33.2	43.9	50.0
5		N/A	33.9	50.0
All		33.2	39.2	50.0

Summary of the Mathematics Goal

New Hope achieved one absolute goal and one comparative goal on the state mathematics assessment examination.

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 examination for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics examination 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 examination 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 examination by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Did Not Achieve

Action Plan

Teachers in grades K-5 will utilize the research-based Envision 2.0 curriculum supplemented by Ready/iReady lessons, materials and resources to provide authentic learning experiences for students while addressing the Common Core Standards shifts of focus, coherence, and rigor through mathematical practices. Through the enrichment of Envision 2.0, the curriculum will include linking prior knowledge and real world experiences to new concepts; problem solving by sharing ideas through student-to-student discussions; cooperative learning through partner and small group activities; developing concept readiness through the use of manipulatives and hand-on activities and investigations; engaging in mathematical games via the use of a variety of technological programs. We will continue to emphasize development of two essential 1) fluency and accuracy in computational skills and 2) increasing student's ability to effectively focus on problem solving involving real world application. We will continue to utilize Envisions short cycle and benchmark assessments to monitor and track the progress mastery towards grade level Common Core Learning Standards.

¹² Grade level results not available.

SCIENCE

Goal 3: Science

All students at the school will demonstrate competency in the understanding and application of scientific reasoning

Background

New Hope Academy Charter School utilized Pearson's Interactive Science Curriculum which uses an inquiry-based approach to learning. It also provides students with opportunities to build connections that link science to technology and societal impacts. The content provides the foundational skills and knowledge our students need to ultimately become scientifically literate citizens of the 21st century. Measuring Up Science was used to help prepare for the state examination as well as affording students the opportunity to conduct relevant experiments and explore scientific approaches in the science lab.

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 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 the 2014-15 school year, 88.9% of students at New Hope in at least their second year achieved a proficient score on the state science assessment examination.

Charter School Performance on 2014-15 State Science Examination 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 Proficient	Number Tested	Percent Proficient	Number Tested
4	88.9%	72	N/A	N/A

Evaluation

New Hope met this measure and exceeded the threshold for achieving this goal by 13.9 percentage points.

Additional Evidence

New Hope has exceeded the comparative goal of 75% of students in their second year performing at or above level 3 on the state science assessment examination in the last three school years.

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

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	98%	76%	80%	N/A	88.9%	N/A
All	98%	76%	80%	N/A	88.9%	N/A

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 examination 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

Because the district results for the 2014-15 state science assessment examination have not been released at this time, the comparative measure cannot yet be analyzed.

**2014-15 State Science Examination
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	88.9%	72	N/A	N/A

Evaluation

Because the district results for the 2014-15 state science assessment examination have not been released at this time, the comparative measure cannot yet be analyzed.

Additional Evidence

Because the district results for the 2014-15 state science assessment examination have not been released at this time, the comparative measure cannot yet be analyzed.

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	98%	50	78%	40	88.9%	N/A
All	98%	50	78%	40	88.9%	N/A

Summary of the Science Goal

New Hope achieved its absolute goal on the state science assessment examination. Because the district's results were not available, the comparative goal cannot be measured.

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 examination will be greater than that of all students in the same tested grades in the local school district.	N/A

Action Plan

Extensive technology training for the classroom teachers utilizing Smartboards and a new technology lab will promote a seamless connection between science, technology and classroom instruction to enhance inquiry-based explorations and laboratory and digital experiments. In turn, students build skills needed to investigate and then explain the world that surrounds them and they learn to practice solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and developing positive science attitudes.

NCLB

Goal 4: NCLB

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

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

New Hope has a status of "Good Standing" for the 2014-15 school year.

Evaluation

New Hope met its absolute measure of good standing for the 2014-15 school year.

Additional Evidence

New Hope has maintained a status of "Good Standing" for both years the school has had a NCLB status.

NCLB Status by Year

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



Appendix B: Total Expenditures and Administrative Expenditures per Child

Last updated: 07/22/2015

Page 1

Charter School Name:

B. Financial Information

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

1. Total Expenditures Per Child

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

Line 1: Total Expenditures	6020889
Line 2: Year End Per Pupil Count	385
Line 3: Divide Line 1 by Line 2	15651

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)	623628
Line 2: Management and General Cost (Column)	518559
Line 3: Sum of Line 1 and Line 2	1142187
Line 4: Year End Per Pupil Count	385
Line 5: Divide Line 3 by the Year End Per Pupil Count	2348

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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Charter Schools Institute
The State University of New York

ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

New Hope Academy Charter School

Contact Name: Judith Rapley Waterman
Contact Title: Executive Director
Contact Email: jrapleyw@newhopecharterschool.org
Contact Phone: (718) 337-8303

Current Academic Year: 2015-16

Prior Academic Year: #NAME?

100L

8	9	10	11	12

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

**NEW HOPE ACADEMY CHARTER SCI
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		PRIOR YEAR	ANNUAL BUDGETED FTE						
*NOTE: Enter the number of FTE positions in the "blue" cells.		2014-15	Q1		Q2		Q3		Q
	ACTUAL		Original	Revised	Original	Revised	Original	Revised	Original
Executive Management			1.0		1.0		1.0		1.0
Instructional Management			3.0		3.0		3.0		3.0
Deans, Directors & Coordinators			4.0		4.0		4.0		4.0
CFO / Director of Finance									
Operation / Business Manager			1.0		1.0		1.0		1.0
Administrative Staff			3.0		3.0		3.0		3.0
TOTAL ADMINISTRATIVE STAFF	0.0		12.0	0.0	12.0	0.0	12.0	0.0	12.0
INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR	ANNUAL BUDGETED FTE						
*NOTE: Enter the number of FTE positions in the "blue" cells.		2014-15	Q1		Q2		Q3		Q
	ACTUAL		Original	Revised	Original	Revised	Original	Revised	Original
Teachers - Regular			21.0		21.0		21.0		21.0
Teachers - SPED			4.0		4.0		4.0		4.0
Substitute Teachers									
Teaching Assistants			14.0		14.0		14.0		14.0
Specialty Teachers			7.0		7.0		7.0		7.0
Aides			3.0		3.0		3.0		3.0
Therapists & Counselors			2.0		2.0		2.0		2.0
Other			10.0		10.0		10.0		10.0
TOTAL INSTRUCTIONAL	0.0		61.0	0.0	61.0	0.0	61.0	0.0	61.0
NON-INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR	ANNUAL BUDGETED FTE						
*NOTE: Enter the number of FTE positions in the "blue" cells.		2014-15	Q1		Q2		Q3		Q
	ACTUAL		Original	Revised	Original	Revised	Original	Revised	Original
Nurse									
Librarian									
Custodian			1.0		1.0		1.0		1.0
Security									
Other									
TOTAL NON-INSTRUCTIONAL	0.0		1.0	0.0	1.0	0.0	1.0	0.0	1.0
TOTAL PERSONNEL SERVICE FTE	0.0		74.0	0.0	74.0	0.0	74.0	0.0	74.0

