

Application: Finn Academy: An Elmira Charter School

Martina Baker - martinabaker@finnacademy.com
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Aug 2 2021

Instructions

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2020-2021 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2021)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL 070600861078

a1. Popular School Name

Finn Academy

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

ELMIRA CITY SD

d. DATE OF INITIAL CHARTER

7/2014

e. DATE FIRST OPENED FOR INSTRUCTION

7/2015

h. SCHOOL WEB ADDRESS (URL)

www.finnacademy.com

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)

477

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)

333

k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5, 6

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

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2021-2022?

No, just one site.

School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	610 Lake Street, Elmira, NY 14901	607-737-8040	Elmira	K-6	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Aimee Ciarlo			
Operational Leader	Martina Baker			
Compliance Contact	Martina Baker			
Complaint Contact	Aimee Ciarlo			
DASA Coordinator	Aimee Ciarlo			
Phone Contact for After Hours Emergencies	Martina Baker			

m1b. Is site 1 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

Site 1 Certificate of Occupancy (COO)

[Certificate of Occupancy 2021-2022.pdf](#)

Filename: Certificate of Occupancy 2021-2022.pdf **Size:** 160.3 kB

Site 1 Fire Inspection Report

[2021-2022 Fire Inspection Conducted 7.27.21.pdf](#)

Filename: 2021-2022 Fire Inspection Conducted 7.27.21.pdf **Size:** 188.1 kB

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

(No response)

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	MARTINA BAKER
Pos t on	COO
Phone/Extension	607-737-8040
Email	MARTINABAKER@FINNACADEMY.COM

p. Our signatures (Executive Director/School Leader/Head of S ool and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES to agree.**

Responses Selected:

Yes

q. Our signatures (Executive Director/School Leader/Head of S ool and Board President) 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. Click **YES to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).**

Responses Selected:

Yes

Signature, Head of Charter School

Martina Baker

Signature, President of the Board of Trustees

A. Friedman

Date

Jul 20 2021

Thank you.



Entry 3 Accountability Plan Progress Reports

Completed Nov 2 2021

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

2020-21 Accountability Plan Progress Report

Filename: 2020 21 Accountability Plan Progress Dr1MKwz.pdf **Size:** 185.1 kB

Entry 4 - Audited Financial Statements

Completed Nov 1 2021

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2021**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a .PDF file, ensuring that security features such as password protection are turned off.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

FACS audited FS 06

Filename: FACS audited FS 06.30.2021 Final.pdf **Size:** 474.4 kB

Entry 4a - Audited Financial Report Template (SUNY)

Completed Nov 1 2021

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

FACS 2020-21-Audited-Financial-Statement-06

Filename: FACS 2020 21 Audited Financial Sta eug6x2Q.xlsx **Size:** 176.5 kB

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a “federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold.”

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

^[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4d - Financial Services Contact Information

Completed Aug 2 2021 Hidden from applicant

Instructions: Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021**.

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Martina Baker	[REDACTED]	[REDACTED]

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Peter J. DeSabio	[REDACTED]	[REDACTED]	6

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm
	Kirisits and Associates LLC	Lisa Kirisits	1231 Delaware Avenue, Suite 6, Buffalo, NY 14209			

Entry 5 - Fiscal Year 2021-2022 Budget

Completed Nov 1 2021

Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021**.

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

Instructions - SUNY authorized charter schools should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

[FACS 2021-22-Budget-and-Quarterly-Report 06](#)

Filename: FACS 2021 22 Budget and Quarterly ViKncYN.xlsx **Size:** 535.3 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Aug 2 2021

Required of ALL Charter Schools by August 2

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a**

trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee. (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the **education** corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation. Note: Docusign is accepted.

2021-SUNY-Financial-Disclosure-Form-Raj

Filename: 2021 SUNY Financial Disclosure Form Raj.pdf **Size:** 371.2 kB

Stowell 20-21 Financial Disclosure Form

Filename: Stowell 20 21 Financial Disclosure Form.pdf **Size:** 78.2 kB

2021-SUNY-Financial-Disclosure-Form-Winner

Filename: 2021 SUNY Financial Disclosure Form Winner.pdf **Size:** 306.5 kB

2021-SUNY-Financial-Disclosure-Form-signed Coletta

Filename: 2021 SUNY Financial Disclosure Form jscGKp0.pdf **Size:** 275.4 kB

SUNY Charter Schools Institute Koski Page 1

Filename: SUNY Charter Schools Institute Koski Page 1.pdf **Size:** 512.6 kB

Patel 20-21 Disclosure Form

Filename: Patel 20 21 Disclosure Form.pdf **Size:** 761.7 kB

SUNY Charter Schools Institute Koski Page 2

Filename: SUNY Charter Schools Institute Koski Page 2.pdf **Size:** 563.2 kB

2021-SUNY-Financial-Disclosure-Form-1

Filename: 2021 SUNY Financial Disclosure Form GtUscEt.pdf **Size:** 302.6 kB

Entry 7 BOT Membership Table

Completed Aug 2 2021

Instructions

Required of All charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 7 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

1. 2020-2021 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Pos t on on the Board	Commit tee Affiliatio ns	Vot ng Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD /YYYY)	End Date of Current Term (MM/DD /YYYY)	Board Meeting s Attende d During 2020-2021
1	Alice Renee Sutton		Chair	Finance	Yes	3	06/08/2020	08/31/2025	12
2	Cynthia Raj		Vice Chair	Governa nce, Academ ics	Yes	2	06/08/2020	06/30/2022	12
3	Maya Patel		Secretar y	Governa nce	Yes	3	07/09/2021	07/31/2022	12
4	Jill Koski		Treasure r	Finance, Governa nce	Yes	3	11/04/2019	11/30/2021	12
5	Kat e Stowell		Trustee/ Member	Academ ics, Governa nce	Yes	2	02/13/2017	02/28/2022	12

6	Lynn Winner		Trustee/Member	Academics	Yes	2	08/07/2017	08/31/2022	12
7	Kathryn Coletta		Trustee/Member	Governance	Yes	2	06/08/2020	05/31/2022	12
8									
9									

1a. Are there more than 9 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2021	7
b.Total Number of Members Added During 2020-2021	0
c. Total Number of Members who Departed during 2020-2021	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	9

3. Number of Board meetings held during 2020-2021

16

4. Number of Board meetings scheduled for 2021-2022

12

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 2, 2021.

Entry 9 Enrollment & Retention

Completed Aug 2 2021

[Instructions for submitting Enrollment and Retention Efforts](#)

ALL charter schools must complete this section. Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Entry 9 Enrollment and Retention of Special Populations

[Instructions for Reporting Enrollment and Retention Strategies](#)

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities,

English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
Economically Disadvantaged	<p>We continued to increase our digital recruiting processes, using social media tools such as Facebook to advertise to a certain geographic radius, as we realize that many parents of Finn-aged scholars are utilizing social media as a primary source of research and communication. We also continued to advertise some print materials, in order to reach all demographics in the community. We continued to outreach every corner of the City of Elmira in our effort to recruit economically disadvantaged scholars; we have, and will continue to hold, informational and enrollment sessions in community centers and other areas where we can reach th s demographic. We also utilized our partnership</p>	<p>We will continue to increase our digital recruiting processes, using social media tools such as Facebook to advertise to a certain geographic radius, as we realize that many parents of Finn-aged scholars are utilizing social media as a primary source of research and communication. We will also continue to advertise some print materials, in order to reach all demographics in the community. We continue to outreach every corner of the City of Elmira in our effort to recruit economically disadvantaged scholars; we have, and will continue to hold, informational and enrollment sessions in community centers and other areas where we can reach th s</p>

	<p>with organizations, such as EOP, to reach these populations, and inform them that Finn Academy is a free, public school choice for their children. In the time of school shutdown due to the pandemic, we hosted virtual enrollment sessions to continue to reach out to prospective families.</p>	<p>demographic. We also utilize our partnership with organizations, such as EOP, to reach these populations, and inform them that Finn Academy is a free, public school choice for their children. We will also implement virtual opportunities for information about enrollment, given the current situation with the COVID-19 pandemic.</p>
English Language Learners	<p>We continued to reach out to potential ELL students in a variety of ways; we held enrollment sessions in all areas of Elmira, including many of the most struggling neighborhoods where many of these students reside. We also partner with organizations, such as EOP, which often serves as a source of referrals for ELL students to our program.</p>	<p>Similar to other categories of students, we will utilize various recruitment tools, including but not limited to digital advertising, community outreach, parent and partner referrals to continue to recruit an ELL population to Finn Academy. We will also make resources and school communications available in languages other than English, to make families of ELL scholars feel welcomed and informed.</p>
Students with Disabilities	<p>Many of our students with disabilities make their way to us by word of mouth; we go above and beyond to provide services to our disabled scholars, and we believe that our service has become apparent to our families. These families then share their</p>	<p>Similar to other categories of students, we will utilize various recruitment tools, including but not limited to digital advertising, community outreach, parent and partner referrals to continue to recruit students with disabilities to Finn</p>

	<p>experiences at Finn Academy with others, which in turn leads to further enrollment of students with disabilities.</p>	<p>Academy. Our strong Special Education program continues to draw new enrollment through family referrals.</p>
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	<p>At Finn Academy, it is our goal to have over a 90% retention rate; this does not differentiate based on any category of scholar. To specifically retain economically disadvantaged, we continue to provide supports many of these families need such as participation in the National School Lunch Program; support for purchasing/securing school uniforms and/or school supplies; and transportation home from school due to our host district's inability to provide it to our scholars in the afternoon. We continue to provide these services as we realize they add value, and are essentials, for our economically disadvantaged parents and scholars.</p>	<p>Again, we will continue to provide various supports for our families that they have come to expect and know from their time at Finn Academy as mentioned previously, such as school lunches and transportation; we are continuing to provide new programs, such as access to in-school counseling services, to our families in order to help support their scholar's emotional well-being. We believe by supporting the families in the ways we do, many times going above and beyond, helps to create a strong sense of community and an essential support network, that leads to retention of this category of scholar.</p>

English Language Learners	Through ELL services and programming, it is our goal to retain all scholars with the ELL classification.	Through our own internal assessments and interventions, as well as in partnership with the local school district, we will continue to provide all necessary ELL supports and services to our ELL population, thus, ensuring the retention of these scholars.
Students with Disabilities	To retain these scholars we aim to provide them with all of the services they need to be successful, in the least restrictive and most inclusive setting. With our small class sizes, inclusion efforts continue to be a success for many students with disabilities. We believe this is resonating with our families, who want their children with disabilities to be celebrated and included within the general population of our school.	It remains a priority in the upcoming school year to retain our students with disabilities; we will continue to provide support services—many times intense services—in order to get our scholars to where they should and could be academically. There is a renewed focus in investing various resources toward these scholars, i.e. purchasing low level but high interest books for our 4th grade scholars who require reading interventions; this serves to pique their interest in reading materials that appeal to their maturity levels, but are better suited to their actual reading levels. A focus on resources, both human and physical, remains a priority of ours heading in to the new academic year for our students with disabilities.

Entry 10 - Teacher and Administrator Attrition

Completed Aug 2 2021

Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

^[1] Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 11 Percent of Uncertified Teachers

In Progress Last edited: Aug 2 2021 Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category A: 5 or 30% whichever is less	0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Incomplete Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

Entry 13 School Calendar

Completed Aug 2 2021

Instructions for submitting School Calendar

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools *"... unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

2021-2022 Calendar APPROVED

Filename: 2021 2022 Calendar APPROVED.pdf **Size:** 237.8 kB

Entry 14 Links to Critical Documents on School Website

Completed Aug 2 2021

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 14 Links to Critical Documents on School Website

School Name: Finn Academy: An Elmira Charter School

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	http://finnacademy.com/wp-content/uploads/2021/08/Annual-Report-Download-19-20-1.pdf
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	http://finnacademy.com/about/board-of-trustees/
2a. Webcast of Board Meetings (per Governor's Executive Order)	http://finnacademy.com/about/board-of-trustees/
3. Link to NYS School Report Card	https://data.nysed.gov/profile.php?instid=800000083988
4. Lottery Notice announcing date of lottery	https://finnacademy.com/information-for-parents/enrollment/
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	http://finnacademy.com/wp-content/uploads/2021/07/District-Level-Plan-2021-2022-1.pdf
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	http://finnacademy.com/wp-content/uploads/2021/02/2020-21-Family-Handbook-D.pdf
7. Authorizer-Approved FOIL Policy	http://finnacademy.com/wp-content/uploads/2020/01/FOIL-Notice-Policy-10.7.19-Revisions-1.pdf
8. Subject matter list of FOIL records	http://finnacademy.com/wp-content/uploads/2020/01/FOIL-Notice-Policy-10.7.19-Revisions-1.pdf

Thank you.



Entry 15 Staff Roster

Incomplete Hidden from applicant

INSTRUCTIONS

Required of Regents-Authorized Charter Schools ONLY

Please click on [the MS Excel Staff Roster Template](#) and provide the following information for ANY and ALL instructional and non-instructional employees.

- Full name for any and all employees
- TEACH IDs for any and all employees
- Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)
- Date of hire and employment start dates
- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation as to why a teacher is teaching outside of their certification area.



FINN ACADEMY: AN ELMIRA CHARTER SCHOOL

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By: Finn Academy Leadership Team

610 Lake Street
Elmira, NY 14901

607-737-8040

Martina Baker, Aimee Ciarlo, Jeremy Wheeler, Theresa Cain and Deborah Breen prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
A. Renee Sutton	Chair	Finance
Cynthia Raj	Vice Chair	Governance, Academics
Maya Patel	Secretary	Academics
Jill Koski	Treasurer	Finance
Lynn Winner	Trustee	Academics Chair
Katie Stowell	Trustee	Academics, Governance
Kathryn Costello	Trustee	Governance Chair

Aimee Ciarlo and Jeremy Wheeler have served as the school leader(s) since 2017 and 2018, respectively.

SCHOOL OVERVIEW

Mission: “At Finn Academy we promote an inclusive, rigorous and nurturing environment to best prepare our children for their future and to cultivate a community of scholars, leaders, and friends.”

Graduate Profile:

All Finn Academy graduates will have the skills, knowledge and access to confidently explore their dreams. Scholars will successfully engage with critical and creative thinking, and nurture themselves and their community.

Finn Academy opened its doors in 2015 to scholars in grades K-3. We have grown each year, and in our fifth year, the 2019-2020 school year, we served scholars in grades K-7. We no longer provided a 7th grade program in 2020-2021 and were a K-6 school. Our program will be designated as Lower School K-4; and Upper School grades 5 and 6.

Key Design Elements:

1. **Community Connections:** At Finn Academy all scholars engage in the larger community through teacher planned projects and field studies that bring awareness and service to the community in which they live. Scholars become more deeply engaged in their academic and social content due to the direct applications of their academic learning in real-world settings.
2. **STEM – Science, Technology, Engineering, and Math:** Finn Academy incorporates a class for STEM instruction at all grade levels. Our STEM coursework builds a solid foundation in mathematical, and science and engineering practices that support success in all subject areas. Through our emphasis on problem-solving, and the engineering design process, scholars can utilize their curiosity and creativity to practice skills in context to real-world problems. STEM elements are further incorporated throughout the school day through our curriculum and provide scholars with authentic and purposeful (hands-on) experiential learning. Our model includes a STEM lab, Maker Space and both indoor and outdoor gardens where scholars become practicing scientists, engineers, and mathematicians.
3. **College and Career Readiness:** Finn Academy emphasizes the importance of all scholars being college and career ready through exposure to institutions of higher education and career exploration. The school also builds a solid foundation of skills for scholars to be prepared for a future of success.
4. **Advisory Program:** Finn Academy scholars’ communication, prosocial, and problem-solving skills are strengthened through daily advisory meetings called “crew”. All members of the staff are infused into the program by creating positive and meaningful connections that will help scholars experience and live out core values. Additionally, this program unites staff in a common vision for extending compassion and guidance over time to scholars and their families.
5. **Wellness:** Finn Academy is dedicated to promoting physical and socio-emotional wellness. Finn Academy provides fitness and dance instruction for every scholar; each elementary

scholar has daily recess, with trained staff that engages scholars in daily play and supports our universal norms and core values. Scholars experience the nutritional, community, and academic benefits of an Edible Schoolyard program to engage them in the work of planning.