HOOL

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

**NEW HOPE ACADEMY CHARTER SCHC
Budget / Operating Plan
2015-16**

		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Revenue		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		-	1,558,906	#NAME?	#NAME?	1,681,950	#NAME?	#NAME?	1,684,010
Net Income		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		-	441	-	-	441	-	-	441
		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
		#NAME?	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
EXPENSES									
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions							
Executive Management	1.00	-	40,178	-	#NAME?	40,178	-	#NAME?	40,178
Instructional Management	3.00	-	81,090	-	#NAME?	81,090	-	#NAME?	81,090
Deans, Directors & Coordinators	4.00	-	58,382	-	#NAME?	58,382	-	#NAME?	58,382
CFO / Director of Finance	-	-	-	-	#NAME?	-	-	#NAME?	-
Operation / Business Manager	1.00	-	12,915	-	#NAME?	12,915	-	#NAME?	12,915
Administrative Staff	3.00	-	36,549	-	#NAME?	36,549	-	#NAME?	36,549
TOTAL ADMINISTRATIVE STAFF	12.00	-	229,113	-	#NAME?	229,113	-	#NAME?	229,113
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular	21.00	-	293,041	-	#NAME?	293,041	-	#NAME?	293,041
Teachers - SPED	4.00	-	60,930	-	#NAME?	60,930	-	#NAME?	60,930
Substitute Teachers	-	-	-	-	#NAME?	-	-	#NAME?	-
Teaching Assistants	14.00	-	125,152	-	#NAME?	125,152	-	#NAME?	125,152
Specialty Teachers	7.00	-	93,789	-	#NAME?	93,789	-	#NAME?	93,789
Aides	3.00	-	24,094	-	#NAME?	24,094	-	#NAME?	24,094
Therapists & Counselors	2.00	-	30,300	-	#NAME?	30,300	-	#NAME?	30,300
Other	10.00	-	25,738	-	#NAME?	25,738	-	#NAME?	25,738
TOTAL INSTRUCTIONAL	61.00	-	653,043	-	#NAME?	653,043	-	#NAME?	653,043
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse	-	-	-	-	#NAME?	-	-	#NAME?	-
Librarian	-	-	-	-	#NAME?	-	-	#NAME?	-
Custodian	1.00	-	12,875	-	#NAME?	12,875	-	#NAME?	12,875
Security	-	-	-	-	#NAME?	-	-	#NAME?	-
Other	-	-	-	-	#NAME?	-	-	#NAME?	-
TOTAL NON-INSTRUCTIONAL	1.00	-	12,875	-	#NAME?	12,875	-	#NAME?	12,875
SUBTOTAL PERSONNEL SERVICE COSTS	74.00	-	895,032	-	#NAME?	895,032	-	#NAME?	895,032
PAYROLL TAXES AND BENEFITS									
Payroll Taxes	-	-	89,503	-	#NAME?	89,503	-	#NAME?	89,503
Fringe / Employee Benefits	-	-	8,950	-	#NAME?	8,950	-	#NAME?	8,950
Retirement / Pension	-	-	107,910	-	#NAME?	107,910	-	#NAME?	107,910
TOTAL PAYROLL TAXES AND BENEFITS	-	-	206,363	-	#NAME?	206,363	-	#NAME?	206,363
TOTAL PERSONNEL SERVICE COSTS	74.00	-	1,101,395	-	#NAME?	1,101,395	-	#NAME?	1,101,395
CONTRACTED SERVICES									
Accounting / Audit	-	-	-	-	#NAME?	-	-	#NAME?	-
Legal	-	-	3,750	-	#NAME?	3,750	-	#NAME?	3,750
Management Company Fee	-	-	-	-	#NAME?	-	-	#NAME?	-
Nurse Services	-	-	-	-	#NAME?	-	-	#NAME?	-
Food Service / School Lunch	-	-	21,797	-	#NAME?	65,391	-	#NAME?	65,391
Payroll Services	-	-	4,798	-	#NAME?	4,798	-	#NAME?	4,798
Special Ed Services	-	-	773	-	#NAME?	2,318	-	#NAME?	2,318
Titlement Services (i.e. Title I)	-	-	-	-	#NAME?	-	-	#NAME?	-
Other Purchased / Professional / Consulting	-	-	38,125	-	#NAME?	38,125	-	#NAME?	38,125
TOTAL CONTRACTED SERVICES	-	-	69,243	-	#NAME?	114,381	-	#NAME?	114,381

NEW HOPE ACADEMY CHARTER SCH
Budget / Operating Plan
2015-16

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	1,558,906	#NAME?	#NAME?	1,681,950	#NAME?	#NAME?	1,684,010
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	441	-	-	441	-	-	441
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	#NAME?	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
ENROLLMENT - *School Districts Are Linked To Above Entries*								
Number of Districts:	-	1	-	-	1	-	-	1
NYC CHANCELLOR'S OFFICE	-	441	-	-	441	-	-	441
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	441	-	-	441	-	-	441
REVENUE PER PUPIL	-	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
EXPENSES PER PUPIL	-	3,535	-	#NAME?	3,814	-	#NAME?	3,819

DOL

		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		#NAME?	#NAME?	1,743,576	#NAME?	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		-	-	441	-	-
		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?	40,178	-	#NAME?
Instructional Management	3.00	-	#NAME?	81,090	-	#NAME?
Deans, Directors & Coordinators	4.00	-	#NAME?	58,382	-	#NAME?
CFO / Director of Finance	-	-	#NAME?	-	-	#NAME?
Operation / Business Manager	1.00	-	#NAME?	12,915	-	#NAME?
Administrative Staff	3.00	-	#NAME?	36,549	-	#NAME?
TOTAL ADMINISTRATIVE STAFF	12.00	-	#NAME?	229,113	-	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	21.00	-	#NAME?	293,041	-	#NAME?
Teachers - SPED	4.00	-	#NAME?	60,930	-	#NAME?
Substitute Teachers	-	-	#NAME?	-	-	#NAME?
Teaching Assistants	14.00	-	#NAME?	125,152	-	#NAME?
Specialty Teachers	7.00	-	#NAME?	93,789	-	#NAME?
Aides	3.00	-	#NAME?	24,094	-	#NAME?
Therapists & Counselors	2.00	-	#NAME?	30,300	-	#NAME?
Other	10.00	-	#NAME?	25,738	-	#NAME?
TOTAL INSTRUCTIONAL	61.00	-	#NAME?	653,043	-	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	#NAME?	-	-	#NAME?
Librarian	-	-	#NAME?	-	-	#NAME?
Custodian	1.00	-	#NAME?	12,875	-	#NAME?
Security	-	-	#NAME?	-	-	#NAME?
Other	-	-	#NAME?	-	-	#NAME?
TOTAL NON-INSTRUCTIONAL	1.00	-	#NAME?	12,875	-	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	74.00	-	#NAME?	895,032	-	#NAME?
PAYROLL TAXES AND BENEFITS						
Payroll Taxes	-	-	#NAME?	89,503	-	#NAME?
Fringe / Employee Benefits	-	-	#NAME?	8,950	-	#NAME?
Retirement / Pension	-	-	#NAME?	107,910	-	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS	-	-	#NAME?	206,363	-	#NAME?
TOTAL PERSONNEL SERVICE COSTS	74.00	-	#NAME?	1,101,395	-	#NAME?
CONTRACTED SERVICES						
Accounting / Audit	-	-	#NAME?	21,424	-	#NAME?
Legal	-	-	#NAME?	3,750	-	#NAME?
Management Company Fee	-	-	#NAME?	-	-	#NAME?
Nurse Services	-	-	#NAME?	-	-	#NAME?
Food Service / School Lunch	-	-	#NAME?	65,391	-	#NAME?
Payroll Services	-	-	#NAME?	4,798	-	#NAME?
Special Ed Services	-	-	#NAME?	2,318	-	#NAME?
Titlement Services (i.e. Title I)	-	-	#NAME?	-	-	#NAME?
Other Purchased / Professional / Consulting	-	-	#NAME?	38,125	-	#NAME?
TOTAL CONTRACTED SERVICES	-	-	#NAME?	135,805	-	#NAME?