6. **Professional Development and Teacher Support:** Finn Academy staff have the opportunity to work in an environment that provides at least five hours of monthly professional development sessions focused on school-wide priority areas, coaching from instructional leaders, data meetings, observations and feedback cycles. An additional four and a half hours of weekly planning time allows teachers the time to prepare and organize materials and to facilitate purposeful discussions around data, scholar growth, and instruction. Teachers utilize data regarding scholar performance on a regular basis to inform instruction and better meet learners' needs. All staff participate in a week of professional development sessions prior to the start of each new school year.

Finn Academy made programmatic adjustments in moving to remote learning in March of 2020. We continued to provide a remote option to scholars for the 2020-2021 school-year. Approximately 100 scholars learned via remote instruction with a dedicated remote classroom teacher and the remainder of the scholars were in person five days a week. Finn was mandated by the State Health Department to move to full remote instruction from October 23rd through January 4th due to the designation by the State of New York as a COVID-cluster zone.

Google Classroom continued to be the Learning Management System (LMS) as an instructional conduit for all staff and scholars. Asynchronous and synchronous lessons were implemented daily to engage scholars in a flexible learning platform. Grade level teams (including special education teachers and school counselor), instructional coaches, and leadership continued to meet weekly to collaboratively plan and communicate data to be able to ensure rigor and continuity of remote instruction and in-person instruction. Clear scheduling of synchronous and asynchronous lessons, ongoing feedback and responsive communication with scholars and families provided equitable access to the learning for remote instruction. Technology devices were distributed along with hard copy materials in some cases to adapt for developmentally appropriate practices and ensure equity for scholars. Surveys were administered to staff and families for the planning of instructional and social-emotional needs.

Academic interventions and special education services continued remotely. Ongoing collaboration with our host district Committee on Special Education (CSE) was continual during the closure to ensure a free and appropriate public education (FAPE), consistent with the need to protect the health and safety of our community. Special education teachers provided ongoing family communication, scholar instruction/services, and other case management data on a weekly basis to ensure fidelity of the IEP, adapted to the remote environment. Remote learning plans were created and discussed with families to gain their input regarding services and ongoing academic and behavioral needs. Additional contemplation regarding program modifications or learning needs due to environmental barriers were considered and put into effect.

Attendance and participation rates were taken daily. Finn's attendance policy was updated to incorporate language that addressed factors relevant to remote instruction. Professional development continued weekly through Zoom Webinar focused on the implementation and essential consistencies of remote instruction; identification and support of social-emotional needs. Weekly PD also provided updates and guidance for all staff on any program additions or changes, as well as virtual teaching/learning strategies.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	34	67	53	47	48									249
2017-18	49	36	66	54	54	44								303
2018-19	54	54	39	70	53	49	43							362
2019-20	53	49	57	39	68	48	46	25						385
2020-21	55	54	51	56	34	60	39							349

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Scholars will be proficient readers and writers of the English language.

BACKGROUND

In grades K-4, teachers utilized the New York State Common Core EL Modules to provide scholars with their ELA instruction, enhancing them to generate increased levels of scholar motivation around the topics. Scholars were learning social studies and science content through the lens of ELA, applying their knowledge to the world around them.

In grades 5-6 Scholars were engaged with the Reading Reconsidered Curriculum. In the 2019-2020 academic year, the Finn Academy team implemented the methodology contained within "*Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction*," as the primary framework for its upper school ELA program (grades 5 – 7). This curriculum provides a repertoire of strategies, structures, and tools/techniques which can improve the instructional practice of educators at any level, combined with the *Teach Like a Champion* practical guide to best practices in teaching by Doug Lemov that supports a streamlined approach to our teachers' instructional coaching and development.

Reading Reconsidered supports instruction that is engaged, enthusiastic, and produces deep-thinking in readers by creating discourse within the classroom that will allow scholars to generate solid meaning themselves with scaffolds and supports. The framework includes an implementation guide that allows teachers and leaders to collaborate on text selection, planning of texts, and implementation. All novel modules are fully scripted and provide supplemental materials.

Classroom teachers facilitated opportunities for scholars to explore their thinking through writing tasks and relevant, real-world problems, resulting in a culminating event that meets all Common Core standards in writing and ELA. Each grade level worked diligently to connect the unit/module content to our local community, utilizing local experts, accessing local organizations through field studies, and incorporating expedition celebrations that are motivating to our scholars. Formative and summative assessments (formal and informal) were administered regularly throughout the course of the units to provide snapshots of scholar growth in reading and writing skills. Classroom teachers utilized rubrics and informal data to identify areas of strength and areas of growth to provide differentiated instruction to scholars based on their needs.

Professional Development was facilitated in-house with the support of EL Education and Uncommon Schools to provide teachers with support around high-quality writing, teaching to the skills utilizing and referencing texts, and scaffolding support as needed. In addition to this curriculum, classroom teachers were expected to differentiate instruction in the ELA skills block, focusing on the skills and strategies scholars needed to improve academically. These centers were connected to the content that scholars were learning about, but emphasized word work, reading for information, and writing skills that correlate with their grade level standards. With the addition to the curriculum, many opportunities for improvement were prevalent, and continued to be addressed through professional learning opportunities.

As a result of the COVID-19 Pandemic we offered a fully remote program with a dedicated teacher in each grade level facilitating remote instruction. The remote program had approximately 75-100 scholars throughout the year. We had a fully in-person program 5 days a week that served 233-258 students.

METHOD

Finn Academy administered a national norm-referenced exam, NWEA MAP Assessments in Reading for K-6. Test administration was conducted three times during the year. Fall of 2020 and Winter of 2021 and Spring 2021 respectively. Grade level norm scores were reported as well as Median Projected Growth Scores in grades 3-6. Internal Goals were set based on historical data and specific cohort's prior levels of performance on the NWEA Assessment for grade level norm and meeting projected growth.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: NWEA MAP

RESULTS AND EVALUATION

Finn Academy met the building level goals established for grades 3-6. Please note that Finn Scholars internal goals were set prior to the guidance and goals established by SUNY CSI. The internal goals for the NWEA Map Tests were reviewed by administration at the end of the year; and, to compare growth from Fall of 2020 to Spring of 2021. There were two internal goals for ELA: (1) Percent of scholars meeting grade level norms; and, (2) Percent of scholars meeting projected growth metrics on the NWEA MAP Reading Assessments. Of significant note was 6th grade which had 66% of scholars meeting the

grade level projected proficiency per NWEA cut scores and median 63rd percentile of national growth from Fall 2020-Spring 2021.

Finn academy met two of the targets established by SUNY CSI for ELA. These targets include gap closing measures 2 and 3. *Gap closing - 2. How does the median of students with disabilities, English language learners, and/or other disadvantaged student groups compare to the median score of the school's general education students? 3. Gap closing - How does the median growth of students with low initial absolute achievement compare to typical growth of all students?*

Finn academy fell short of the following targets in *1. Growth- Did students grow at the normed rate according to the beginning of year baseline score? 4. Absolute- What percentage of students enrolled in at least their second year at the school performed at the equivalent of grade level standards?*

In reviewing this data we anticipated challenges in meeting the growth targets 1 and the absolute measure based on the disruption in learning during the COVID-19 pandemic. We anticipated a "new norm" with the significant amount of time scholars spent in remote instruction and loss of continuity in the 2019-20 school-year and 2020-21 school-year. New norm meaning, where do scholars academic performance fall now in light of the challenges faced since March of 2020. What we have found very promising is meeting the targets for the two gap closing measures for our most at risk scholars. Our strategies in addressing scholars' needs during the pandemic have proven to address learning gaps for these specific populations and should continue to support all learners in catching up to the established norms for the 2021-22 school-year.

In 2020-2021, we will continue to utilize NWEA MAP Assessments to benchmark scholars throughout the school year for ELA, Math (K-6). Throughout the past school year, grade-level teachers met monthly to discuss benchmark data, as well as classroom data to ensure that scholar needs were met in classrooms whether learning virtually or in person. Along with utilizing NWEA benchmarks, we also moved to using a new resource: Compass Odyssey's Pathblazer online tool. With this in place we were able to focus on the specific skills and standards as identified by the MAP Assessments to provide scholars with the differentiated instruction and academic remediation in scheduled blocks of time.

In 2021-22 we will continue using NWEA Reading Fluency Assessment and intervention activities to provide teachers with more specific skill-based data and a prescription for interventions. This assessment in some cases has supplanted the former Fountas and Pinnell Reading assessment for our tier 1 and 2 scholars. We plan to implement F & P Interactive Read Alouds beginning in the fall to help support literacy-specific skill areas through a daily read aloud. We will continue to use Fountas and Pinnell Assessments for RTI purposes and to inform teachers in how to differentiate instruction, and plan interventions to close skill gaps. We will also continue to provide scheduled ELA skill block times to ensure teachers have the opportunity and support to differentiate reading instruction, driven by scholar data.

NWEA

2020-21 NWEA MAP ELA Assessment End of Year Results

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1 ELA: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	172	42.5	No
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	93	57.75	Yes
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹	42.5	27	56.25	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ²	2+ students	75%	163	39.8%	No

End of Year Performance on 2020-21 NWEA MAP ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ³	Number Tested	Percent Proficient	≥2 Yr Number Tested

¹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

² <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

³ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

3	44.4	54	42.5	48
4	18.75	32	18.75	30
5	28.8	52	26.9	51
6	66.6	36	61.1	34
All (3-6)	39.6	174	39.8	163

End of Year Growth on 2020-21 NWEA MAP ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	35	53
4	26	32
5	50	51
6	63	36
All (3-6)	42.5 median 43.5 ave.	172

End of Year Growth on 2020-21 NWEA MAP ELA Assessment By Low Initial Achievers

Grades	Median Growth Percentile	Number Tested
3	36	27
4	44	21
5	71.5	32
6	74	13
All	57.75 median 56.3 ave.	93

End of Year Growth on 2020-21 NWEA MAP ELA Assessment By Students with Disabilities

Grades	Median Growth Percentile	Number Tested
3	15	3
4	28	9
5	84.5	12
6	99	3
All	56.25 median	27

	56.6 ave.	
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GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

Scholars will demonstrate competency in the understanding and application of mathematical computation, modeling, reasoning, and problem solving.

BACKGROUND

In 2020-2021 Finn Academy continued to use GO Math for its math curriculum. This is an innovative and dynamic mathematics program that encourages the school's elementary scholars to explore, understand, and apply mathematical concepts both inside and outside of the classroom. Standards-based units and lessons are the foundation of all instruction, and the program incorporates STEM-related, inquiry-based, problem- and project-based learning opportunities for all scholars.

Mixed state assessment results in previous years warranted the need to provide additional training in Math instruction. Staff was engaged in a day of Cognitive Guided Inquiry Mathematics training with Future Leaders Incubators (FLI) in April 2021.

As a result of the remote sections in grade 1-6 and all students in remote instruction from October 23rd -January 4th teachers reviewed and prioritized the learning standards and expectations through the end of June 2021. Teachers also utilized "Think Central" the online math resources to support remote instruction.

Method

Finn Academy administered a national norm-referenced exam, NWEA MAP Assessments in Mathematics for K-6. Test administration was conducted in Fall of 2020 and Winter of 2021 and Spring of 2021. Growth scores are from Fall 2020 through Spring 2021. Internal Goals were set based on historical data and specific cohort's prior levels of performance on the NWEA Assessment for the grade level norm RIT score (not the cut score for projected proficiency) and meeting projected growth.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: NWEA MAP

RESULTS AND EVALUATION

Finn Academy met the building level goals established for grades 3-6. Please note that Finn scholars internal goals were set prior to the guidance and goals established by SUNY CSI. The internal goals for the NWEA Map Tests were reviewed by administration at the end of the year; and, to compare growth from Fall of 2020 to Spring of 2021. There were two internal goals for Math: (1) Percent of scholars meeting grade level norms; and, (2) Percent of scholars meeting projected growth metrics on the NWEA

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

MAP Mathematics Assessments. Of significant note was the 6th grade cohort in all subgroup areas and also all of our 3-6 grade levels having conditional growth scores ranging from 61-70th percentiles.

Finn Academy met two of the targets established by SUNY CSI for Math. These targets include: 1. *Growth- Did students grow at the normed rate according to the beginning of year baseline score?* . Gap closing - 3. *Gap closing - How does the median growth of students with low initial absolute achievement compare to typical growth of all students?*

Finn academy fell short of the following targets in Gap closing - 2. *How does the median of students with disabilities, English language learners, and/or other disadvantaged student groups compare to the median score of the school's general education students?* and 4. *Absolute- What percentage of students enrolled in at least their second year at the school performed at the equivalent of grade level standards?*

In reviewing this data we anticipated challenges in meeting some of these targets. Regarding Growth -we were met with positive results in meeting this target. Having a clear viable curriculum that is also suitable in a remote environment likely contributed to this success. What we have found very promising is when we consider meeting the targets for the two gap closing measures of our most at risk populations. Our strategies in addressing scholars' needs during the pandemic have proven to address learning gaps for these specific populations and should continue to support all learners in catching up to the established norms for the 2021-22 school-year.

In 2020-2021, we will continue to utilize NWEA MAP Assessments to benchmark scholars throughout the school year for Math (K-6). Throughout the past school year, grade-level teachers met monthly to discuss benchmark data, as well as classroom data to ensure that scholar needs were met in classrooms, whether virtually or in person. Along with utilizing NWEA benchmarks, we also moved to using a new resource: Compass Odyssey's Pathblazer online tool. With this in place we were able to focus on the specific skills and standards as identified by the MAP Assessments to provide scholars with the differentiated instruction and academic remediation in scheduled blocks of time.

In 2021-22 we will continue to schedule Math Skills Block times to ensure teachers have the opportunity and support to differentiate math instruction, driven by scholar data.

NWEA

2020-21 NWEA MAP Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1 Math: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	172	66.5	Yes
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not	Low initial achievers	55	121	64.25	Yes

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.					
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁴	66.5	27	54.75	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁵	2+ students	75%	163	39.8%	No

End of Year Performance on 2020-21 NWEA MAP Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁶	Number Tested	Percent Proficient	≥ 2 Years Number Tested
3	48	54	46.2	48
4	34	32	34.3	30
5	27	52	25	51
6	50	36	44.4	34
All (3-6)	39.6	174	39.8	163

End of Year Growth on 2020-21 NWEA MAP Mathematics Assessment By All Students

⁴ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

⁵ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

⁶ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades	Median Growth Percentile	Number Tested
3	61	53
4	69	32
5	64	51
6	70	36
All (3-6)	66 ave. 66.5 median	172

End of Year Growth on 2020-21 NWEA MAP Math Assessment By Low Initial Achievers

Grades	Median Growth Percentile	Number Tested
3	63	31
4	40	26
5	65.5	44
6	78	20
All	64.25 median 61.6 ave.	121

End of Year Growth on 2020-21 NWEA MAP Mathematics Assessment By Students with Disabilities

Grades	Median Growth Percentile	Number Tested
3	46	3
4	30	9
5	63.5	12
6	92	3
All	54.75 median 57.8 ave.	27

Goal 3: Science

Finn Academy Charter School scholars will use technology, mathematics, design principles, and scientific concepts to generate hypotheses, conduct and analyze investigations, and represent conclusions.