		DOL				
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		#NAME?	#NAME?	1,743,576	#NAME?	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		-	-	441	-	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS						
Board Expenses	-	#NAME?	2,575	-	#NAME?	
Classroom / Teaching Supplies & Materials		#NAME?	3,476	-	#NAME?	
Special Ed Supplies & Materials	-	#NAME?	-	-	#NAME?	
Textbooks / Workbooks	-	#NAME?	78,205	-	#NAME?	
Supplies & Materials other	-	#NAME?	-	-	#NAME?	
Equipment / Furniture	-	#NAME?	1,030	-	#NAME?	
Telephone	-	#NAME?	10,683	-	#NAME?	
Technology	-	#NAME?	5,144	-	#NAME?	
Student Testing & Assessment	-	#NAME?	5,408	-	#NAME?	
Field Trips	-	#NAME?	3,863	-	#NAME?	
Transportation (student)	-	#NAME?	-	-	#NAME?	
Student Services - other	-	#NAME?	6,317	-	#NAME?	
Office Expense	-	#NAME?	20,716	-	#NAME?	
Staff Development	-	#NAME?	31,790	-	#NAME?	
Staff Recruitment	-	#NAME?	6,438	-	#NAME?	
Student Recruitment / Marketing	-	#NAME?	2,060	-	#NAME?	
School Meals / Lunch	-	#NAME?	12,669	-	#NAME?	
Travel (Staff)	-	#NAME?	2,399	-	#NAME?	
Fundraising	-	#NAME?	-	-	#NAME?	
Other	-	#NAME?	19,500	-	#NAME?	
TOTAL SCHOOL OPERATIONS	-	#NAME?	212,270	-	#NAME?	
FACILITY OPERATION & MAINTENANCE						
Insurance	-	#NAME?	7,409	-	#NAME?	
Janitorial	-	#NAME?	15,450	-	#NAME?	
Building and Land Rent / Lease / Facility Finance Interest	-	#NAME?	169,250	-	#NAME?	
Repairs & Maintenance	-	#NAME?	309	-	#NAME?	
Equipment / Furniture	-	#NAME?	515	-	#NAME?	
Security	-	#NAME?	43,955	-	#NAME?	
Utilities	-	#NAME?	25,500	-	#NAME?	
TOTAL FACILITY OPERATION & MAINTENANCE	-	#NAME?	262,388	-	#NAME?	
DEPRECIATION & AMORTIZATION	-	#NAME?	31,718	-	#NAME?	
RESERVES / CONTINGENCY	-	#NAME?	-	-	#NAME?	
TOTAL EXPENSES	-	#NAME?	1,743,576	-	#NAME?	
NET INCOME		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

DOL

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	1,743,576	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	441	-	-
	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	-	-	441	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-
TOTAL ENROLLMENT	-	-	441	-	-
REVENUE PER PUPIL	-	#NAME?	#NAME?	-	#NAME?
EXPENSES PER PUPIL	-	#NAME?	3,954	-	#NAME?

NEW HOPE ACADEMY CHA
Budget / Operatin
2015-16

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	6,668,441	#NAME?	#NAME?	(6,668,441)	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
REVENUE					
REVENUES FROM STATE SOURCES					
Per Pupil Revenue		2015-16			
NYC CHANCELLOR'S OFFICE	#NAME?	Per Pupil Rate	#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?
-	#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	78,330		#NAME?	#NAME?	78,330
Grants					
Stimulus	-		#NAME?	#NAME?	-
DYCD (Department of Youth and Community Development)	-		#NAME?	#NAME?	-
Other	-		#NAME?	#NAME?	-
Other	-		#NAME?	#NAME?	-
TOTAL REVENUE FROM STATE SOURCES	#NAME?		#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING					
IDEA Special Needs	2,094		#NAME?	#NAME?	2,094
Title I	196,227		#NAME?	#NAME?	196,227
Title Funding - Other	10,089		#NAME?	#NAME?	10,089
School Food Service (Free Lunch)	251,479		#NAME?	#NAME?	251,479
Grants					
Charter School Program (CSP) Planning & Implementation	-		#NAME?	#NAME?	-
Other	-		#NAME?	#NAME?	-
Other	-		#NAME?	#NAME?	-
TOTAL REVENUE FROM FEDERAL SOURCES	459,889		#NAME?	#NAME?	459,889
LOCAL and OTHER REVENUE					
Contributions and Donations	-		#NAME?	#NAME?	-
Fundraising	-		#NAME?	#NAME?	-
Erate Reimbursement	26,681		#NAME?	#NAME?	26,681
Earnings on Investments	-		#NAME?	#NAME?	-
Interest Income	63		#NAME?	#NAME?	63
Food Service (Income from meals)	8,884		#NAME?	#NAME?	8,884
Text Book	31,705		#NAME?	#NAME?	31,705
OTHER	14,462		#NAME?	#NAME?	14,462
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	81,795		#NAME?	#NAME?	81,795
TOTAL REVENUE	#NAME?		#NAME?	#NAME?	#NAME?

NEW HOPE ACADEMY CHA
Budget / Operatin
2015-16

	NEW HOPE ACADEMY CHA Budget / Operatin 2015-16					
	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
	6,668,441	#NAME?	#NAME?	(6,668,441)	#NAME?	
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Total Expenses	6,668,441	#NAME?	#NAME?	(6,668,441)	#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	
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions					
Executive Management	1.00	160,711	#NAME?	#NAME?	(160,711)	#NAME?
Instructional Management	3.00	324,360	#NAME?	#NAME?	(324,360)	#NAME?
Deans, Directors & Coordinators	4.00	233,527	#NAME?	#NAME?	(233,527)	#NAME?
CFO / Director of Finance	-	-	#NAME?	#NAME?	-	#NAME?
Operation / Business Manager	1.00	51,660	#NAME?	#NAME?	(51,660)	#NAME?
Administrative Staff	3.00	146,195	#NAME?	#NAME?	(146,195)	#NAME?
TOTAL ADMINISTRATIVE STAFF	12.00	916,453	#NAME?	#NAME?	(916,453)	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	21.00	1,172,163	#NAME?	#NAME?	(1,172,163)	#NAME?
Teachers - SPED	4.00	243,721	#NAME?	#NAME?	(243,721)	#NAME?
Substitute Teachers	-	-	#NAME?	#NAME?	-	#NAME?
Teaching Assistants	14.00	500,608	#NAME?	#NAME?	(500,608)	#NAME?
Specialty Teachers	7.00	375,157	#NAME?	#NAME?	(375,157)	#NAME?
Aides	3.00	96,374	#NAME?	#NAME?	(96,374)	#NAME?
Therapists & Counselors	2.00	121,200	#NAME?	#NAME?	(121,200)	#NAME?
Other	10.00	102,950	#NAME?	#NAME?	(102,950)	#NAME?
TOTAL INSTRUCTIONAL	61.00	2,612,173	#NAME?	#NAME?	(2,612,173)	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	#NAME?	#NAME?	-	#NAME?
Librarian	-	-	#NAME?	#NAME?	-	#NAME?
Custodian	1.00	51,500	#NAME?	#NAME?	(51,500)	#NAME?
Security	-	-	#NAME?	#NAME?	-	#NAME?
Other	-	-	#NAME?	#NAME?	-	#NAME?
TOTAL NON-INSTRUCTIONAL	1.00	51,500	#NAME?	#NAME?	(51,500)	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	74.00	3,580,126	#NAME?	#NAME?	(3,580,126)	#NAME?
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		358,013	#NAME?	#NAME?	(358,013)	#NAME?
Fringe / Employee Benefits		35,801	#NAME?	#NAME?	(35,801)	#NAME?
Retirement / Pension		431,638	#NAME?	#NAME?	(431,638)	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		825,452	#NAME?	#NAME?	(825,452)	#NAME?
TOTAL PERSONNEL SERVICE COSTS	74.00	4,405,578	#NAME?	#NAME?	(4,405,578)	#NAME?
CONTRACTED SERVICES						
Accounting / Audit		21,424	#NAME?	#NAME?	(21,424)	#NAME?
Legal		15,000	#NAME?	#NAME?	(15,000)	#NAME?
Management Company Fee		-	#NAME?	#NAME?	-	#NAME?
Nurse Services		-	#NAME?	#NAME?	-	#NAME?
Food Service / School Lunch		217,969	#NAME?	#NAME?	(217,969)	#NAME?
Payroll Services		19,193	#NAME?	#NAME?	(19,193)	#NAME?
Special Ed Services		7,725	#NAME?	#NAME?	(7,725)	#NAME?
Titlment Services (i.e. Title I)		-	#NAME?	#NAME?	-	#NAME?
Other Purchased / Professional / Consulting		152,500	#NAME?	#NAME?	(152,500)	#NAME?
TOTAL CONTRACTED SERVICES		433,811	#NAME?	#NAME?	(433,811)	#NAME?

NEW HOPE ACADEMY CHA
Budget / Operatin
2015-16

	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
	6,668,441	#NAME?	#NAME?	(6,668,441)	#NAME?
	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Revenue					
Total Expenses					
Net Income					
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
SCHOOL OPERATIONS					
Board Expenses	10,300	#NAME?	#NAME?	(10,300)	#NAME?
Classroom / Teaching Supplies & Materials	11,588	#NAME?	#NAME?	(11,588)	#NAME?
Special Ed Supplies & Materials	-	#NAME?	#NAME?	-	#NAME?
Textbooks / Workbooks	186,705	#NAME?	#NAME?	(186,705)	#NAME?
Supplies & Materials other	-	#NAME?	#NAME?	-	#NAME?
Equipment / Furniture	4,120	#NAME?	#NAME?	(4,120)	#NAME?
Telephone	42,730	#NAME?	#NAME?	(42,730)	#NAME?
Technology	20,575	#NAME?	#NAME?	(20,575)	#NAME?
Student Testing & Assessment	21,630	#NAME?	#NAME?	(21,630)	#NAME?
Field Trips	12,875	#NAME?	#NAME?	(12,875)	#NAME?
Transportation (student)	-	#NAME?	#NAME?	-	#NAME?
Student Services - other	21,057	#NAME?	#NAME?	(21,057)	#NAME?
Office Expense	82,862	#NAME?	#NAME?	(82,862)	#NAME?
Staff Development	105,965	#NAME?	#NAME?	(105,965)	#NAME?
Staff Recruitment	12,875	#NAME?	#NAME?	(12,875)	#NAME?
Student Recruitment / Marketing	4,120	#NAME?	#NAME?	(4,120)	#NAME?
School Meals / Lunch	42,230	#NAME?	#NAME?	(42,230)	#NAME?
Travel (Staff)	7,996	#NAME?	#NAME?	(7,996)	#NAME?
Fundraising	-	#NAME?	#NAME?	-	#NAME?
Other	65,000	#NAME?	#NAME?	(65,000)	#NAME?
TOTAL SCHOOL OPERATIONS	652,628	#NAME?	#NAME?	(652,628)	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	29,636	#NAME?	#NAME?	(29,636)	#NAME?
Janitorial	61,800	#NAME?	#NAME?	(61,800)	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	677,000	#NAME?	#NAME?	(677,000)	#NAME?
Repairs & Maintenance	1,236	#NAME?	#NAME?	(1,236)	#NAME?
Equipment / Furniture	2,060	#NAME?	#NAME?	(2,060)	#NAME?
Security	175,821	#NAME?	#NAME?	(175,821)	#NAME?
Utilities	102,000	#NAME?	#NAME?	(102,000)	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	1,049,553	#NAME?	#NAME?	(1,049,553)	#NAME?
DEPRECIATION & AMORTIZATION	126,871	#NAME?	#NAME?	(126,871)	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	#NAME?	-	#NAME?
TOTAL EXPENSES	6,668,441	#NAME?	#NAME?	(6,668,441)	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions
Executive Management	1.00
Instructional Management	3.00
Deans, Directors & Coordinators	4.00
CFO / Director of Finance	-
Operation / Business Manager	1.00
Administrative Staff	3.00
TOTAL ADMINISTRATIVE STAFF	12.00

INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	21.00
Teachers - SPED	4.00
Substitute Teachers	-
Teaching Assistants	14.00
Specialty Teachers	7.00
Aides	3.00
Therapists & Counselors	2.00
Other	10.00
TOTAL INSTRUCTIONAL	61.00

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

SUBTOTAL PERSONNEL SERVICE COSTS	74.00
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PAYROLL TAXES AND BENEFITS	
Payroll Taxes	
Fringe / Employee Benefits	
Retirement / Pension	
TOTAL PAYROLL TAXES AND BENEFITS	

TOTAL PERSONNEL SERVICE COSTS	74.00
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CONTRACTED SERVICES	
Accounting / Audit	
Legal	
Management Company Fee	
Nurse Services	
Food Service / School Lunch	
Payroll Services	
Special Ed Services	
Titement Services (i.e. Title I)	
Other Purchased / Professional / Consulting	
TOTAL CONTRACTED SERVICES	

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

SCHOOL OPERATIONS

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

TOTAL SCHOOL OPERATIONS

FACILITY OPERATION & MAINTENANCE

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

TOTAL FACILITY OPERATION & MAINTENANCE

DEPRECIATION & AMORTIZATION

RESERVES / CONTINGENCY

TOTAL EXPENSES

NET INCOME

**NEW HOPE ACADEMY CHARTER SCHOOL
BALANCE SHEET
2015-16**

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

**NEW HOPE ACADEMY CHARTER SCHOOL
Budget / Operating Plan
2015-16**

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

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

EXPENSES		Quarter 0	1st Quarter - 7/1 - 9/30		2nd Quarter - 10/1 - 12/31		3rd Quarter
		No. of Positions	Actual	Current Budget	Actual	Current Budget	Actual
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Instructional Management	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
CFO / Director of Finance	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Operation / Business Manager	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Administrative Staff	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Teachers - SPED	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Substitute Teachers	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Teaching Assistants	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Specialty Teachers	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Aides	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Therapists & Counselors	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Librarian	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Custodian	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Security	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS							
	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		-	#NAME?	#NAME?	-	#NAME?	#NAME?
Fringe / Employee Benefits		-	#NAME?	#NAME?	-	#NAME?	#NAME?
Retirement / Pension		-	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		-	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS							
	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
CONTRACTED SERVICES							
Accounting / Audit		-	#NAME?	#NAME?	-	#NAME?	#NAME?
Legal		-	#NAME?	#NAME?	-	#NAME?	#NAME?
Management Company Fee		-	#NAME?	#NAME?	-	#NAME?	#NAME?
Nurse Services		-	#NAME?	#NAME?	-	#NAME?	#NAME?
Food Service / School Lunch		-	#NAME?	#NAME?	-	#NAME?	#NAME?
Payroll Services		-	#NAME?	#NAME?	-	#NAME?	#NAME?
Special Ed Services		-	#NAME?	#NAME?	-	#NAME?	#NAME?
Titlement Services (i.e. Title I)		-	#NAME?	#NAME?	-	#NAME?	#NAME?
Other Purchased / Professional / Consulting		-	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES		-	#NAME?	#NAME?	-	#NAME?	#NAME?

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

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

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

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

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

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

ENROLLMENT - *School Districts Are Linked To Above Entries*					
NYC CHANCELLOR'S OFFICE	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#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?