BACKGROUND

Finn Academy is committed to providing our scholars with a commitment to the STEM fields; we have a dedicated STEM lab and full-time classroom teacher providing challenging, enriching, rigorous instruction and experimentation in the STEM fields. We have unique local partnerships with the Chemung River Friends and Elmira College, providing our scholars with regular access to experts in various scientific disciplines.

Through the integrated nature of our curriculum, our scholars are receiving a strong foundation in all scientific disciplines, which is correlating to a deeper understanding of scientific principles.

We made some minor programmatic changes toward the end of the 2020-2021 school year and had a dedicated science class for 5th and 6th grade scholars. We also provided a dedicated STEM time in the schedule for grades K-4. This allowed for coordination with the Coordinator who facilitates the Finn outdoor and hydroponics garden as well as utilizing the FOSS Science Kit based Curriculum and the digital Generation Genius Science Lessons.

As a result of transition to remote learning for some scholars and all scholars late October through January 4th, teachers were able to utilize some online learning resources to keep scholars engaged with science including "Mystery Science Lessons" mysteryscience.com and "Generation Genius" generationgenius.com. Teachers also facilitated science demos and STEM focused activities via their Google Classrooms.

METHOD

Finn Academy assessed all 4th grade scholars in February 2021. We used a previous year's 4th grade NYS written state exam in February of 2021. The original intention of this exam was to identify skill gaps and inform instruction prior to taking the NYS 4th grade exam. We also utilize "mock" assessments to collect data for teacher planning and goal setting. We did not have scholars take the practical component of the science exam at that time. This assessment is directly aligned with the NYS standards that were assessed in 4th grade. All in person scholars took the NYS Science Test totaling 26.

RESULTS AND EVALUATION

A total of 19 scholars in 4th grade completed the "mock" exam in February of 2021 scoring 60% proficient. Using the data, the teachers planned instruction to improve scholar results for the June 2021 NYS Science Exam. Scholars improved and performed well with an overall percent score of 77% proficient.

ACTION PLAN

With changes in the NYSSLS implementation and assessment, Finn Academy will continue to integrate science and engineering practices, crosscutting concepts, and content into the curriculum. In 2021-2022

Finn Academy will continue “phasing” in the use of FOSS Science Curriculum Kits as the main Science curriculum. For the 2021-2022 school year, grades 5 and 6 will be fully implementing FOSS Science.

Partial implementation using FOSS Science in grades 3-4 and will continue for the 2021-22 school year. Teacher training and support will be ongoing in-house and through Delta Education.

GOAL 4: ESSA

Goal 7: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

Finn Academy continues to be in Good Standing and achieved this measure.

ADDITIONAL EVIDENCE

Finn Academy has been in Good Standing since opening.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing



FINN ACADEMY: AN ELMIRA CHARTER SCHOOL

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By: Finn Academy Leadership Team

610 Lake Street
Elmira, NY 14901

607-737-8040

Martina Baker, Aimee Ciarlo, Jeremy Wheeler, Theresa Cain and Deborah Breen prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
A. Renee Sutton	Chair	Finance
Cynthia Raj	Vice Chair	Governance, Academics
Maya Patel	Secretary	Academics
Jill Koski	Treasurer	Finance
Lynn Winner	Trustee	Academics Chair
Katie Stowell	Trustee	Academics, Governance
Kathryn Costello	Trustee	Governance Chair

Aimee Ciarlo and Jeremy Wheeler have served as the school leader(s) since 2017 and 2018, respectively.

SCHOOL OVERVIEW

Mission: “At Finn Academy we promote an inclusive, rigorous and nurturing environment to best prepare our children for their future and to cultivate a community of scholars, leaders, and friends.”

Graduate Profile:

All Finn Academy graduates will have the skills, knowledge and access to confidently explore their dreams. Scholars will successfully engage with critical and creative thinking, and nurture themselves and their community.

Finn Academy opened its doors in 2015 to scholars in grades K-3. We have grown each year, and in our fifth year, the 2019-2020 school year, we served scholars in grades K-7. We no longer provided a 7th grade program in 2020-2021 and were a K-6 school. Our program will be designated as Lower School K-4; and Upper School grades 5 and 6.

Key Design Elements:

1. **Community Connections:** At Finn Academy all scholars engage in the larger community through teacher planned projects and field studies that bring awareness and service to the community in which they live. Scholars become more deeply engaged in their academic and social content due to the direct applications of their academic learning in real-world settings.
2. **STEM – Science, Technology, Engineering, and Math:** Finn Academy incorporates a class for STEM instruction at all grade levels. Our STEM coursework builds a solid foundation in mathematical, and science and engineering practices that support success in all subject areas. Through our emphasis on problem-solving, and the engineering design process, scholars can utilize their curiosity and creativity to practice skills in context to real-world problems. STEM elements are further incorporated throughout the school day through our curriculum and provide scholars with authentic and purposeful (hands-on) experiential learning. Our model includes a STEM lab, Maker Space and both indoor and outdoor gardens where scholars become practicing scientists, engineers, and mathematicians.
3. **College and Career Readiness:** Finn Academy emphasizes the importance of all scholars being college and career ready through exposure to institutions of higher education and career exploration. The school also builds a solid foundation of skills for scholars to be prepared for a future of success.
4. **Advisory Program:** Finn Academy scholars’ communication, prosocial, and problem-solving skills are strengthened through daily advisory meetings called “crew”. All members of the staff are infused into the program by creating positive and meaningful connections that will help scholars experience and live out core values. Additionally, this program unites staff in a common vision for extending compassion and guidance over time to scholars and their families.
5. **Wellness:** Finn Academy is dedicated to promoting physical and socio-emotional wellness. Finn Academy provides fitness and dance instruction for every scholar; each elementary

scholar has daily recess, with trained staff that engages scholars in daily play and supports our universal norms and core values. Scholars experience the nutritional, community, and academic benefits of an Edible Schoolyard program to engage them in the work of planning.

6. **Professional Development and Teacher Support:** Finn Academy staff have the opportunity to work in an environment that provides at least five hours of monthly professional development sessions focused on school-wide priority areas, coaching from instructional leaders, data meetings, observations and feedback cycles. An additional four and a half hours of weekly planning time allows teachers the time to prepare and organize materials and to facilitate purposeful discussions around data, scholar growth, and instruction. Teachers utilize data regarding scholar performance on a regular basis to inform instruction and better meet learners' needs. All staff participate in a week of professional development sessions prior to the start of each new school year.

Finn Academy made programmatic adjustments in moving to remote learning in March of 2020. We continued to provide a remote option to scholars for the 2020-2021 school-year. Approximately 100 scholars learned via remote instruction with a dedicated remote classroom teacher and the remainder of the scholars were in person five days a week. Finn was mandated by the State Health Department to move to full remote instruction from October 23rd through January 4th due to the designation by the State of New York as a COVID-cluster zone.

Google Classroom continued to be the Learning Management System (LMS) as an instructional conduit for all staff and scholars. Asynchronous and synchronous lessons were implemented daily to engage scholars in a flexible learning platform. Grade level teams (including special education teachers and school counselor), instructional coaches, and leadership continued to meet weekly to collaboratively plan and communicate data to be able to ensure rigor and continuity of remote instruction and in-person instruction. Clear scheduling of synchronous and asynchronous lessons, ongoing feedback and responsive communication with scholars and families provided equitable access to the learning for remote instruction. Technology devices were distributed along with hard copy materials in some cases to adapt for developmentally appropriate practices and ensure equity for scholars. Surveys were administered to staff and families for the planning of instructional and social-emotional needs.

Academic interventions and special education services continued remotely. Ongoing collaboration with our host district Committee on Special Education (CSE) was continual during the closure to ensure a free and appropriate public education (FAPE), consistent with the need to protect the health and safety of our community. Special education teachers provided ongoing family communication, scholar instruction/services, and other case management data on a weekly basis to ensure fidelity of the IEP, adapted to the remote environment. Remote learning plans were created and discussed with families to gain their input regarding services and ongoing academic and behavioral needs. Additional contemplation regarding program modifications or learning needs due to environmental barriers were considered and put into effect.

Attendance and participation rates were taken daily. Finn's attendance policy was updated to incorporate language that addressed factors relevant to remote instruction. Professional development continued weekly through Zoom Webinar focused on the implementation and essential consistencies of remote instruction; identification and support of social-emotional needs. Weekly PD also provided updates and guidance for all staff on any program additions or changes, as well as virtual teaching/learning strategies.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	34	67	53	47	48									249
2017-18	49	36	66	54	54	44								303
2018-19	54	54	39	70	53	49	43							362
2019-20	53	49	57	39	68	48	46	25						385
2020-21	55	54	51	56	34	60	39							349

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Scholars will be proficient readers and writers of the English language.

BACKGROUND

In grades K-4, teachers utilized the New York State Common Core EL Modules to provide scholars with their ELA instruction, enhancing them to generate increased levels of scholar motivation around the topics. Scholars were learning social studies and science content through the lens of ELA, applying their knowledge to the world around them.

In grades 5-6 Scholars were engaged with the Reading Reconsidered Curriculum. In the 2019-2020 academic year, the Finn Academy team implemented the methodology contained within "*Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction*," as the primary framework for its upper school ELA program (grades 5 – 7). This curriculum provides a repertoire of strategies, structures, and tools/techniques which can improve the instructional practice of educators at any level, combined with the *Teach Like a Champion* practical guide to best practices in teaching by Doug Lemov that supports a streamlined approach to our teachers' instructional coaching and development.

Reading Reconsidered supports instruction that is engaged, enthusiastic, and produces deep-thinking in readers by creating discourse within the classroom that will allow scholars to generate solid meaning themselves with scaffolds and supports. The framework includes an implementation guide that allows teachers and leaders to collaborate on text selection, planning of texts, and implementation. All novel modules are fully scripted and provide supplemental materials.

Classroom teachers facilitated opportunities for scholars to explore their thinking through writing tasks and relevant, real-world problems, resulting in a culminating event that meets all Common Core standards in writing and ELA. Each grade level worked diligently to connect the unit/module content to our local community, utilizing local experts, accessing local organizations through field studies, and incorporating expedition celebrations that are motivating to our scholars. Formative and summative assessments (formal and informal) were administered regularly throughout the course of the units to provide snapshots of scholar growth in reading and writing skills. Classroom teachers utilized rubrics and informal data to identify areas of strength and areas of growth to provide differentiated instruction to scholars based on their needs.

Professional Development was facilitated in-house with the support of EL Education and Uncommon Schools to provide teachers with support around high-quality writing, teaching to the skills utilizing and referencing texts, and scaffolding support as needed. In addition to this curriculum, classroom teachers were expected to differentiate instruction in the ELA skills block, focusing on the skills and strategies scholars needed to improve academically. These centers were connected to the content that scholars were learning about, but emphasized word work, reading for information, and writing skills that correlate with their grade level standards. With the addition to the curriculum, many opportunities for improvement were prevalent, and continued to be addressed through professional learning opportunities.

As a result of the COVID-19 Pandemic we offered a fully remote program with a dedicated teacher in each grade level facilitating remote instruction. The remote program had approximately 75-100 scholars throughout the year. We had a fully in-person program 5 days a week that served 233-258 students.

METHOD

Finn Academy administered a national norm-referenced exam, NWEA MAP Assessments in Reading for K-6. Test administration was conducted three times during the year. Fall of 2020 and Winter of 2021 and Spring 2021 respectively. Grade level norm scores were reported as well as Median Projected Growth Scores in grades 3-6. Internal Goals were set based on historical data and specific cohort's prior levels of performance on the NWEA Assessment for grade level norm and meeting projected growth.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: NWEA MAP

RESULTS AND EVALUATION

Finn Academy met the building level goals established for grades 3-6. Please note that Finn Scholars internal goals were set prior to the guidance and goals established by SUNY CSI. The internal goals for the NWEA Map Tests were reviewed by administration at the end of the year; and, to compare growth from Fall of 2020 to Spring of 2021. There were two internal goals for ELA: (1) Percent of scholars meeting grade level norms; and, (2) Percent of scholars meeting projected growth metrics on the NWEA MAP Reading Assessments. Of significant note was 6th grade which had 66% of scholars meeting the

grade level projected proficiency per NWEA cut scores and median 63rd percentile of national growth from Fall 2020-Spring 2021.

Finn academy met two of the targets established by SUNY CSI for ELA. These targets include gap closing measures 2 and 3. *Gap closing - 2. How does the median of students with disabilities, English language learners, and/or other disadvantaged student groups compare to the median score of the school's general education students? 3. Gap closing - How does the median growth of students with low initial absolute achievement compare to typical growth of all students?*

Finn academy fell short of the following targets in *1. Growth- Did students grow at the normed rate according to the beginning of year baseline score? 4. Absolute- What percentage of students enrolled in at least their second year at the school performed at the equivalent of grade level standards?*

In reviewing this data we anticipated challenges in meeting the growth targets 1 and the absolute measure based on the disruption in learning during the COVID-19 pandemic. We anticipated a "new norm" with the significant amount of time scholars spent in remote instruction and loss of continuity in the 2019-20 school-year and 2020-21 school-year. New norm meaning, where do scholars academic performance fall now in light of the challenges faced since March of 2020. What we have found very promising is meeting the targets for the two gap closing measures for our most at risk scholars. Our strategies in addressing scholars' needs during the pandemic have proven to address learning gaps for these specific populations and should continue to support all learners in catching up to the established norms for the 2021-22 school-year.

In 2020-2021, we will continue to utilize NWEA MAP Assessments to benchmark scholars throughout the school year for ELA, Math (K-6). Throughout the past school year, grade-level teachers met monthly to discuss benchmark data, as well as classroom data to ensure that scholar needs were met in classrooms whether learning virtually or in person. Along with utilizing NWEA benchmarks, we also moved to using a new resource: Compass Odyssey's Pathblazer online tool. With this in place we were able to focus on the specific skills and standards as identified by the MAP Assessments to provide scholars with the differentiated instruction and academic remediation in scheduled blocks of time.

In 2021-22 we will continue using NWEA Reading Fluency Assessment and intervention activities to provide teachers with more specific skill-based data and a prescription for interventions. This assessment in some cases has supplanted the former Fountas and Pinnell Reading assessment for our tier 1 and 2 scholars. We plan to implement F & P Interactive Read Alouds beginning in the fall to help support literacy-specific skill areas through a daily read aloud. We will continue to use Fountas and Pinnell Assessments for RTI purposes and to inform teachers in how to differentiate instruction, and plan interventions to close skill gaps. We will also continue to provide scheduled ELA skill block times to ensure teachers have the opportunity and support to differentiate reading instruction, driven by scholar data.

NWEA

2020-21 NWEA MAP ELA Assessment End of Year Results

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1 ELA: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	172	42.5	No
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	93	57.75	Yes
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹	42.5	27	56.25	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ²	2+ students	75%	163	39.8%	No

End of Year Performance on 2020-21 NWEA MAP ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ³	Number Tested	Percent Proficient	≥2 Yr Number Tested

¹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

² <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

³ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

3	44.4	54	42.5	48
4	18.75	32	18.75	30
5	28.8	52	26.9	51
6	66.6	36	61.1	34
All (3-6)	39.6	174	39.8	163

End of Year Growth on 2020-21 NWEA MAP ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	35	53
4	26	32
5	50	51
6	63	36
All (3-6)	42.5 median 43.5 ave.	172

End of Year Growth on 2020-21 NWEA MAP ELA Assessment By Low Initial Achievers

Grades	Median Growth Percentile	Number Tested
3	36	27
4	44	21
5	71.5	32
6	74	13
All	57.75 median 56.3 ave.	93

End of Year Growth on 2020-21 NWEA MAP ELA Assessment By Students with Disabilities

Grades	Median Growth Percentile	Number Tested
3	15	3
4	28	9
5	84.5	12
6	99	3
All	56.25 median	27

	56.6 ave.	
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GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

Scholars will demonstrate competency in the understanding and application of mathematical computation, modeling, reasoning, and problem solving.