CHOOOL

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	6,668,441	#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		P Y Actual (P Y	Actual CY
	Original Budget - TY	Actual vs. Original Budget TY	TY / No. of COMPLETED Actual CY Quarters	vs. Actual PY

EXPENSES		Quarter 0			
		No. of Positions			
ADMINISTRATIVE STAFF PERSONNEL COSTS					
Executive Management	#NAME?		160,711	#NAME?	#NAME?
Instructional Management	#NAME?		324,360	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?		233,527	#NAME?	#NAME?
CFO / Director of Finance	#NAME?		-	#NAME?	#NAME?
Operation / Business Manager	#NAME?		51,660	#NAME?	#NAME?
Administrative Staff	#NAME?		146,195	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	#NAME?		916,453	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	#NAME?		1,172,163	#NAME?	#NAME?
Teachers - SPED	#NAME?		243,721	#NAME?	#NAME?
Substitute Teachers	#NAME?		-	#NAME?	#NAME?
Teaching Assistants	#NAME?		500,608	#NAME?	#NAME?
Specialty Teachers	#NAME?		375,157	#NAME?	#NAME?
Aides	#NAME?		96,374	#NAME?	#NAME?
Therapists & Counselors	#NAME?		121,200	#NAME?	#NAME?
Other	#NAME?		102,950	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	#NAME?		2,612,173	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	#NAME?		-	#NAME?	#NAME?
Librarian	#NAME?		-	#NAME?	#NAME?
Custodian	#NAME?		51,500	#NAME?	#NAME?
Security	#NAME?		-	#NAME?	#NAME?
Other	#NAME?		-	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	#NAME?		51,500	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS			3,580,126	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS					
Payroll Taxes			358,013	#NAME?	#NAME?
Fringe / Employee Benefits			35,801	#NAME?	#NAME?
Retirement / Pension			431,638	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS			825,452	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS			4,405,578	#NAME?	#NAME?
CONTRACTED SERVICES					
Accounting / Audit			21,424	#NAME?	#NAME?
Legal			15,000	#NAME?	#NAME?
Management Company Fee			-	#NAME?	#NAME?
Nurse Services			-	#NAME?	#NAME?
Food Service / School Lunch			217,969	#NAME?	#NAME?
Payroll Services			19,193	#NAME?	#NAME?
Special Ed Services			7,725	#NAME?	#NAME?
Titlement Services (i.e. Title I)			-	#NAME?	#NAME?
Other Purchased / Professional / Consulting			152,500	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES			433,811	#NAME?	#NAME?

CHOOOL

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	6,668,441	#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	FY Actual (FY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY

	Original Budget - TY	Actual vs. Original Budget TY	FY Actual (FY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
SCHOOL OPERATIONS				
Board Expenses	10,300	#NAME?	#NAME?	#NAME?
Classroom / Teaching Supplies & Materials	11,588	#NAME?	#NAME?	#NAME?
Special Ed Supplies & Materials	-	#NAME?	#NAME?	#NAME?
Textbooks / Workbooks	186,705	#NAME?	#NAME?	#NAME?
Supplies & Materials other	-	#NAME?	#NAME?	#NAME?
Equipment / Furniture	4,120	#NAME?	#NAME?	#NAME?
Telephone	42,730	#NAME?	#NAME?	#NAME?
Technology	20,575	#NAME?	#NAME?	#NAME?
Student Testing & Assessment	21,630	#NAME?	#NAME?	#NAME?
Field Trips	12,875	#NAME?	#NAME?	#NAME?
Transportation (student)	-	#NAME?	#NAME?	#NAME?
Student Services - other	21,057	#NAME?	#NAME?	#NAME?
Office Expense	82,862	#NAME?	#NAME?	#NAME?
Staff Development	105,965	#NAME?	#NAME?	#NAME?
Staff Recruitment	12,875	#NAME?	#NAME?	#NAME?
Student Recruitment / Marketing	4,120	#NAME?	#NAME?	#NAME?
School Meals / Lunch	42,230	#NAME?	#NAME?	#NAME?
Travel (Staff)	7,996	#NAME?	#NAME?	#NAME?
Fundraising	-	#NAME?	#NAME?	#NAME?
Other	65,000	#NAME?	#NAME?	#NAME?
TOTAL SCHOOL OPERATIONS	652,628	#NAME?	#NAME?	#NAME?
FACILITY OPERATION & MAINTENANCE				
Insurance	29,636	#NAME?	#NAME?	#NAME?
Janitorial	61,800	#NAME?	#NAME?	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	677,000	#NAME?	#NAME?	#NAME?
Repairs & Maintenance	1,236	#NAME?	#NAME?	#NAME?
Equipment / Furniture	2,060	#NAME?	#NAME?	#NAME?
Security	175,821	#NAME?	#NAME?	#NAME?
Utilities	102,000	#NAME?	#NAME?	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	1,049,553	#NAME?	#NAME?	#NAME?
DEPRECIATION & AMORTIZATION	126,871	#NAME?	#NAME?	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	#NAME?	#NAME?
TOTAL EXPENSES	6,668,441	#NAME?	#NAME?	#NAME?
NET INCOME		#NAME?	#NAME?	#NAME?



Annual Report Requirement
for SUNY Authorized Charter Schools
NEW HOPE ACADEMY CHARTER SCHOOL
2015-16

Administrative expenditures per pupil:	\$0.00
--	--------

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

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

NEW HOPE ACADEMY CHARTER SCHOOL

Financial Statements

June 30, 2015

**NEW HOPE ACADEMY CHARTER SCHOOL
FINANCIAL STATEMENTS
JUNE 30, 2015**

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INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
New Hope Academy Charter School
Brooklyn, New York:

We have audited the accompanying financial statements of New Hope Academy Charter School (the "School"), which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

MANAGEMENT'S RESPONSIBILITY FOR THE FINANCIAL STATEMENTS

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

AUDITOR'S RESPONSIBILITY

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

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

R. Creary, CPA, P.C.

Tel: (718) 706-6768

Web: www.rcrearycpa.com • Email: rowan@rcrearycpa.com

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 the School as of June 30, 2015, 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

The summarized comparative information of New Hope Academy Charter School as of and for the year ended June 30, 2014 was audited by other auditors whose report dated October 17, 2014 expressed an unmodified opinion.

OTHER REPORTING REQUIRED BY GOVERNMENT AUDITING STANDARDS

In accordance with *Government Auditing Standards*, we have also issued our report dated October 29, 2015, on our consideration of the School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the School's internal control over financial reporting and compliance.

A handwritten signature in blue ink that reads "R. C. CPA, PC". The signature is written in a cursive, flowing style.

Queens, New York
October 29, 2015

NEW HOPE ACADEMY CHARTER SCHOOL

STATEMENTS OF FINANCIAL POSITION JUNE 30,

<u>ASSETS:</u>	<u>NOTE</u>	<u>2015</u>	<u>2014</u>
Cash and Cash Equivalents	1	\$ 386,455	\$ 185,184
Restricted Cash	1	72,924	75,006
Grants and Contracts Receivable	2	96,262	226,720
Prepaid Expenses		-	21,124
Total Current Assets		555,641	508,034
Net Property and Equipment	3	486,072	628,000
Security Deposit		40,140	40,140
Total Noncurrent Assets		526,212	668,140
Total Assets		\$ 1,081,853	\$ 1,176,174
 <u>LIABILITIES AND NET ASSETS:</u>			
Accounts Payable and Accrued Expenses		\$ 134,772	\$ 128,138
Accrued payroll and benefits		307,026	326,667
Due to Management Company		3,653	4,241
Total Current Liabilities		445,451	459,046
Deferred Rent		-	86,000
		445,451	545,046
 <u>NET ASSETS -</u>			
Unrestricted		636,402	631,128
Total Net Assets		636,402	631,128
Total Liabilities and Net Assets		\$ 1,081,853	\$ 1,176,174

The Notes on Pages 7 to 13 are an Integral Part of These Financial Statements.