BACKGROUND

In 2020-2021 Finn Academy continued to use GO Math for its math curriculum. This is an innovative and dynamic mathematics program that encourages the school's elementary scholars to explore, understand, and apply mathematical concepts both inside and outside of the classroom. Standards-based units and lessons are the foundation of all instruction, and the program incorporates STEM-related, inquiry-based, problem- and project-based learning opportunities for all scholars.

Mixed state assessment results in previous years warranted the need to provide additional training in Math instruction. Staff was engaged in a day of Cognitive Guided Inquiry Mathematics training with Future Leaders Incubators (FLI) in April 2021.

As a result of the remote sections in grade 1-6 and all students in remote instruction from October 23rd -January 4th teachers reviewed and prioritized the learning standards and expectations through the end of June 2021. Teachers also utilized "Think Central" the online math resources to support remote instruction.

Method

Finn Academy administered a national norm-referenced exam, NWEA MAP Assessments in Mathematics for K-6. Test administration was conducted in Fall of 2020 and Winter of 2021 and Spring of 2021. Growth scores are from Fall 2020 through Spring 2021. Internal Goals were set based on historical data and specific cohort's prior levels of performance on the NWEA Assessment for the grade level norm RIT score (not the cut score for projected proficiency) and meeting projected growth.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: NWEA MAP

RESULTS AND EVALUATION

Finn Academy met the building level goals established for grades 3-6. Please note that Finn scholars internal goals were set prior to the guidance and goals established by SUNY CSI. The internal goals for the NWEA Map Tests were reviewed by administration at the end of the year; and, to compare growth from Fall of 2020 to Spring of 2021. There were two internal goals for Math: (1) Percent of scholars meeting grade level norms; and, (2) Percent of scholars meeting projected growth metrics on the NWEA

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

MAP Mathematics Assessments. Of significant note was the 6th grade cohort in all subgroup areas and also all of our 3-6 grade levels having conditional growth scores ranging from 61-70th percentiles.

Finn Academy met two of the targets established by SUNY CSI for Math. These targets include: 1. *Growth- Did students grow at the normed rate according to the beginning of year baseline score?* . Gap closing - 3. *Gap closing - How does the median growth of students with low initial absolute achievement compare to typical growth of all students?*

Finn academy fell short of the following targets in Gap closing - 2. *How does the median of students with disabilities, English language learners, and/or other disadvantaged student groups compare to the median score of the school's general education students?* and 4. *Absolute- What percentage of students enrolled in at least their second year at the school performed at the equivalent of grade level standards?*

In reviewing this data we anticipated challenges in meeting some of these targets. Regarding Growth -we were met with positive results in meeting this target. Having a clear viable curriculum that is also suitable in a remote environment likely contributed to this success. What we have found very promising is when we consider meeting the targets for the two gap closing measures of our most at risk populations. Our strategies in addressing scholars' needs during the pandemic have proven to address learning gaps for these specific populations and should continue to support all learners in catching up to the established norms for the 2021-22 school-year.

In 2020-2021, we will continue to utilize NWEA MAP Assessments to benchmark scholars throughout the school year for Math (K-6). Throughout the past school year, grade-level teachers met monthly to discuss benchmark data, as well as classroom data to ensure that scholar needs were met in classrooms, whether virtually or in person. Along with utilizing NWEA benchmarks, we also moved to using a new resource: Compass Odyssey's Pathblazer online tool. With this in place we were able to focus on the specific skills and standards as identified by the MAP Assessments to provide scholars with the differentiated instruction and academic remediation in scheduled blocks of time.

In 2021-22 we will continue to schedule Math Skills Block times to ensure teachers have the opportunity and support to differentiate math instruction, driven by scholar data.

NWEA

2020-21 NWEA MAP Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1 Math: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	172	66.5	Yes
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not	Low initial achievers	55	121	64.25	Yes

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.					
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁴	66.5	27	54.75	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁵	2+ students	75%	163	39.8%	No

End of Year Performance on 2020-21 NWEA MAP Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁶	Number Tested	Percent Proficient	≥ 2 Years Number Tested
3	48	54	46.2	48
4	34	32	34.3	30
5	27	52	25	51
6	50	36	44.4	34
All (3-6)	39.6	174	39.8	163

End of Year Growth on 2020-21 NWEA MAP Mathematics Assessment By All Students

⁴ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

⁵ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

⁶ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades	Median Growth Percentile	Number Tested
3	61	53
4	69	32
5	64	51
6	70	36
All (3-6)	66 ave. 66.5 median	172

End of Year Growth on 2020-21 NWEA MAP Math Assessment By Low Initial Achievers

Grades	Median Growth Percentile	Number Tested
3	63	31
4	40	26
5	65.5	44
6	78	20
All	64.25 median 61.6 ave.	121

End of Year Growth on 2020-21 NWEA MAP Mathematics Assessment By Students with Disabilities

Grades	Median Growth Percentile	Number Tested
3	46	3
4	30	9
5	63.5	12
6	92	3
All	54.75 median 57.8 ave.	27

Goal 3: Science

Finn Academy Charter School scholars will use technology, mathematics, design principles, and scientific concepts to generate hypotheses, conduct and analyze investigations, and represent conclusions.

BACKGROUND

Finn Academy is committed to providing our scholars with a commitment to the STEM fields; we have a dedicated STEM lab and full-time classroom teacher providing challenging, enriching, rigorous instruction and experimentation in the STEM fields. We have unique local partnerships with the Chemung River Friends and Elmira College, providing our scholars with regular access to experts in various scientific disciplines.

Through the integrated nature of our curriculum, our scholars are receiving a strong foundation in all scientific disciplines, which is correlating to a deeper understanding of scientific principles.

We made some minor programmatic changes toward the end of the 2020-2021 school year and had a dedicated science class for 5th and 6th grade scholars. We also provided a dedicated STEM time in the schedule for grades K-4. This allowed for coordination with the Coordinator who facilitates the Finn outdoor and hydroponics garden as well as utilizing the FOSS Science Kit based Curriculum and the digital Generation Genius Science Lessons.

As a result of transition to remote learning for some scholars and all scholars late October through January 4th, teachers were able to utilize some online learning resources to keep scholars engaged with science including "Mystery Science Lessons" mysteryscience.com and "Generation Genius" generationgenius.com. Teachers also facilitated science demos and STEM focused activities via their Google Classrooms.

METHOD

Finn Academy assessed all 4th grade scholars in February 2021. We used a previous year's 4th grade NYS written state exam in February of 2021. The original intention of this exam was to identify skill gaps and inform instruction prior to taking the NYS 4th grade exam. We also utilize "mock" assessments to collect data for teacher planning and goal setting. We did not have scholars take the practical component of the science exam at that time. This assessment is directly aligned with the NYS standards that were assessed in 4th grade. All in person scholars took the NYS Science Test totaling 26.

RESULTS AND EVALUATION

A total of 19 scholars in 4th grade completed the "mock" exam in February of 2021 scoring 60% proficient. Using the data, the teachers planned instruction to improve scholar results for the June 2021 NYS Science Exam. Scholars improved and performed well with an overall percent score of 77% proficient.

ACTION PLAN

With changes in the NYSSLS implementation and assessment, Finn Academy will continue to integrate science and engineering practices, crosscutting concepts, and content into the curriculum. In 2021-2022

Finn Academy will continue “phasing” in the use of FOSS Science Curriculum Kits as the main Science curriculum. For the 2021-2022 school year, grades 5 and 6 will be fully implementing FOSS Science.

Partial implementation using FOSS Science in grades 3-4 and will continue for the 2021-22 school year. Teacher training and support will be ongoing in-house and through Delta Education.

GOAL 4: ESSA

Goal 7: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

Finn Academy continues to be in Good Standing and achieved this measure.

ADDITIONAL EVIDENCE

Finn Academy has been in Good Standing since opening.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	FINN ACADEMY: AN ELMIRA CHARTER SCHOOL
Name of trustee (print):	ALICE RENEE SUTTON
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	CHAIR
Email Address:	

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

☐ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:




By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Finn Academy: An Elmira Charter School
Name of trustee (print):	Kathryn Coletta
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

☐ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☐ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
Self, employer	Perry & Carroll, Inc.	my employer	group life insurance policy		obtain from voting	ongoing
Chris Coletta, husband	Chemung Canal Trust Co.	husband's employer	commercial loan		obtain from voting; husband not involved in account	ongoing

Trustee Signature

Signature:

Kathryn Coletta

Digitally signed by Kathryn Coletta
Date: 2021.07.12 08:27:45 -04'00'

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Finn Academy
Name of trustee (print):	Cynthia Raj
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Vice Chair
Email Address:	

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

■ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☐ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Finn Academy
Name of trustee (print):	Lynn Winner
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chair Academic Committee
Email Address:	

Home Address	
Please complete with changes only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with changes only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

☐ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☐ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



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

Charter School Name:	Finn Academy: An Elmira Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Lisa Kirisits, CPA
School Fiscal Contact Email:	
School Fiscal Contact Phone:	
School Audit Firm Name:	Lumsden & McCormick, LLP
School Audit Contact Name:	Donna Gonser
School Audit Contact Email:	
School Audit Contact Phone:	

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: <https://my.epicenternow.org/>

Required 8 Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

And, if applicable:

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	N/A
5) Management Letter Response	N/A
6) Form 990; or Extension Form 8868	On extension
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	N/A
8) Corrective Action Plan	N/A

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2021

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ 1,240,828	\$ 1,585,674
Grants and contracts receivable	-	-
Accounts receivables	331,229	263,555
Prepaid expenses	74,954	76,151
Contributions and other receivables	-	-
TOTAL CURRENT ASSETS	1,647,011	1,925,380
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	793,780	820,455
<u>OTHER ASSETS</u>	75,000	75,000
TOTAL ASSETS	2,515,791	2,820,835
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 586,785	\$ 512,178
Accrued payroll and benefits	-	-
Deferred Revenue	-	1,271
Current maturities of long-term debt	3,270	4,593
Short Term Debt - Bonds, Notes Payable	-	-
Other	-	-
TOTAL CURRENT LIABILITIES	590,055	518,042
<u>LONG-TERM LIABILITIES</u>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	657,430
TOTAL LONG-TERM LIABILITIES	-	657,430
TOTAL LIABILITIES	590,055	1,175,472
<u>NET ASSETS</u>		
Without Donor Restrictions	1,925,736	1,645,363
With Donor Restrictions	-	-
TOTAL NET ASSETS	1,925,736	1,645,363
TOTAL LIABILITIES AND NET ASSETS	2,515,791	2,820,835

CK - Should be zero

-

-

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL

**Statement of Activities
as of June 30, 2021**

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 4,136,901	\$ -	\$ 4,136,901	\$ 4,757,960
Students with disabilities	198,182	-	198,182	249,195
Grants and Contracts				
State and local	-	-	-	-
Federal - Title and IDEA	396,410	-	396,410	314,380
Federal - Other	-	-	-	-
Other	654,160	-	654,160	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	5,385,653	-	5,385,653	5,321,535
EXPENSES				
Program Services				
Regular Education	\$ 3,247,154	\$ -	\$ 3,247,154	\$ 3,357,938
Special Education	364,429	-	364,429	423,599
Other Programs	595,987	-	595,987	507,418
Total Program Services	4,207,570	-	4,207,570	4,288,955
Management and general	920,614	-	920,614	975,417
Fundraising	-	-	-	-
TOTAL OPERATING EXPENSES	5,128,184	-	5,128,184	5,264,372
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	257,469	-	257,469	57,163
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ -
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	22,904	-	22,904	16,690
Interest income	-	-	-	-
Miscellaneous income	-	-	-	-
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	22,904	-	22,904	16,690
CHANGE IN NET ASSETS	280,373	-	280,373	73,853
NET ASSETS BEGINNING OF YEAR	1,645,363	-	1,645,363	1,571,510
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 1,925,736	\$ -	\$ 1,925,736	\$ 1,645,363

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL

Statement of Cash Flows

as of June 30, 2021

	2020-21	2019-20
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ -	\$ -
Revenues from School Districts	4,387,011	4,876,683
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	-	-
Grants Receivable	-	-
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	-	-
Accounts Payable	(1,421,042)	(1,485,281)
Accrued Expenses	(3,508,672)	(3,274,776)
Accrued Liabilities	-	-
Contributions and fund-raising activities	275,537	380,272
Miscellaneous sources	22,904	27,125
Deferred Revenue	-	-
Interest payments	(460)	(810)
Other	-	-
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ (244,722)	\$ 523,213
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(95,531)	(260,596)
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (95,531)	\$ (260,596)
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	(4,593)	(4,243)
Other	-	654,160
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ (4,593)	\$ 649,917
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ (344,846)	\$ 912,534
Cash at beginning of year	1,660,674	748,140
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 1,315,828	\$ 1,660,674

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2021

		2020-21										2019-20	
		Regular Education				Program Services				Supporting Services Management and			
		Special Education		Other Education		Fund-raising		General		Total			
		\$	\$	\$	\$	\$	\$	\$	\$	\$	\$		
Personnel Services Costs		-	-	-	-	-	-	-	-	422,751	422,751		
Administrative Staff Personnel	6.00	1,968,777	243,512	-	2,212,289	-	-	-	-	-	2,212,289		
Instructional Personnel	50.00	-	-	-	-	-	-	-	-	-	2,322,537		
Non-Instructional Personnel	6.00	-	-	126,971	126,971	-	-	-	107,517	107,517	234,488		
Total Salaries and Staff	62.00	1,968,777	243,512	126,971	2,339,260	-	-	-	530,268	530,268	2,869,528		
Fringe Benefits & Payroll Taxes		327,265	40,478	21,106	388,849	-	-	-	88,145	88,145	476,994		
Retirement		157,361	19,463	10,149	186,973	-	-	-	42,383	42,383	229,356		
Management Company Fees		-	-	-	-	-	-	-	-	-	-		
Legal Service		-	-	-	-	-	-	-	23,873	23,873	42,425		
Accounting / Audit Services		-	-	-	-	-	-	-	110,996	110,996	90,720		
Other Purchased / Professional / Consulting Services		4,940	-	-	4,940	-	-	-	8,489	8,489	36,527		
Building and Land Rent / Lease / Facility Finance Interest		131,600	18,800	9,400	159,800	-	-	-	28,200	28,200	240,000		
Repairs & Maintenance		113,940	16,277	8,139	138,356	-	-	-	24,416	24,416	162,772		
Insurance		41,044	5,863	2,932	49,839	-	-	-	8,795	8,795	58,634		
Utilities		59,400	7,351	3,675	70,426	-	-	-	11,026	11,026	81,452		
Supplies / Materials		100,113	-	-	100,113	-	-	-	-	-	100,113		
Equipment / Furnishings		-	-	-	-	-	-	-	-	-	-		
Staff Development		15,911	-	-	15,911	-	-	-	-	-	15,911		
Marketing / Recruitment		-	-	-	-	-	-	-	7,857	7,857	22,433		
Technology		159,001	-	-	159,001	-	-	-	-	-	159,001		
Food Service		-	-	156,164	156,164	-	-	-	-	-	156,164		
Student Services		23,400	-	245,408	268,808	-	-	-	-	-	268,808		
Office Expense		31,441	-	-	31,441	-	-	-	14,204	14,204	45,645		
Depreciation		85,544	12,221	6,110	103,875	-	-	-	18,331	18,331	122,206		
OTHER		27,417	464	5,933	33,814	-	-	-	3,631	3,631	37,445		
Total Expenses		\$ 3,247,154	\$ 364,429	\$ 595,987	\$ 4,207,570	\$ -	\$ -	\$ 920,614	\$ 920,614	\$ 5,128,184	\$ 5,264,372		



GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

TEMPLATE TABS


1- GRAY tab contains the Instructions


Instructions	Provides description of tabs and input requirements.
Funding by District	Charter School Tuition Rates


2- BLUE tabs require input of information

1.) Name of School	>Select school name from list. >Enter contact information.
2.) Enrollment	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
4.) Yearly Budget	Enter Yearly Budget information. Includes: >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
5.) Balance Sheet	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Prior Year" column may be <i>initially</i> completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
6.) Quarterly Report	Enter Actual Quarterly Report information. Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
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 contain 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)**



ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Finn Academy: An Elmira Charter School

SCHOOL

Name:	Finn Academy: An Elmira Charter School
-------	--

CONTACT INFORMATION

Contact Name:	Lisa Kirisits
Contact Title:	CFO
Contact Email:	
Contact Phone:	

REPORT PERIOD

Current Academic Year:	2021-22
Prior Academic Year:	2020-21

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL
2021-22

ENROLLMENT BY GRADES

GRADES	1	2	3	4	5	6	7	8	9	10	11	12
INITIAL BUDGETED ENROLLMENT	69	65	54	57	40	55						
TOTAL ENROLLMENT = 390												

K
50

ENROLLMENT BY DISTRICT

	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER								ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual
NUMBER OF SCHOOL DISTRICTS ENROLLED:	7	0	7	0	7	0	7	0	0	0	0	0
NUMBER OF STUDENTS ENROLLED:	390	0	390	0	390	0	390	0	0	0	0	0
*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire REVISED budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.												

PRIOR YEAR ACTUAL
0
0

	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment
1 PRIMARY District	364		364		364		364					
2 SECONDARY District	2		2		2		2					
3 Other District 3	1		1		1		1					
4 Other District 4	5		5		5		5					
5 Other District 5	13		13		13		13					
6 Other District 6												
7 Other District 7	1		1		1		1					
8 Other District 8	4		4		4		4					
9 Other District 9												

ANNUAL BUDGET

PRIOR YEAR

PRIMARY/OTHER	DISTRICT NAME(S)
1 PRIMARY District	ELMIRA CITY SD
2 SECONDARY District	ADDISON CSD
3 Other District 3	CORNING CITY SD
4 Other District 4	ELMIRA HEIGHTS CSD
5 Other District 5	HORSEHEADS CSD
6 Other District 6	THOUSAND ISLANDS CSD
7 Other District 7	TIOGA CSD
8 Other District 8	WAVERLY CSD
9 Other District 9	(Select from drop-down list) →

PRIMARY/OTHER	DISTRICT NAME(S)

PRIOR YEAR	
2020-21	
Actual Enrollment	

ANNUAL BUDGET ENROLLMENT BY QUARTER										
QUARTER 1			QUARTER 2			QUARTER 3			QUARTER 4	
Original	Revised		Original	Revised		Original	Revised		Original	Revised
Budgeted	Budgeted		Budgeted	Budgeted		Budgeted	Budgeted		Budgeted	Budgeted
Enrollment	Enrollment		Enrollment	Enrollment		Enrollment	Enrollment		Enrollment	Enrollment

ACTUAL ENROLLMENT BY QUARTER					
QUARTER 1		QUARTER 2		QUARTER 3	
Actual	Enrollment	Actual	Enrollment	Actual	Enrollment
Actual	Enrollment	Actual	Enrollment	Actual	Enrollment

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL
2021-22

STAFFING PLAN FULL-TIME EQUIVALENT (FTE)																
*NOTE: Enter the number of FTE positions in the "blue" cells.	PRIOR YEAR 2020-21 ACTUAL	ADMINISTRATIVE PERSONNEL FTE		ANNUAL BUDGETED FTE				ACTUAL QUARTERLY FTE				*NOTE: Each quarter, the actual FTE should be input.		*NOTE: State the assumptions that are being made for personnel FTE levels.		
		Original	Revised	Original	Revised	Original	Revised	Q1 Actual	Q2 Actual	Q3 Actual	Q4 Actual					
		2.0	2.0	2.0	2.0											
		2.3	2.3	2.3	2.3											
		1.0	1.0	1.0	1.0											
		1.0	1.0	1.0	1.0											
		6.3	6.3	6.3	6.3	0.0	0.0	0.0	0.0	0.0	0.0					
		COO & Dean of Scholars														
		Registrar, Coord of SPED Intervention & Edible School Yard & Sub														
		CFO														
Office Manager																
TOTAL ADMINISTRATIVE STAFF	0.0															
	PRIOR YEAR 2020-21 ACTUAL	INSTRUCTIONAL PERSONNEL FTE		ANNUAL BUDGETED FTE				ACTUAL QUARTERLY FTE				*NOTE: State the assumptions that are being made for personnel FTE levels.				
		Original	Revised	Original	Revised	Original	Revised	Q1 Actual	Q2 Actual	Q3 Actual	Q4 Actual					
		29.0	29.0	29.0	29.0											
		5.0	5.0	5.0	5.0											
		1.3	1.3	1.3	1.3											
		3.0	3.0	3.0	3.0											
		9.0	9.0	9.0	9.0											
		6.4	6.4	6.4	6.4											
		1.0	1.0	1.0	1.0											
		1.0	1.0	1.0	1.0											
TOTAL INSTRUCTIONAL	0.0															
	PRIOR YEAR 2020-21 ACTUAL	NON-INSTRUCTIONAL PERSONNEL FTE		ANNUAL BUDGETED FTE				ACTUAL QUARTERLY FTE				*NOTE: State the assumptions that are being made for personnel FTE levels.				
		Original	Revised	Original	Revised	Original	Revised	Q1 Actual	Q2 Actual	Q3 Actual	Q4 Actual					
		3.0	3.0	3.0	3.0											
		3.5	3.5	3.5	3.5											
		6.5	6.5	6.5	6.5	0.0	0.0	0.0	0.0	0.0	0.0					
		Custodian														
		Food service														
		TOTAL NON-INSTRUCTIONAL	0.0													
		TOTAL PERSONNEL SERVICE FTE	0.0													

*NOTE: Enter the number of FTE positions in the "blue" cells.

*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the "REVISED" column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.

*NOTE: Each quarter, the actual FTE should be input.

*NOTE: State the assumptions that are being made for personnel FTE levels.

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL
Budget / Operating Plan
2021-22

[illegible]

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL Budget / Operating Plan 2021-22										
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30		2nd Quarter - 10/1 - 12/31		3rd Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
Total Revenue	-	682,200	-	-	1,745,400	-	-	1,810,000	-	1,743,769
Total Expenses	-	1,363,253	-	-	1,513,603	-	-	1,552,903	-	1,517,006
Net Income	-	(681,053)	-	-	231,797	-	-	226,763	-	226,763
Actual Student Enrollment	-	390	-	-	390	-	-	390	-	390
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS										
Executive Management	2.00	49,923	-	-	44,574	-	-	44,574	-	44,578
Instructional Management	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	2.29	34,242	-	-	30,573	-	-	30,573	-	30,581
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	26,487	-	-	23,649	-	-	23,649	-	23,653
Administrative Staff	1.00	10,164	-	-	9,075	-	-	9,075	-	9,075
TOTAL ADMINISTRATIVE STAFF	6.29	120,816	-	-	107,871	-	-	107,871	-	107,887
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	29.00	333,759	-	-	365,616	-	-	356,016	-	365,628
Teachers - SPED	5.00	54,189	-	-	62,520	-	-	62,520	-	62,512
Substitute Teachers	1.30	2,470	-	-	7,410	-	-	7,410	-	7,410
Teaching Assistants	3.00	14,433	-	-	23,856	-	-	23,856	-	23,860
Specialty Teachers	9.00	96,434	-	-	115,770	-	-	115,770	-	115,750
Aides	6.40	29,644	-	-	48,996	-	-	48,996	-	49,009
Therapists & Counselors	1.00	6,050	-	-	9,999	-	-	9,999	-	10,002
Other	1.00	4,806	-	-	7,944	-	-	7,944	-	7,940
TOTAL INSTRUCTIONAL	55.70	541,785	-	-	642,111	-	-	632,511	-	642,111
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-
Custodian	3.00	25,956	-	-	23,175	-	-	23,175	-	23,175
Security	0.88	-	-	-	-	-	-	-	-	-
Other	2.63	24,176	-	-	33,486	-	-	33,486	-	33,482
TOTAL NON-INSTRUCTIONAL	6.50	50,132	-	-	56,661	-	-	56,661	-	56,657
SUBTOTAL PERSONNEL SERVICE COSTS	68.49	712,733	-	-	806,643	-	-	797,043	-	806,655
PAYROLL TAXES AND BENEFITS										
Payroll Taxes	-	78,000	-	-	78,000	-	-	78,000	-	78,300
Fringe / Employee Benefits	-	67,500	-	-	67,500	-	-	67,200	-	67,200
Retirement / Pension	-	69,000	-	-	69,000	-	-	69,000	-	69,200
TOTAL PAYROLL TAXES AND BENEFITS	-	214,500	-	-	214,500	-	-	214,200	-	214,700
TOTAL PERSONNEL SERVICE COSTS	68.49	927,233	-	-	1,021,143	-	-	1,021,355	-	1,021,355
CONTRACTED SERVICES										
Accounting / Audit	-	25,100	-	-	25,000	-	-	25,000	-	25,000
Legal	-	13,200	-	-	13,200	-	-	13,100	-	13,100
Management Company Fee	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	17,300	-	-	51,900	-	-	51,900	-	51,900
Payroll Services	-	5,100	-	-	5,000	-	-	5,000	-	4,800
Special Ed Services	-	210	-	-	630	-	-	630	-	630
Titlment Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	21,200	-	-	26,900	-	-	26,600	-	26,600
TOTAL CONTRACTED SERVICES	-	82,110	-	-	122,730	-	-	122,330	-	122,330

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL Budget / Operating Plan 2021-22													
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Total Revenue		682,200	-	-	1,745,400	-	-	1,810,000	-	-	1,743,769	-	-
Total Expenses		1,363,253	-	-	1,513,603	-	-	1,552,903	-	-	1,517,006	-	-
Net Income		(681,053)	-	-	231,797	-	-	257,097	-	-	226,763	-	-
Actual Student Enrollment		390	-	-	390	-	-	390	-	-	390	-	-
SCHOOL OPERATIONS													
Board Expenses		1,100	-	-	2,100	-	-	2,100	-	-	2,000	-	-
Classroom / Teaching Supplies & Materials		23,600	-	-	9,900	-	-	10,900	-	-	8,700	-	-
Special Ed Supplies & Materials		110	-	-	330	-	-	330	-	-	330	-	-
Textbooks / Workbooks		53,100	-	-	4,900	-	-	1,900	-	-	100	-	-
Supplies & Materials other			-	-		-	-		-	-		-	-
Equipment / Furniture			-	-		-	-		-	-		-	-
Telephone		2,400	-	-	2,400	-	-	2,100	-	-	2,100	-	-
Technology		24,800	-	-	32,600	-	-	26,200	-	-	31,800	-	-
Student Testing & Assessment		4,000	-	-	4,200	-	-	14,300	-	-	6,800	-	-
Field Trips		2,000	-	-	6,000	-	-	5,800	-	-	5,700	-	-
Transportation (student)		31,100	-	-	93,300	-	-	93,300	-	-	93,400	-	-
Student Services - other		1,000	-	-	3,000	-	-	3,000	-	-	3,300	-	-
Office Expense		18,600	-	-	18,600	-	-	19,000	-	-	19,200	-	-
Staff Development		7,500	-	-	7,500	-	-	7,500	-	-	7,500	-	-
Staff Recruitment		1,900	-	-	3,100	-	-	3,600	-	-	1,700	-	-
Student Recruitment / Marketing		2,400	-	-	3,100	-	-	2,900	-	-	2,200	-	-
School Meals / Lunch			-	-		-	-		-	-		-	-
Travel (Staff)			-	-		-	-		-	-		-	-
Fundraising		2,900	-	-	3,400	-	-	3,700	-	-		-	-
Other		5,500	-	-	2,600	-	-	3,800	-	-	3,100	-	-
TOTAL SCHOOL OPERATIONS	-	182,010	-	-	197,030	-	-	200,430	-	-	187,930	-	-
FACILITY OPERATION & MAINTENANCE													
Insurance		24,000	-	-	24,000	-	-	24,000	-	-	24,000	-	-
Janitorial		10,200	-	-	10,200	-	-	10,400	-	-	10,500	-	-
Building and Land Rent / Lease / Facility Finance Interest		47,500.00	-	-	47,500	-	-	47,400	-	-	47,200	-	-
Repairs & Maintenance		41,100	-	-	41,100	-	-	41,100	-	-	41,000	-	-
Equipment / Furniture			-	-		-	-		-	-		-	-
Security			-	-		-	-		-	-		-	-
Utilities		12,800	-	-	13,600	-	-	59,700	-	-	26,891	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	135,600	-	-	136,400	-	-	182,600	-	-	149,591	-	-
DEPRECIATION & AMORTIZATION													
COVID-19 / CONTINGENCY		36,300	-	-	36,300	-	-	36,300	-	-	36,100	-	-
DEFERRED RENT			-	-		-	-		-	-		-	-
TOTAL EXPENSES	-	1,363,253	-	-	1,513,603	-	-	1,552,903	-	-	1,517,006	-	-
NET INCOME	-	(681,053)	-	-	231,797	-	-	257,097	-	-	226,763	-	-

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL
Budget / Operating Plan
2021-22

	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Total Revenue	-	682,200	-	-	1,745,400	-	-	1,810,000	-	-	1,743,769	-	-
Total Expenses	-	1,363,253	-	-	1,513,603	-	-	1,552,903	-	-	1,517,006	-	-
Net Income	-	(681,053)	-	-	231,797	-	-	257,097	-	-	226,763	-	-
Actual Student Enrollment	-	390	-	-	390	-	-	390	-	-	390	-	-
ENROLLMENT - *School Districts Are Linked To Above Entries*													
Number of Districts:	-	7	-	-	7	-	-	7	-	-	7	-	-
ELMIRA CITY SD	-	364	-	-	364	-	-	364	-	-	364	-	-
ADDISON CSD	-	2	-	-	2	-	-	2	-	-	2	-	-
CORNING CITY SD	-	1	-	-	1	-	-	1	-	-	1	-	-
ELMIRA HEIGHTS CSD	-	5	-	-	5	-	-	5	-	-	5	-	-
HORSEHEADS CSD	-	13	-	-	13	-	-	13	-	-	13	-	-
THOUSAND ISLANDS CSD	-	-	-	-	-	-	-	-	-	-	-	-	-
TIOGA CSD	-	1	-	-	1	-	-	1	-	-	1	-	-
WAVERLY CSD	-	4	-	-	4	-	-	4	-	-	4	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	390	-	-	390	-	-	390	-	-	390	-	-
REVENUE PER PUPIL	-	1,749	-	-	4,475	-	-	4,641	-	-	4,471	-	-
EXPENSES PER PUPIL	-	3,496	-	-	3,881	-	-	3,982	-	-	3,890	-	-