NEW HOPE ACADEMY CHARTER SCHOOL

STATEMENTS OF ACTIVITIES

FOR THE YEARS ENDED JUNE 30,

	2015	2014
	Unrestricted Net Assets	Unrestricted Net Assets
<u>REVENUES, GAINS, AND OTHER SUPPORT:</u>		
Student Enrollment	\$ 5,292,793	\$ 4,933,540
Students with Disabilities	79,930	50,121
Federal Grants	194,897	202,173
Federal E-Rate	41,345	7,256
State and City Grants	30,250	199,809
Food Service/ Child Nutrition Program	293,205	239,937
Other Revenues	14,462	7,485
Interest Income	71	-
Total Revenues, Gains, and Other Support	5,946,953	5,640,321
<u>EXPENSES:</u>		
Program Services:		
Regular Education	4,697,469	4,088,794
Special Education	509,083	418,956
Total Program Services	5,206,552	4,507,750
Supporting Services-		
Management and General	735,127	771,248
Total Expenses	5,941,679	5,278,998
Changes in Net Assets	5,274	361,323
NET ASSETS, Beginning of Year	631,128	269,805
NET ASSETS, End of Year	\$ 636,402	\$ 631,128

The Notes on Pages 7 to 13 are an Integral Part of These Financial Statements.

NEW HOPE ACADEMY CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES FOR THE YEAR ENDED JUNE 30, 2015 (WITH COMPARATIVE TOTALS FOR 2014)

	No. of Positions	2015			2014		
		Program Services		Total	Supporting Services		Total
		Regular Education	Special Education		Management and General	Total	
Personnel Service Costs							
Administrative Staff Personnel	9	\$ 564,717	\$ 61,476	\$ 626,193	\$ -	\$ 626,193	\$ 528,516
Instructional Personnel	37	1,708,303	185,968	1,894,271	-	1,894,271	1,699,037
Non-Instructional Personnel	5	-	-	-	166,258	166,258	236,074
Total Personnel Costs	51	<u>2,273,020</u>	<u>247,444</u>	<u>2,520,464</u>	<u>166,258</u>	<u>2,686,722</u>	<u>2,463,627</u>
Fringe Benefits and Payroll Taxes							
Retirement		474,566	51,662	526,228	34,712	560,940	511,866
Management Company Fees		2,538	276	2,814	186	3,000	17,333
Legal Services		-	-	-	302,846	302,846	291,200
Accounting/ Audit Services		-	-	-	42,963	42,963	37,912
Other Purchased and Contracted Services		-	-	-	20,000	20,000	22,275
Building and Land Rent/ Lease		58,167	6,159	64,326	4,106	68,432	25,269
Repairs and Maintenance		396,618	41,995	438,613	27,995	466,608	406,608
Insurance		170,806	18,594	189,400	12,493	201,893	162,058
Utilities		49,377	5,375	54,752	31,303	86,055	91,422
Supplies/Materials		111,683	11,825	123,508	7,884	131,392	131,392
Equipment/ Furnishings		207,816	22,623	230,439	15,201	245,640	216,681
Staff Development		51,757	5,480	57,237	3,653	60,890	123,312
Marketing/ Recruitment		109,224	11,890	121,114	7,989	129,103	40,629
Technology		15,651	1,704	17,355	1,145	18,500	3,433
Food Service		34,854	3,794	38,648	2,549	41,197	26,625
Student Services		211,819	23,059	234,878	15,493	250,371	219,588
Office Expense		144,663	15,763	160,426	10,593	171,019	74,592
Depreciation		29,540	3,216	32,756	2,161	34,917	62,822
Other		200,151	21,789	221,940	14,640	236,580	245,822
		155,219	16,435	171,654	10,957	182,611	104,532
Total Expenses		<u>\$ 4,697,469</u>	<u>\$ 509,083</u>	<u>\$ 5,206,552</u>	<u>\$ 735,127</u>	<u>\$ 5,941,679</u>	<u>\$ 5,278,998</u>

The Notes on Pages 7 to 13 are an Integral Part of these Financial Statements.

NEW HOPE ACADEMY CHARTER SCHOOL

STATEMENTS OF CASH FLOW

FOR THE YEARS ENDED JUNE 30,

	<u>2015</u>	<u>2014</u>
Cash Flows From Operating Activities:		
Changes in Net Assets	\$ 5,274	\$ 361,323
Adjustment to Reconcile Changes in Net Assets to Net Cash Provided by Operating Activities:	-	-
Depreciation	236,580	245,822
(Increase) Decrease in Assets:		
Grants and Contracts Receivable	130,458	(160,194)
Prepaid Expenses	21,124	40,963
Increase (Decrease) in Liabilities:		
Accounts Payable and Accrued Expenses	6,634	21,700
Accrued Payroll and Benefits	(19,641)	69,318
Deferred Rent	(86,000)	(86,000)
Due to Management Company	<u>(585)</u>	<u>55</u>
Net Cash Used by Operating Activities	<u>293,844</u>	<u>492,987</u>
Cash Flows From Investing Activities:		
Purchase of Property and Equipment	(94,655)	(324,535)
Decrease (Increase) in Restricted Cash	<u>2,082</u>	<u>(75,006)</u>
Net Cash (Used in) Investing Activities	<u>(92,573)</u>	<u>(399,541)</u>
Net Change in Cash and Cash Equivalents	201,271	93,446
Cash and Cash Equivalents at Beginning of Year	<u>185,184</u>	<u>91,738</u>
Cash and Cash Equivalents at End of Year	<u>\$ 386,455</u>	<u>\$ 185,184</u>

No Supplemental Disclosure of Cash and Cash Equivalent Information

The Notes on Pages 7 to 13 are an Integral Part of These Financial Statements.

NEW HOPE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015 AND 2014

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

New Hope Academy Charter School (the “School” or “NHACS”) is a not-for-profit education corporation located in Brooklyn, New York and was granted a charter (the “Charter”) by the Board of Regents of the State of New York (the “Regents”) on February 17, 2010 under the New York Charter Schools Act of 1998. Pursuant to its terms, the initial Charter expired in February 2015 and the School was granted a Charter renewal with a new expiration date of June 30, 2020.

Mission

New Hope Academy Charter School’s mission is to provide a safe, structured and quality learning community where the students’ creativity and potential will flourish. The School employs a committed and well-equipped staff whose excellence in teaching and high academic and behavioral expectations promote the excellence the community’s children can achieve. The School enhances the learning experience of students by integrating science and technology into core subject areas, the arts, and various enrichment programs. The students will leave NHACS with a solid foundation in science and technology, providing them with a head-start in our increasingly technological society and with a clear understanding of the seamless integration of science and technology into their everyday lives. The School’s culture will treat every child as ‘gifted’ and will celebrate, nurture and enrich the gifts and talents our children possess.

In September 2010, the School was opened to serve 171 students in grades K through 2. The School currently serves 384 regular students and 38 special education students in grades K through 5.

Basis of Presentation

The financial statements of the School have been prepared on the accrual basis in accordance with U.S. generally accepted accounting principles (GAAP). The Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) is the source of authoritative GAAP. Accordingly, the classification of the School’s net assets and its support, revenues and expenses are based on the existence or absence of donor-imposed restrictions. The amounts for each of the three classes of net assets, permanently restricted, temporarily restricted and unrestricted, are displayed in the statement of financial position and the changes in each of these classes of net assets are displayed in the statement of activities.

- **Unrestricted** – net assets that are neither permanently nor temporarily restricted by donor-imposed stipulations and, therefore, are available to carry on the School’s operations. Unrestricted net assets also include those net assets that are restricted as to their use by action of the School Board.

NEW HOPE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015 AND 2014

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

- **Temporarily Restricted** – net assets resulting from contributions and other inflows of assets whose use by the School is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the School pursuant to those stipulations. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.
- **Permanently Restricted** – net assets resulting from contributions and other inflows of assets whose use by the School is limited in perpetuity by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the School. Permanently restricted net assets are comprised of funds restricted by donors to be held in perpetuity, the income from which is intended to support the operations of the School.

The School had no temporarily or permanently restricted net assets at June 30, 2015 and 2014.

Revenue and Support

Contributions are recognized when the donor makes an unconditional promise, in substance, to give to the School. Grants and other contributions of cash are reported as temporarily restricted support if they are received with donor stipulations. Restricted contributions and grants that are made to support the School's current year activities are recorded as unrestricted revenue. Contributions of assets other than cash are recorded at their estimated fair value. Revenue from the state and local government resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billable to the government agency.

Use of Estimates

The preparation of financial statements in conformity with U.S. GAAP requires management to make judgments, estimates and assumptions that affect the application of accounting policies and reported amounts of assets and liabilities, income and expenses. The estimates and associated assumptions are based on historical experience and various other factors that are believed to be reasonable under the circumstances, the results of which form the basis of making the judgments about carrying values of assets and liabilities that are not readily apparent from other sources. Actual results may differ from these estimates.

NEW HOPE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015 AND 2014

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognized in the period in which the estimate is revised if the revision affects only that period or in the period of the revision and future periods if the revision affects both current and future periods.

Fair Value of Financing Instruments

The School's financial instruments consist primarily of cash and cash equivalents, grants and contracts receivables, prepaid expenses, security deposit and accounts payable and accrued expenses. The carrying amounts of these instruments approximate their fair value due to the short maturity of these items.

Cash and Cash Equivalents

For financial reporting purposes, the School considers all highly liquid instruments purchased with an original maturity of three months or less to be cash equivalents. Cash and cash equivalents consist primarily of checking and savings accounts with less than 30-day maturities. At June 30, 2015, the School maintained all of its cash and cash equivalents at a highly credited financial institution.

Restricted Cash

Under the provisions of its charter, the School established a dissolution reserve fund for the purpose of covering legal and administrative costs associated with the closure of the School if dissolution were to occur. At June 30, 2015 and 2014 the School held \$72,924 and \$75,006 in escrow, respectively.

Concentration of Credit Risk

Financial instruments that potentially subject the School to concentration of credit risk consist principally of cash and cash equivalents on deposit with financial institutions, which from time to time may exceed the Federal Deposit Insurance Corporation ("FDIC") limits of \$250,000 per depositor per insured bank. The School places its cash and cash equivalents on deposit in what it believes to be highly credited financial institutions and believes that there is little risk in any losses and had not experienced any losses in such accounts.

NEW HOPE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015 AND 2014

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Property and Equipment

Property and equipment are carried at original cost, normal maintenance repair costs are expensed as incurred. The School capitalizes property and equipment with a useful life of three years or more and a cost of \$500 or more. Depreciation is provided on the straight line basis over the estimated useful lives as follows:

Furniture and Fixtures	3-5 Years
Office Equipment	3-7 Years
Computer Software and Equipment	3 Years
Leasehold Improvements	5-10 Years

Deferred Rent

The School records its rent expense on a straight-line basis as an offset to rent expense. The difference between the straight-line rent expense and the required lease payments, as well as any unamortized lease incentives, if any, is reflected in the deferred rent in the accompanying financial statements.

Comparative Financial Information

The accompanying statements of activities and functional expenses are presented with summarized comparative information. Such prior year information is not presented by net asset class in the statements of activities or by functional category in the statement of functional expenses. Accordingly, such information should be read in conjunction with the School's 2014 financial statements from which the summarized information is derived.

Reclassification

Certain amounts in the prior year financial statements have been reclassified in order to be consistent with current year presentation.

Subsequent Events

The School has evaluated its June 30, 2015 financial statements for subsequent events through October 29, 2015, the date the financial statements were available to be issued. The School is not aware of any subsequent events that would require recognition or disclosure in the accompanying financial statements.

**NEW HOPE ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014**

2. GRANTS AND CONTRACTS RECEIVABLE

Grants and contracts receivable consist of federal, state and city entitlements. The School expects to collect these amounts within one year.

	<u>2015</u>	<u>2014</u>
NYS Food Program	\$ 25,573	\$ 53,661
Title I and IIA	63,096	165,466
Other	<u>7,593</u>	<u>7,593</u>
Total	<u>\$ 96,262</u>	<u>\$ 226,720</u>

3. NET PROPERTY AND EQUIPMENT

	<u>Balance July 1, 2014</u>	<u>Additions</u>	<u>Deletions</u>	<u>Balance June 30, 2015</u>	<u>Balance June 30, 2014</u>
Property and equipment					
Furniture and Fixtures	\$ 270,700	\$ 15,552	\$ -	\$ 286,252	\$ 270,700
Office Equipment	55,039	18,814	-	73,853	55,039
Computer Software and Equipment	607,089	29,256	-	636,345	607,089
Leasehold Improvements	<u>475,889</u>	<u>31,032</u>	<u>-</u>	<u>506,921</u>	<u>475,889</u>
Total property and equipment	<u>1,408,717</u>	<u>94,654</u>	<u>-</u>	<u>1,503,371</u>	<u>1,408,717</u>
Less Accumulated Depreciation:					
Furniture and Fixtures	(93,487)	(40,555)	-	(134,042)	(93,487)
Office Equipment	(17,868)	(6,309)	-	(24,177)	(17,868)
Computer Software and Equipment	(466,482)	(90,053)	-	(556,535)	(466,482)
Leasehold Improvements	<u>(202,880)</u>	<u>(99,665)</u>	<u>-</u>	<u>(302,545)</u>	<u>(202,880)</u>
Total Accumulated Depreciation	<u>(780,717)</u>	<u>(236,582)</u>	<u>-</u>	<u>(1,017,299)</u>	<u>(780,717)</u>
NET PROPERTY AND EQUIPMENT	<u>\$ 628,000</u>	<u>\$ (141,928)</u>	<u>\$ -</u>	<u>\$ 486,072</u>	<u>\$ 628,000</u>

Depreciation expense was \$236,580 and \$245,822 for the years ended June 30, 2015 and 2014, respectively.

NEW HOPE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015 AND 2014

4. RETIREMENT PLAN

The School established a defined contribution pension plan covering all employees. The School matches employee contributions up to a limit of 4% of each participating employee's salary. Pension plan expense amounted to \$3,000 and \$17,333 for the years ended June 30, 2015 and 2014, respectively.

5. COMMITMENTS AND CONTINGENCIES

School Space Rental

During June 2010, the School entered into a non-cancelable lease with Nazareth Regional High School to lease space to conduct operations at the annual rent of \$423,000, that lease expired on June 30, 2015. The renewal of the lease is under negotiation and the School is currently on a month to month rental basis.

Leased Equipment

Effective December 2014, the School signed an operating lease agreement for three Toshiba copy machines with Wells Fargo Financial Leasing requiring a monthly lease payment of \$4,157 for a term of 39 months.

The future minimum lease payments under the leased equipment are as follows:

<u>Fiscal Year</u>	<u>Amount</u>
2016	\$ 49,884
2017	49,884
2018	<u>33,256</u>
Total	<u>\$ 133,024</u>

Rental expenses under the space rental lease obligations for the year ended June 30, 2015 and 2014 were \$466,608 and \$406,608, respectively. Lease expenses paid under the operating leased equipment was \$28,700 in 2015.