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL

Budget / Operating Plan

2021-22

DESCRIPTION OF ASSUMPTIONS

Total Revenue Total Expenses Net Income Actual Student Enrollment	5,981,369	5,981,369	-	5,981,369	5,981,369
	5,946,765	5,946,765	-	(5,946,765)	(5,946,765)
	34,604	34,604	-	34,604	34,604
		Total Year		VARIANCE	
		Original Budget	Revised Budget	Budget vs. PY Budget	Revised Budget
REVENUE REVENUES FROM STATE SOURCES Per Pupil Revenue ELMIRA CITY SD ADDISON CSD CORNING CITY SD ELMIRA HEIGHTS CSD HORSEHEADS CSD THOUSAND ISLANDS CSD TIOGA CSD WAVERLY CSD - - - - - - - ALL OTHER School Districts: (Weighted Avg) TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding) Special Education Revenue Grants Stimulus DYCD (Department of Youth and Community Development) Other NYC DoE Rental Assistance Other TOTAL REVENUE FROM STATE SOURCES REVENUE FROM FEDERAL FUNDING IDEA Special Needs Title I Title Funding - Other School Food Service (Free Lunch) Grants Charter School Program (CSP) Planning & Implementation Other TOTAL REVENUE FROM FEDERAL SOURCES LOCAL and OTHER REVENUE Contributions and Donations Fundraising Erate Reimbursement Earnings on Investments Interest Income Food Service (Income from meals) Text Book OTHER TOTAL REVENUE FROM LOCAL and OTHER SOURCES TOTAL REVENUE	4,622,800	4,622,800	-	4,622,800	4,622,800
	25,504	25,504	-	25,504	25,504
	12,463	12,463	-	12,463	12,463
	56,160	56,160	-	56,160	56,160
	157,820	157,820	-	157,820	157,820
	-	-	-	-	-
	10,930	10,930	-	10,930	10,930
	42,236	42,236	-	42,236	42,236
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	4,927,913	4,927,913	-	4,927,913	4,927,913
	270,900	270,900	-	270,900	270,900
	5,198,813	5,198,813	-	5,198,813	5,198,813
	61,000	61,000	-	61,000	61,000
	90,000	90,000	-	90,000	90,000
	19,000	19,000	-	19,000	19,000
	-	-	-	-	-
	-	-	-	-	-
	451,569	451,569	-	451,569	451,569
	-	-	-	-	-
	621,569	621,569	-	621,569	621,569
	25,000	25,000	-	25,000	25,000
	10,000	10,000	-	10,000	10,000
	-	-	-	-	-
	-	-	-	-	-
	100	100	-	100	100
	127,900	127,900	-	127,900	127,900
	(2,013)	(2,013)	-	(2,013)	(2,013)
	160,987	160,987	-	160,987	160,987
	5,981,369	5,981,369	-	5,981,369	5,981,369

364 students
2 students
1 student
5 students
13 students

1 student
4 students

7 @ 0.9 level of funding, 12 @ 1.65 level of funding, 10 @ 0.50 level of funding

Title I \$90,000
Title II 9,000, Title IV \$ 10,000, Community foundation \$15,000, ESSER 451,669

133 BF @ @1.94, 60 BF @ \$0.31, 106 lunch @ \$3.47, 48 lunch @ \$0.38 for 193 school days

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL						
Budget / Operating Plan						
2021-22						
	Total Year			VARIANCE		DESCRIPTION OF ASSUMPTIONS
	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget vs. PY Budget	
Total Revenue	5,981,369	5,981,369	-	5,981,369	5,981,369	
Total Expenses	5,946,765	5,946,765	-	(5,946,765)	(5,946,765)	
Net Income	34,604	34,604	-	34,604	34,604	
Actual Student Enrollment						
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management						COO & Dean of Scholars
Instructional Management						
Deans, Directors & Coordinators	2.29			183,649	(183,649)	Registrar, Coor of SPED intervention & Edible School Yard & Sub
				125,969	(125,969)	
CFO / Director of Finance						CAO
Operation / Business Manager	1.00			97,438	(97,438)	Office Manager
Administrative Staff	1.00			37,389	(37,389)	
TOTAL ADMINISTRATIVE STAFF	6.29			444,445	(444,445)	
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	29.00			1,421,019	(1,421,019)	24 classroom teachers, 2 Instructional Support, 3 In house Sub
Teachers - SPED	5.00			241,741	(241,741)	
Substitute Teachers	1.30			24,700	(24,700)	1 Art, 2 Literacy, 2 Music, 1 Stem, 1 Dance, 1 Fitness & 1 Maths Interventionist
Teaching Assistants	3.00			86,005	(86,005)	
Specialty Teachers	9.00			443,724	(443,724)	
Aides	6.40			176,645	(176,645)	
Therapists & Counselors	1.00			36,050	(36,050)	School counselor
Other	1.00			28,634	(28,634)	Behavioral aide
TOTAL INSTRUCTIONAL	55.70			2,458,518	(2,458,518)	
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse						
Librarian						
Custodian	3.00			95,481	(95,481)	
Security	0.88					
Other	2.63			124,630	(124,630)	
TOTAL NON-INSTRUCTIONAL	6.50			220,111	(220,111)	
SUBTOTAL PERSONNEL SERVICE COSTS	68.49			3,123,074	(3,123,074)	
PAYROLL TAXES AND BENEFITS						
Payroll Taxes				312,300	(312,300)	10% of salaries
Fringe / Employee Benefits				269,400	(269,400)	Health ins \$600 per employee per month, group life ins, EAP & HAS
Retirement / Pension				276,200	(276,200)	TRS 10%, 403B 4.5%
TOTAL PAYROLL TAXES AND BENEFITS				857,900	(857,900)	
TOTAL PERSONNEL SERVICE COSTS	68.49			3,980,974	(3,980,974)	
CONTRACTED SERVICES						
Accounting / Audit				100,100	(100,100)	
Legal				52,700	(52,700)	
Management Company Fee						
Nurse Services						
Food Service / School Lunch				173,000	(173,000)	
Payroll Services				20,000	(20,000)	
Special Ed Services				2,100	(2,100)	
Titlment Services (i.e. Title I)						
Other Purchased / Professional / Consulting				101,300	(101,300)	Mental health counseling, FLI, renewal & other consultant, HR & HR update EE handbook
TOTAL CONTRACTED SERVICES				449,200	(449,200)	

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL

Budget / Operating Plan

2021-22

	5,981,369	5,981,369	-	5,981,369	5,981,369
Total Revenue	5,981,369	5,981,369	-	5,981,369	5,981,369
Total Expenses	5,946,765	5,946,765	-	(5,946,765)	(5,946,765)
Net Income	34,604	34,604	-	34,604	34,604
Actual Student Enrollment					
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
SCHOOL OPERATIONS					
Board Expenses	7,300	7,300	-	(7,300)	(7,300)
Classroom / Teaching Supplies & Materials	53,100	53,100	-	(53,100)	(53,100)
Special Ed Supplies & Materials	1,100	1,100	-	(1,100)	(1,100)
Textbooks / Workbooks	60,000	60,000	-	(60,000)	(60,000)
Supplies & Materials other	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-
Telephone	9,000	9,000	-	(9,000)	(9,000)
Technology	115,400	115,400	-	(115,400)	(115,400)
Student Testing & Assessment	29,300	29,300	-	(29,300)	(29,300)
Field Trips	19,500	19,500	-	(19,500)	(19,500)
Transportation (student)	311,100	311,100	-	(311,100)	(311,100)
Student Services - other	10,300	10,300	-	(10,300)	(10,300)
Office Expense	75,400	75,400	-	(75,400)	(75,400)
Staff Development	30,000	30,000	-	(30,000)	(30,000)
Staff Recruitment	10,300	10,300	-	(10,300)	(10,300)
Student Recruitment / Marketing	10,600	10,600	-	(10,600)	(10,600)
School Meals / Lunch	-	-	-	-	-
Travel (Staff)	-	-	-	-	-
Fundraising	10,000	10,000	-	(10,000)	(10,000)
Other	15,000	15,000	-	(15,000)	(15,000)
TOTAL SCHOOL OPERATIONS	767,400	767,400	-	(767,400)	(767,400)
FACILITY OPERATION & MAINTENANCE					
Insurance	96,000	96,000	-	(96,000)	(96,000)
Janitorial	41,300	41,300	-	(41,300)	(41,300)
Building and Land Rent / Lease / Facility Finance Interest	189,600	189,600	-	(189,600)	(189,600)
Repairs & Maintenance	164,300	164,300	-	(164,300)	(164,300)
Equipment / Furniture	-	-	-	-	-
Security	-	-	-	-	-
Utilities	112,991	112,991	-	(112,991)	(112,991)
TOTAL FACILITY OPERATION & MAINTENANCE	604,191	604,191	-	(604,191)	(604,191)
DEPRECIATION & AMORTIZATION					
COVID-19 / CONTINGENCY	145,000	145,000	-	(145,000)	(145,000)
DEFERRED RENT	-	-	-	-	-
TOTAL EXPENSES	5,946,765	5,946,765	-	(5,946,765)	(5,946,765)
NET INCOME	34,604	34,604	-	34,604	34,604

DESCRIPTION OF ASSUMPTIONS

BOCES \$22,000, Micro Solutions \$78,000, Software 15,400

390 students @ \$50
390 students @ \$4 for 193 school days & summer program

Rent \$15,667 per month plus interest \$1,600
Repair & maintenance and maintenance contracts

\$1 per square foot

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL					
Budget / Operating Plan				2021-22	
ENROLLMENT - *School Districts Are Linked To Above Entries* Number of Districts: ELMIRA CITY SD ADDISON CSD CORNING CITY SD ELMIRA HEIGHTS CSD HORSEHEADS CSD THOUSAND ISLANDS CSD TIOGA CSD WAVERLY CSD - - - - - - ALL OTHER School Districts: (Weighted Avg) TOTAL ENROLLMENT REVENUE PER PUPIL EXPENSES PER PUPIL	Total Revenue	5,981,369	5,981,369	5,981,369	DESCRIPTION OF ASSUMPTIONS
	Total Expenses	5,946,765	-	(5,946,765)	
	Net Income	34,604	-	34,604	
	Actual Student Enrollment				
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ENROLLMENT - *School Districts Are Linked To Above Entries* Number of Districts: ELMIRA CITY SD ADDISON CSD CORNING CITY SD ELMIRA HEIGHTS CSD HORSEHEADS CSD THOUSAND ISLANDS CSD TIOGA CSD WAVERLY CSD - - - - - - ALL OTHER School Districts: (Weighted Avg) TOTAL ENROLLMENT REVENUE PER PUPIL EXPENSES PER PUPIL					
ENROLLMENT - *School Districts Are Linked To Above Entries* Number of Districts: ELMIRA CITY SD ADDISON CSD CORNING CITY SD ELMIRA HEIGHTS CSD HORSEHEADS CSD THOUSAND ISLANDS CSD TIOGA CSD WAVERLY CSD - - - - - - ALL OTHER School Districts: (Weighted Avg) TOTAL ENROLLMENT REVENUE PER PUPIL EXPENSES PER PUPIL					
ENROLLMENT - *School Districts Are Linked To Above Entries* Number of Districts: ELMIRA CITY SD ADDISON CSD CORNING CITY SD ELMIRA HEIGHTS CSD HORSEHEADS CSD THOUSAND ISLANDS CSD TIOGA CSD WAVERLY CSD - - - - - - ALL OTHER School Districts: (Weighted Avg) TOTAL ENROLLMENT REVENUE PER PUPIL EXPENSES PER PUPIL					
ENROLLMENT - *School Districts Are Linked To Above Entries* Number of Districts: ELMIRA CITY SD ADDISON CSD CORNING CITY SD ELMIRA HEIGHTS CSD HORSEHEADS CSD THOUSAND ISLANDS CSD TIOGA CSD WAVERLY CSD - - - - - - ALL OTHER School Districts: (Weighted Avg) TOTAL ENROLLMENT REVENUE PER PUPIL EXPENSES PER PUPIL					
ENROLLMENT - *School Districts Are Linked To Above Entries* Number of Districts: ELMIRA CITY SD ADDISON CSD CORNING CITY SD ELMIRA HEIGHTS CSD HORSEHEADS CSD THOUSAND ISLANDS CSD TIOGA CSD WAVERLY CSD - - - - - - ALL OTHER School Districts: (Weighted Avg) TOTAL ENROLLMENT REVENUE PER PUPIL EXPENSES PER PUPIL					
ENROLLMENT - *School Districts Are Linked To Above Entries* Number of Districts: ELMIRA CITY SD ADDISON CSD CORNING CITY SD ELMIRA HEIGHTS CSD HORSEHEADS CSD THOUSAND ISLANDS CSD TIOGA CSD WAVERLY CSD - - - - - - ALL OTHER School Districts: (Weighted Avg) TOTAL ENROLLMENT REVENUE PER PUPIL EXPENSES PER PUPIL</					

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL Budget / Operating Plan 2021-22													
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Total Revenue	-	682,200	-	-	1,745,400	-	-	1,810,000	-	-	1,743,769	-	-
Total Expenses	-	1,363,253	-	-	1,513,603	-	-	1,552,903	-	-	1,517,006	-	-
Net Income	-	(681,053)	-	-	231,797	-	-	257,097	-	-	226,763	-	-
Actual Student Enrollment	-	390	-	-	390	-	-	390	-	-	390	-	-
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES {enter descriptions below }													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES {enter descriptions below }													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES {enter descriptions below }													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	-	(681,053)	-	-	231,797	-	-	257,097	-	-	226,763	-	-
Beginning Cash Balance	-	-	-	-	(681,053)	-	-	(449,256)	-	-	(192,159)	-	-
ENDING CASH BALANCE	-	(681,053)	-	-	(449,256)	-	-	(192,159)	-	-	34,604	-	-

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL

Budget / Operating Plan

2021-22

	2021-22				DESCRIPTION OF ASSUMPTIONS
	Total Year	Revised Budget	Variance	VARIANCE Original Budget vs. PY Budget Revised Budget	
Total Revenue	5,981,369	-	-	5,981,369	
Total Expenses	5,946,765	-	-	(5,946,765)	
Net Income	34,604	-	-	34,604	
Actual Student Enrollment					
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES <i>(enter descriptions below)</i>					
Example - Add Back Depreciation	-	-	-	-	
Other	-	-	-	-	
Total Operating Activities	-	-	-	-	
INVESTMENT ACTIVITIES <i>(enter descriptions below)</i>					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	
Other	-	-	-	-	
Total Investment Activities	-	-	-	-	
FINANCING ACTIVITIES <i>(enter descriptions below)</i>					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	
Other	-	-	-	-	
Total Financing Activities	-	-	-	-	
Total Cash Flow Adjustments	-	-	-	-	
NET INCOME	34,604	-	-	34,604	
Beginning Cash Balance	-	-	-	-	
ENDING CASH BALANCE	34,604	-	-	34,604	

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL
BALANCE SHEET
2021-22

	Prior Year	Q1	Q2	Q3	Q4
	2020-21	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<u>ASSETS</u>					
<u>CURRENT ASSETS</u>					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>					
	-	-	-	-	-
<u>OTHER ASSETS</u>					
	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
<u>CURRENT LIABILITIES</u>					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>					
	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
<u>NET ASSETS</u>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL
Budget / Operating Plan

[illegible]

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	-	682,200	-	-	1,745,400	-	1,810,000	-	1,743,769	-
Total Expenses	-	1,363,253	-	-	1,513,603	-	1,552,903	-	1,517,006	-
Net Income	-	(681,053)	-	-	231,797	-	257,997	-	226,763	-
Actual Student Enrollment	-	390	-	-	390	-	390	-	390	-

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

EXPENSES											
ADMINISTRATIVE STAFF PERSONNEL COSTS											
Executive Management Instructional Management Deans, Directors & Coordinators CFO / Director of Finance Operation / Business Manager Administrative Staff	No. of Positions	49,923	-	-	44,574	-	-	44,574	-	-	-
	-	-	-	-	-	-	-	-	-	-	-
	-	34,242	-	-	30,573	-	-	30,573	-	-	-
	-	26,487	-	-	23,649	-	-	23,649	-	-	-
	-	10,164	-	-	9,075	-	-	9,075	-	-	-
	-	120,816	-	-	107,871	-	-	107,871	-	-	-
TOTAL ADMINISTRATIVE STAFF											
INSTRUCTIONAL PERSONNEL COSTS											
Teachers - Regular Teachers - SPED Substitute Teachers Teaching Assistants Specialty Teachers Aides Therapists & Counselors Other	-	333,759	-	-	365,616	-	-	356,016	-	-	-
	-	54,189	-	-	62,520	-	-	62,520	-	-	-
	-	2,470	-	-	7,410	-	-	7,410	-	-	-
	-	14,433	-	-	23,856	-	-	23,856	-	-	-
	-	96,434	-	-	115,770	-	-	115,770	-	-	-
	-	29,644	-	-	48,996	-	-	48,996	-	-	-
	-	6,050	-	-	9,999	-	-	9,999	-	-	-
	-	4,806	-	-	7,944	-	-	7,944	-	-	-
TOTAL INSTRUCTIONAL											
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse Librarian Custodian Security Other	-	-	-	-	-	-	-	-	-	-	-
	-	25,956	-	-	23,175	-	-	23,175	-	-	-
	-	24,176	-	-	33,486	-	-	33,486	-	-	-
	-	50,132	-	-	56,661	-	-	56,661	-	-	-
	-	712,733	-	-	806,643	-	-	797,043	-	-	-
SUBTOTAL NON-INSTRUCTIONAL											
PAYROLL TAXES AND BENEFITS											
Payroll Taxes Fringe / Employee Benefits Retirement / Pension	-	78,000	-	-	78,000	-	-	78,000	-	-	-
	-	67,500	-	-	67,500	-	-	67,200	-	-	-
	-	69,000	-	-	69,000	-	-	69,200	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS											
TOTAL PERSONNEL SERVICE COSTS											
CONTRACTED SERVICES											
Accounting / Audit Legal Management Company Fee Nurse Services Food Service / School Lunch Payroll Services Special Ed Services Titlement Services (i.e. Title I) Other Purchased / Professional / Consulting	-	927,233	-	-	1,021,143	-	-	1,011,243	-	-	-
	-	25,100	-	-	25,000	-	-	25,000	-	-	-
	-	13,200	-	-	13,200	-	-	13,100	-	-	-
	-	-	-	-	-	-	-	-	-	-	-
	-	17,300	-	-	51,900	-	-	51,900	-	-	-
	-	5,100	-	-	5,000	-	-	5,000	-	-	-
	-	210	-	-	630	-	-	630	-	-	-
	-	21,200	-	-	26,900	-	-	26,600	-	-	-
	-	82,110	-	-	122,730	-	-	122,330	-	-	-
	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES											

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL

Budget / Operating Plan

2021-22

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
Total Revenue	-	682,200	-	-	1,745,400	-	-	1,810,000	-	-	1,743,769	-
Total Expenses	-	1,363,253	-	-	1,513,603	-	-	1,552,903	-	-	1,517,006	-
Net Income	-	(681,053)	-	-	231,797	-	-	257,903	-	-	226,763	-
Actual Student Enrollment	-	390	-	-	390	-	-	390	-	-	390	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed												
SCHOOL OPERATIONS												
Board Expenses		1,100	-		2,100	-		2,100	-		2,000	-
Classroom / Teaching Supplies & Materials		23,600	-		9,900	-		10,900	-		8,700	-
Special Ed Supplies & Materials		110	-		330	-		330	-		330	-
Textbooks / Workbooks		53,100	-		4,900	-		1,900	-		100	-
Supplies & Materials other		-	-		-	-		-	-		-	-
Equipment / Furniture		-	-		-	-		-	-		-	-
Telephone		2,400	-		2,400	-		2,100	-		2,100	-
Technology		24,800	-		32,600	-		26,200	-		31,800	-
Student Testing & Assessment		4,000	-		4,200	-		14,300	-		6,800	-
Field Trips		2,000	-		6,000	-		5,800	-		5,700	-
Transportation (student)		31,100	-		93,300	-		93,300	-		93,400	-
Student Services - other		1,000	-		3,000	-		3,000	-		3,300	-
Office Expense		18,600	-		18,600	-		19,200	-		19,200	-
Staff Development		7,500	-		7,500	-		7,500	-		7,500	-
Staff Recruitment		1,900	-		3,100	-		3,600	-		1,700	-
Student Recruitment / Marketing		2,400	-		3,100	-		2,900	-		2,200	-
School Meals / Lunch		-	-		-	-		-	-		-	-
Travel (Staff)		-	-		-	-		-	-		-	-
Fundraising		2,900	-		3,400	-		3,700	-		-	-
Other		5,500	-		2,600	-		3,800	-		3,100	-
TOTAL SCHOOL OPERATIONS	-	182,010	-	-	197,030	-	-	200,430	-	-	187,930	-
FACILITY OPERATION & MAINTENANCE												
Insurance		24,000	-		24,000	-		24,000	-		24,000	-
Janitorial		10,200	-		10,200	-		10,400	-		10,500	-
Building and Land Rent / Lease / Facility Finance Interest		47,500	-		47,500	-		47,400	-		47,200	-
Repairs & Maintenance		41,100	-		41,100	-		41,100	-		41,000	-
Equipment / Furniture		-	-		-	-		-	-		-	-
Security		-	-		-	-		-	-		-	-
Utilities		12,800	-		13,600	-		59,700	-		26,891	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	135,600	-	-	136,400	-	-	182,600	-	-	149,591	-
DEPRECIATION & AMORTIZATION		36,300	-		36,300	-		36,300	-		36,100	-
COVID-19 / CONTINGENCY		-	-		-	-		-	-		-	-
DEFERRED RENT		-	-		-	-		-	-		-	-
TOTAL EXPENSES	-	1,363,253	-	-	1,513,603	-	-	1,552,903	-	-	1,517,006	-
NET INCOME	-	(681,053)	-	-	231,797	-	-	257,903	-	-	226,763	-

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL
Budget / Operating Plan

[illegible]

[illegible]

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL										
Budget / Operating Plan										
2021-22										
Total Revenue	-	-	5,981,369	(5,981,369)	-	-	5,981,369	(5,981,369)	-	-
Total Expenses	-	-	5,946,765	5,946,765	-	-	5,946,765	5,946,765	-	-
Net Income	-	-	34,604	(34,604)	-	-	34,604	(34,604)	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed										
TOTALS AND VARIANCE ANALYSIS										
Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS										
Executive Management	-	-	183,649	183,649	-	-	183,649	183,649	-	-
Instructional Management	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	125,969	125,969	-	-	125,969	125,969	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	97,438	97,438	-	-	97,438	97,438	-	-
Administrative Staff	-	-	37,389	37,389	-	-	37,389	37,389	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	444,445	444,445	-	-	444,445	444,445	-	-
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	-	-	1,421,019	1,421,019	-	-	1,421,019	1,421,019	-	-
Teachers - SPED	-	-	241,741	241,741	-	-	241,741	241,741	-	-
Substitute Teachers	-	-	24,700	24,700	-	-	24,700	24,700	-	-
Teaching Assistants	-	-	86,005	86,005	-	-	86,005	86,005	-	-
Specialty Teachers	-	-	443,724	443,724	-	-	443,724	443,724	-	-
Aides	-	-	176,645	176,645	-	-	176,645	176,645	-	-
Therapists & Counselors	-	-	36,050	36,050	-	-	36,050	36,050	-	-
Other	-	-	28,634	28,634	-	-	28,634	28,634	-	-
TOTAL INSTRUCTIONAL	-	-	2,458,518	2,458,518	-	-	2,458,518	2,458,518	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	95,481	95,481	-	-	95,481	95,481	-	-
Security	-	-	-	-	-	-	-	-	-	-
Other	-	-	124,630	124,630	-	-	124,630	124,630	-	-
TOTAL NON-INSTRUCTIONAL	-	-	220,111	220,111	-	-	220,111	220,111	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	3,123,074	3,123,074	-	-	3,123,074	3,123,074	-	-
PAYROLL TAXES AND BENEFITS										
Payroll Taxes	-	-	312,300	312,300	-	-	312,300	312,300	-	-
Fringe / Employee Benefits	-	-	269,400	269,400	-	-	269,400	269,400	-	-
Retirement / Pension	-	-	276,200	276,200	-	-	276,200	276,200	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	857,900	857,900	-	-	857,900	857,900	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	3,980,974	3,980,974	-	-	3,980,974	3,980,974	-	-
CONTRACTED SERVICES										
Accounting / Audit	-	-	100,100	100,100	-	-	100,100	100,100	-	-
Legal	-	-	52,700	52,700	-	-	52,700	52,700	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	173,000	173,000	-	-	173,000	173,000	-	-
Payroll Services	-	-	20,000	20,000	-	-	20,000	20,000	-	-
Special Ed Services	-	-	2,100	2,100	-	-	2,100	2,100	-	-
Titlment Services (I.e. Title I)	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	101,300	101,300	-	-	101,300	101,300	-	-
TOTAL CONTRACTED SERVICES	-	-	449,200	449,200	-	-	449,200	449,200	-	-

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL

Budget / Operating Plan

2021-22

	2021-22				2021-22				2021-22				2021-22			
	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY	Actual	Actual vs. Original Budget TY	Original Budget - TY	Actual vs. Original Budget TY	Actual PY
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed																
SCHOOL OPERATIONS																
Board Expenses	-	-	-	7,300	7,300	-	-	7,300	7,300	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	53,100	53,100	-	-	53,100	53,100	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	1,100	1,100	-	-	1,100	1,100	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	60,000	60,000	-	-	60,000	60,000	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	9,000	9,000	-	-	9,000	9,000	-	-	-	-	-	-	-
Technology	-	-	-	115,400	115,400	-	-	115,400	115,400	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	29,300	29,300	-	-	29,300	29,300	-	-	-	-	-	-	-
Field Trips	-	-	-	19,500	19,500	-	-	19,500	19,500	-	-	-	-	-	-	-
Transportation (student)	-	-	-	311,100	311,100	-	-	311,100	311,100	-	-	-	-	-	-	-
Student Services - other	-	-	-	10,300	10,300	-	-	10,300	10,300	-	-	-	-	-	-	-
Office Expense	-	-	-	75,400	75,400	-	-	75,400	75,400	-	-	-	-	-	-	-
Staff Development	-	-	-	30,000	30,000	-	-	30,000	30,000	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	10,300	10,300	-	-	10,300	10,300	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	10,600	10,600	-	-	10,600	10,600	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	10,000	10,000	-	-	10,000	10,000	-	-	-	-	-	-	-
Other	-	-	-	15,000	15,000	-	-	15,000	15,000	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	767,400	767,400	-	-	767,400	767,400	-	-	-	-	-	-	-
FACILITY OPERATION & MAINTENANCE																
Insurance	-	-	-	96,000	96,000	-	-	96,000	96,000	-	-	-	-	-	-	-
Janitorial	-	-	-	41,300	41,300	-	-	41,300	41,300	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	189,600	189,600	-	-	189,600	189,600	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	164,300	164,300	-	-	164,300	164,300	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	112,991	112,991	-	-	112,991	112,991	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	604,191	604,191	-	-	604,191	604,191	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION																
COVID-19 / CONTINGENCY	-	-	-	145,000	145,000	-	-	145,000	145,000	-	-	-	-	-	-	-
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	5,946,765	5,946,765	-	-	5,946,765	5,946,765	-	-	-	-	-	-	-
NET INCOME	-	-	-	34,604	34,604	-	-	34,604	34,604	-	-	-	-	-	-	-

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL
Budget / Operating Plan

[illegible]



Annual Report Requirement
for SUNY Authorized Charter Schools
FINN ACADEMY: AN ELMIRA CHARTER SCHOOL
2021-22

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**

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL

FINANCIAL STATEMENTS

JUNE 30, 2021

Table of Contents

June 30, 2021

Financial Statements

Independent Auditors' Report

Financial Statements

Notes to Financial Statements

Reporting Required by *Government Auditing Standards*

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*

INDEPENDENT AUDITORS' REPORT

The Board of Trustees
Finn Academy: An Elmira Charter School

We have audited the accompanying balance sheets of Finn Academy: An Elmira Charter School (the School) as of June 30, 2021 and 2020, and the related statements of activities, functional expenses, and cash flows for years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

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

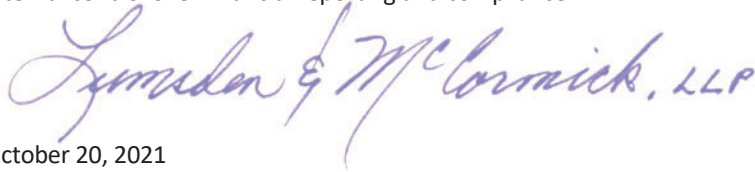
We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2021 and 2020, and the changes in its net assets and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 20, 2021 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, 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 "Lumsden & McCormick, LLP". The signature is written in a cursive, flowing style.

October 20, 2021

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL

Balance Sheets

June 30,	2021	2020
Assets		
Current assets:		
Cash	\$ 1,240,828	\$ 1,585,674
Receivables (Note 2)	331,229	263,555
Prepaid expenses and other	74,954	76,151
	<u>1,647,011</u>	<u>1,925,380</u>
Property and equipment, net (Note 3)	793,780	820,455
Restricted cash	<u>75,000</u>	<u>75,000</u>
	<u>\$ 2,515,791</u>	<u>\$ 2,820,835</u>
Liabilities and Net Assets		
Current liabilities:		
Current portion of long-term debt	\$ 3,270	\$ 4,593
Accounts payable and accrued expenses	586,785	512,178
Deferred revenue	-	1,271
	<u>590,055</u>	<u>518,042</u>
Long-term debt	-	3,270
Paycheck Protection Program loan (Note 9)	-	654,160
Net assets:		
Without donor restrictions	<u>1,925,736</u>	<u>1,645,363</u>
	<u>\$ 2,515,791</u>	<u>\$ 2,820,835</u>

See accompanying notes.