6. ALLOCATION OF EXPENSE

Directly identifiable expenses are charged to programs and supporting services. Expenses related to more than one function are charged to programs and supporting services on the basis of periodic time and expense studies. Management and general expense includes those expenses that are not directly identifiable with any other specific function, but provide for the overall support and direction of the School.

**NEW HOPE ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015 AND 2014**

7. MANAGEMENT COMPANY FEES

Effective July 1st 2012 the School entered into an agreement with Victory Schools, Inc. d/b/a Victory Education Partners (Victory) to provide services related to certain operational aspects of the School. Victory serves as an advisor regarding functions associated with the School's legal and operational compliance in accordance with the terms of the charter and the Charter School Act. The terms of the contract specified a fixed fee in 2012, with corresponding increase of 4% thereafter annually. Payments to Victory were in the amount of 302,846 and 291,200 for the years ended June 30, 2015 and 2014, respectively.

8. TAX STATUS

The School is exempt from federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) and a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) and qualifies for deductible contributions as provided in section 170(b)(1)(A)(ii). The School is subject to income taxes only on net unrelated business income. The School did not have any unrelated business income for the years ended June 30, 2015 and 2014.

The School's accounting policy provides that a tax expense or benefit from an uncertain tax position may be recognized when it is more likely than not that the position will be sustained upon examination. The School has no uncertain tax positions resulting in an accrual of tax expense or benefit.

IRS form 990 filed by the School are subject to examination by the Internal Revenue Service up to three years from the extended due date of each return. Forms 990 filed by the School are no longer subject to examination for the fiscal years ended June 30, 2011 and prior.

* * * *



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

To the Board of Directors of
New Hope Academy Charter School
Brooklyn, New York:

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of New Hope Academy Charter School (the "School"), which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 29, 2015.

INTERNAL CONTROL OVER FINANCIAL REPORTING

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

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

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies.

R. Creary, CPA, P.C.

Tel: (718) 706-6768

Web: www.rcrearycpa.com • Email: rowan@rcrearycpa.com

**INDEPENDENT AUDITORS' 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**

(Continued)

Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

COMPLIANCE AND OTHER MATTERS

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

PURPOSE OF THIS REPORT

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization'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 organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Queens, New York
October 29, 2015



Audited Financial Statement Checklist

Last updated: 10/30/2015

Page 1

Charter School Name:

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

	Yes/No
Audited Financial Statements (including report on compliance and report on internal control over financial reporting)	Yes
Single Audit (if applicable)	Not Applicable
CSP Agreed Upon Procedures (if applicable)	Not Applicable
Management Letter	Not Applicable
Report on Extracurricular Student Activity Accounts (if applicable)	Not Applicable
Corrective Action Plans for any Findings	No

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

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

Thank you.



Appendix E: Disclosure of Financial Interest Form

Created: 07/18/2015

Last updated: 10/30/2015

Page 1

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

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

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

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

Yes

Thank you.



Appendix F: BOT Membership Table

Created: 07/12/2015

Last updated: 08/01/2015

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Orlando Findlayter	o4hope@aol.com	Chair/Board President	Yes	Chairman, Executive Committee	2010 - present
2	Raymond Thomas	raymondthomas@yahoo.com	Treasurer	Yes	Treasurer, Executive Committee	2010 - present
3	Lakesha Williams		Trustee/Member	Yes	Chair, Academic Committee	2015 - present
4	Hugh Hall	nijameribo@aol.com	Trustee/Member	Yes	Chair, Grievance Committee, Chair AdHoc Committee, Executive Committee	2010 - present
5	Keith Szczepanski	keithmszczepanski@gmail.com	Trustee/Member	Yes		2014 - present
6	Terrence Brummell		Trustee/Member	Yes	Academic Committee	2014 - present
7	Tracy Grey		Trustee/Member	Yes	Academic Committee	2015 - present
8	Felicia Hefney		Trustee/Member	Yes	Academic Committee	2015 - present
9	Dana Grenandasi		Trustee/Member	Yes	Academic Committee	2014- present
10						
11						
12						
13						
14						
15						
16						
17						
18						

19						
20						

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

5

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

1

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

11

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

10

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

10

Thank you.

Appendix H: Enrollment and Retention Efforts

The strategies our recruitment team employs to attract and retain such students include:

- Designing marketing materials that describe the type of program the school provides students with disabilities, English language learners, and students who are eligible to participate in the federal Free and Reduced Price Lunch program
- Designing marketing materials that provide a description of how the aforementioned students have equal access to all programs and services including the following: instructional services (e.g., tutoring); support services (e.g., guidance and counseling); all school programs, including gifted, music, art, vocational, and technology programs; and all after school programs;
- Designing marketing materials that highlight the number of special education, bilingual, and at-risk highly qualified teachers on staff; and
- Raising awareness of how the school provides parental notices in multiple languages, having persons on staff who can communicate with them and how they are kept abreast of their rights and responsibilities.

Additionally, the following has been conducted for the enrollment/retention plan on an annual basis:

- NYC DOE Special Education Office (Flatlands Ave location) is provided information about New Hope.
- The CSD18 community is canvassed and receives flyers, applications, and open house information.
- Open Houses are held with Spanish and Creole interpreters available for translation, to inform families about the school
- Information about the lottery and application is advertised in the community paper (Canarsie Courier).
- Radio presentations are done and local cable tv advertisements will also be explored.
- CBOs, FBOs, and local churches receive information and visits and presentations are made during their time of business to speak about the school. The team includes parents, the Parent Coordinator and designated staff or Administrators known to the community.
- Applications and lottery information is sent out to every family currently attending the school.
- After the lottery is completed, there is a registration process for families to bring in their paperwork to enroll their child and confirm attendance to the school. For students currently attending the school Intent to Return letters are sent home asking parents to inform the school if the child will return to NHACS for the upcoming school year. If families take their children out of NHACS prior to the end of the school year, the wait list is utilized to refill the seats.



Appendix I: Teacher and Administrator Attrition

Last updated: 07/12/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name:

Instructions for completing the Teacher and Administrator Attrition Tables

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

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	21	3	4

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
	1	5	1

Thank you

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

Created Thursday, September 24, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/e4b22ba41701b2a6b>

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	Julie	Torres

2. *Your Home Address:

2. *Your Home Address: Street Address	206 Howe Avenue
2. *Your Home Address: City/State	Bronx, NY
2. *Your Home Address: Zip	10473

3. *Your Business Address

3. *Your Business Address Street Address	101 Campus Drive
3. *Your Business Address City/State	Port Washington, NY
3. *Your Business Address Zip	11050

4. *Daytime Phone Number:

718-213-2771

5. *E-mail Address:

julietorres718@yahoo.com

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.

NEW HOPE ACADEMY CS (SUNY TRUSTEES) 331800860983

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

(check all that apply)

-
- Other, please specify...: Education Chair
-

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

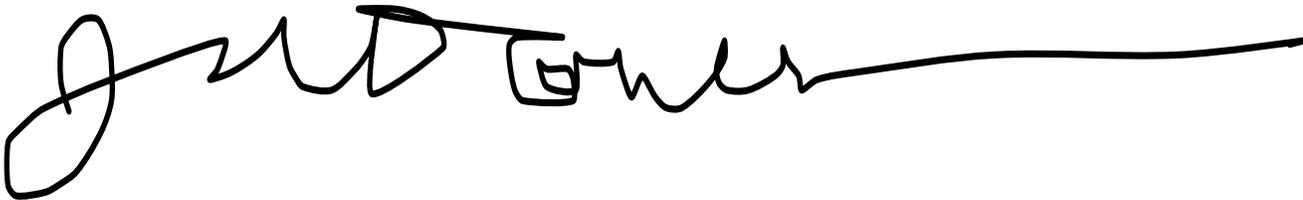
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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 "John D. [unclear]", written in a cursive style.

Thank you.