Statements of Activities

For the years ended June 30,	2021	2020
Support and revenue:		
Enrollment fees:		
Resident students	\$ 4,136,901	\$ 4,757,960
Resident students with disabilities	198,182	249,195
Contributions:		
Federal, state and local awards	396,410	314,380
Paycheck Protection Program (Note 9)	654,160	-
Fundraising and other income	22,904	16,690
Total support and revenue	5,408,557	5,338,225
Expenses:		
Program expenses:		
Regular education	3,247,154	3,357,938
Special education	364,429	423,599
Other program	595,987	507,418
Supporting services:		
Management and general	920,614	975,417
Total expenses	5,128,184	5,264,372
Change in net assets	280,373	73,853
Net assets - beginning	1,645,363	1,571,510
Net assets - ending	\$ 1,925,736	\$ 1,645,363

Statement of Functional Expenses

For the year ended June 30, 2021

	Number of Positions	Regular Education	Special Education	Other Program	Management and General	Total
Administrative personnel	6.0	\$ -	\$ -	\$ -	\$ 422,751	\$ 422,751
Instructional personnel	50.0	1,968,777	243,512	-	-	2,212,289
Non-instructional personnel	6.0	-	-	126,971	107,517	234,488
Total salaries	62.0	\$ 1,968,777	\$ 243,512	\$ 126,971	\$ 530,268	\$ 2,869,528
Salaries		\$ 1,968,777	\$ 243,512	\$ 126,971	\$ 530,268	\$ 2,869,528
Employee benefits and payroll taxes		484,626	59,941	31,255	130,528	706,350
Classroom supplies and materials		94,096	-	-	-	94,096
Copier lease		25,053	-	-	-	25,053
Dues and subscriptions		6,017	-	-	-	6,017
Fieldtrips		185	-	-	-	185
Food service		-	-	156,164	-	156,164
Insurance		41,044	5,863	2,932	8,795	58,634
Interest		460	-	-	-	460
Rent		131,600	18,800	9,400	28,200	188,000
Office expense		4,428	-	-	14,204	18,632
Other expenses		26,735	464	5,933	3,631	36,763
Printing and promotion		1,960	-	-	-	1,960
Professional fees		4,940	-	-	143,358	148,298
Recruitment		-	-	-	7,857	7,857
Repairs and maintenance		113,940	16,277	8,139	24,416	162,772
Staff development		15,911	-	-	-	15,911
Student testing and assessment		23,215	-	-	-	23,215
Student activities		-	-	12,090	-	12,090
Technology		159,001	-	-	-	159,001
Telephone		7,946	-	-	-	7,946
Travel and conferences		222	-	-	-	222
Transportation		-	-	233,318	-	233,318
Utilities		51,454	7,351	3,675	11,026	73,506
		3,161,610	352,208	589,877	902,283	5,005,978
Depreciation		85,544	12,221	6,110	18,331	122,206
Total		\$ 3,247,154	\$ 364,429	\$ 595,987	\$ 920,614	\$ 5,128,184

Statement of Functional Expenses

For the year ended June 30, 2020

	Number of Positions	Regular Education	Special Education	Other Program	Management and General	Total
Administrative personnel	6.0	\$ -	\$ -	\$ -	\$ 417,291	\$ 417,291
Instructional personnel	50.0	2,030,531	292,006	-	-	2,322,537
Non-instructional personnel	6.0	-	-	116,259	114,113	230,372
Total salaries	62.0	\$ 2,030,531	\$ 292,006	\$ 116,259	\$ 531,404	\$ 2,970,200
Salaries		\$ 2,030,531	\$ 292,006	\$ 116,259	\$ 531,404	\$ 2,970,200
Employee benefits and payroll taxes		482,099	69,330	27,603	126,168	705,200
Classroom supplies and materials		119,787	-	-	-	119,787
Copier lease		43,421	-	-	-	43,421
Dues and subscriptions		700	-	-	-	700
Fieldtrips		10,906	-	-	-	10,906
Food service		-	-	155,899	-	155,899
Insurance		50,017	7,145	3,573	10,718	71,453
Interest		810	-	-	-	810
Rent		168,000	24,000	12,000	36,000	240,000
Office expense		4,049	-	-	15,523	19,572
Other expenses		17,164	1,632	473	19,422	38,691
Printing and promotion		1,187	-	-	-	1,187
Professional fees		150	-	-	169,522	169,672
Recruitment		-	-	-	22,433	22,433
Repairs and maintenance		72,295	10,328	5,164	15,491	103,278
Staff development		91,225	-	-	-	91,225
Student testing and assessment		25,040	-	-	-	25,040
Student activities		-	-	13,189	-	13,189
Technology		94,085	-	-	-	94,085
Telephone		8,931	-	-	-	8,931
Travel and conferences		3,438	-	-	-	3,438
Transportation		-	-	163,680	-	163,680
Utilities		54,032	7,719	3,859	11,578	77,188
		3,277,867	412,160	501,699	958,259	5,149,985
Depreciation		80,071	11,439	5,719	17,158	114,387
Total		\$ 3,357,938	\$ 423,599	\$ 507,418	\$ 975,417	\$ 5,264,372

Statements of Cash Flows

For the years ended June 30,	2021	2020
Operating activities:		
Cash received from enrollment fees	\$ 4,387,011	\$ 4,876,683
Cash received from contributions	275,537	380,272
Cash received from other sources	22,904	27,125
Payments to employees for services and benefits	(3,508,672)	(3,274,776)
Payments to vendors and suppliers	(1,421,042)	(1,485,281)
Interest paid	(460)	(810)
Net operating activities	(244,722)	523,213
Investing activities:		
Property and equipment expenditures	(95,531)	(260,596)
Financing activities:		
Principal payments on long-term debt	(4,593)	(4,243)
Proceeds from Paycheck Protection Program loan	-	654,160
Net financing activities	(4,593)	649,917
Net change in cash and restricted cash	(344,846)	912,534
Cash and restricted cash - beginning	1,660,674	748,140
Cash and restricted cash - ending	\$ 1,315,828	\$ 1,660,674

Notes to Financial Statements

1. Summary of Significant Accounting Policies:

Organization and Purpose:

Finn Academy: An Elmira Charter School (the School), operates a charter school in the City of Elmira, New York (the City) authorized by the Board of Regents of the University of the State of New York. The School offered classes from kindergarten through sixth grade in 2021 (kindergarten through seventh grade in 2020). The School is chartered through July 2023 and continued operations are contingent upon approval of its charter renewal.

Subsequent Events:

Management has evaluated events and transactions for potential recognition or disclosure through October 20, 2021, the date the financial statements were available to be issued.

Cash:

Cash in financial institutions potentially subjects the School to concentrations of credit risk since it may exceed insured limits at various times throughout the year. The School complies with a requirement to hold no less than \$75,000 in an escrow account to pay legal and audit expenses that would be associated with dissolution should it occur. This is included as restricted cash on the balance sheets as of June 30, 2021 and 2020.

Property and Equipment:

Property and equipment is stated at cost net of accumulated depreciation. Depreciation is provided over estimated asset service lives using the straight-line method. Maintenance and repairs are charged to operations as incurred; significant improvements are capitalized.

Revenue Recognition:

Enrollment Fees

Enrollment fees are received from the public-school districts where the student resides. The amount received each year from the resident district is generally the product of the approved operating expense per pupil and the full time equivalent enrollment of the students in the School residing in that district. The respective districts also reimburse the School for special education service based on approved applicable rates for the services provided. Revenues are recognized over the period the services are provided. The School generally invoices the resident district bimonthly and payment is due in 30 days. Enrollment fees received in advance are deferred and recognized when earned. The School's enrollment fees are received primarily from the Elmira City School District.

Contributions

Contributions are reported at fair value at the date the pledge or award is received. Contributions are recorded as restricted support if they are received with donor stipulations that limit their use. When a donor restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities as net assets released from restrictions. Contributions received with donor-imposed restrictions that are met in the same reporting period are shown as support without donor restrictions.

Conditional contributions, primarily government awards, are recorded as revenue when the School meets requirements in compliance with specific agreements. When applicable, amounts received before the required conditions are met are reported as refundable advances on the accompanying balance sheets. These conditional contributions are subject to compliance and financial audits by the funding sources. Management believes no significant adjustments are necessary to recognized amounts.

Receivables

Receivables are stated at the amounts management expects to collect from outstanding balances. Balances that are outstanding after management has used reasonable collection efforts are written off through a charge to uncollectible receivables and a credit to accounts receivable.

Income Taxes:

The School is a 501(c)(3) organization exempt from taxation under Section 501(a) of the Internal Revenue Code.

Use of Estimates:

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

Functional Expense Allocation:

The School's costs of providing its various programs and activities have been summarized on a functional basis in the statements of functional expenses. Accordingly, certain costs have been allocated among the programs and supporting services benefited. These costs include salaries and benefits, which are allocated based on estimates of time and effort, and depreciation, occupancy, and utilities which are allocated based on management's estimate of program benefit.

2. Receivables:

	2021	2020
Enrollment fees	\$ 371,627	\$ 363,555
Contributions	119,602	-
	491,229	363,555
Less allowance for doubtful collections	160,000	100,000
	\$ 331,229	\$ 263,555

3. Property and Equipment:

	2021	2020
Building improvements	\$ 732,727	\$ 711,403
Instructional and office equipment	514,190	439,983
	1,246,917	1,151,386
Less accumulated depreciation	453,137	330,931
	\$ 793,780	\$ 820,455

4. Short-Term Borrowings:

The School has available a \$250,000 unsecured bank demand line of credit with interest payable at prime plus 1%. The line is subject to the usual terms and conditions applied by the bank for working capital financing and is annually reviewed and renewed. There were no borrowings on the line of credit at June 30, 2021 and 2020.

5. Retirement Plans:

The School participates in the New York State Teachers' Retirement System (TRS) which is a cost-sharing multiple employer public employee retirement system. TRS offers a wide range of plans and benefits which are related to years of service and final average salary, vesting of retirement benefits, death and disability.

TRS is administered by the New York State Teachers' Retirement Board and provides benefits to plan members and beneficiaries as authorized by the Education Law and the Retirement and Social Security Law of the State of New York. TRS issues a publicly available financial report that contains financial statements and required supplementary information. The report may be obtained from TRS at www.nystrs.org.

No employee contribution is required for those whose service began prior to July 1976. TRS requires employee contributions of 3% of salary for the first 10 years of service for those employees who joined from July 1976 through December 2009. Participants whose service began on or after January 1, 2010 through March 31, 2012 are required to contribute 3.5% of compensation throughout their active membership in TRS. Participants whose service began on or after April 1, 2012 are required to contribute a percentage ranging from 3% to 6% each year, based on their level of compensation.

Pursuant to Article 11 of Education Law, an actuarially determined contribution rate is established annually by the New York State Teachers' Retirement Board. The rate is 9.53% of the annual covered payroll for the year ended June 30, 2021, and 8.86% for the year ended June 30, 2020. The required contributions for the years ended June 30, 2021 and 2020 TRS were \$212,517 and \$198,030.

The School also has a 403(b) pension plan covering selected employee groups. The School contributes 5% of non-instructional, qualifying employees' salaries to the plan, subject to certain limitations. The School's pension expense was \$19,344 and \$23,517 for the years ended June 30, 2021 and 2020.

6. Operating Lease:

The School leases property under the terms of a non-cancelable operating lease. The School's rent expense was \$188,000 and \$240,000 for the years ended June 30, 2021 and 2020.

Future minimum annual rentals due are \$188,000 each year through 2025.

7. Contingencies:

The School is subject to claims and lawsuits that arise in the ordinary course of business. Management does not believe these claims will have a material adverse effect on the School.

8. Financial Assets Available for Operating Purposes:

The School obtains financial assets generally through enrollment fees and contributions. The financial assets are acquired throughout the year to help meet the School's cash needs for general expenditures. If necessary, the School also has access to a \$250,000 bank demand line of credit (Note 4).

The School's financial assets available within one year of the balance sheet date to meet cash needs for general expenditures consist of the following at June 30, 2021 and 2020:

	2021	2020
Cash available for operations	\$ 1,240,828	\$ 1,585,674
Receivables	331,229	263,555
	\$ 1,572,057	\$ 1,849,229

9. Risks and Uncertainties due to COVID-19:

On January 31, 2020, the United States Secretary of Health and Human Services (HHS) declared a public health emergency related to the global spread of coronavirus COVID-19, and a pandemic was declared by the World Health Organization in February 2020. Efforts to fight the widespread disease included limiting or closing many businesses and all schools and resulted in a severe disruption of operations for many organizations.

In March 2020, the School transitioned to remote instruction for the remainder of the 2019-20 School year. During the 2020-21 School year, the School provided a hybrid in-person and remote instruction model in compliance with all government safety mandates.

In June 2020, the School received a loan of \$654,160 from the Small Business Administration (SBA) under the Paycheck Protection Program of the Coronavirus Aid, Relief and Economic Security (CARES) Act. The School has met the required conditions established by the SBA for loan forgiveness as of June 30, 2021 and the proceeds have been recognized as contributions revenue in the accompanying 2021 statement of activities.

The full extent of the impact of COVID-19 on the School's operational and financial performance will depend on further developments, including the duration and spread of the outbreak, and its impact on schools, including its students and families, employees, and vendors, none of which can be predicted.

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*

The Board of Trustees
Finn Academy: An Elmira Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Finn Academy: An Elmira Charter School (the School), which comprise the balance sheet as of June 30, 2021, 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 20, 2021.

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) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

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

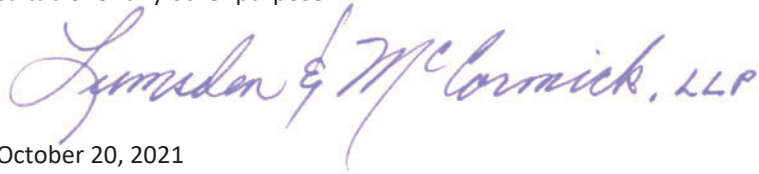
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not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

Compliance and Other Matters

As part of obtaining reasonable assurance about whether 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 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 School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in blue ink that reads "Lyndon & McCormick, LLP". The signature is written in a cursive, flowing style.

October 20, 2021

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL

FINANCIAL STATEMENTS

JUNE 30, 2021

Table of Contents

June 30, 2021

Financial Statements

Independent Auditors' Report

Financial Statements

Notes to Financial Statements

Reporting Required by *Government Auditing Standards*

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*

INDEPENDENT AUDITORS' REPORT

The Board of Trustees
Finn Academy: An Elmira Charter School

We have audited the accompanying balance sheets of Finn Academy: An Elmira Charter School (the School) as of June 30, 2021 and 2020, and the related statements of activities, functional expenses, and cash flows for years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

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

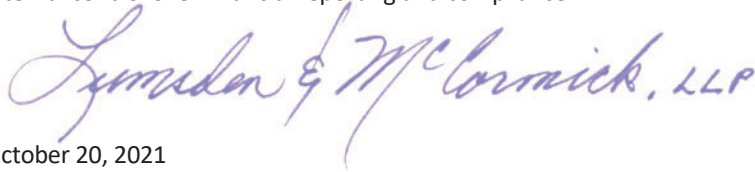
We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2021 and 2020, and the changes in its net assets and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 20, 2021 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, 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 "Lynden & McCormick, LLP". The signature is written in a cursive, flowing style.

October 20, 2021

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL

Balance Sheets

June 30,	2021	2020
Assets		
Current assets:		
Cash	\$ 1,240,828	\$ 1,585,674
Receivables (Note 2)	331,229	263,555
Prepaid expenses and other	74,954	76,151
	<u>1,647,011</u>	<u>1,925,380</u>
Property and equipment, net (Note 3)	793,780	820,455
Restricted cash	<u>75,000</u>	<u>75,000</u>
	<u>\$ 2,515,791</u>	<u>\$ 2,820,835</u>
Liabilities and Net Assets		
Current liabilities:		
Current portion of long-term debt	\$ 3,270	\$ 4,593
Accounts payable and accrued expenses	586,785	512,178
Deferred revenue	-	1,271
	<u>590,055</u>	<u>518,042</u>
Long-term debt	-	3,270
Paycheck Protection Program loan (Note 9)	-	654,160
Net assets:		
Without donor restrictions	<u>1,925,736</u>	<u>1,645,363</u>
	<u>\$ 2,515,791</u>	<u>\$ 2,820,835</u>

See accompanying notes.

Statements of Activities

For the years ended June 30,	2021	2020
Support and revenue:		
Enrollment fees:		
Resident students	\$ 4,136,901	\$ 4,757,960
Resident students with disabilities	198,182	249,195
Contributions:		
Federal, state and local awards	396,410	314,380
Paycheck Protection Program (Note 9)	654,160	-
Fundraising and other income	22,904	16,690
Total support and revenue	5,408,557	5,338,225
Expenses:		
Program expenses:		
Regular education	3,247,154	3,357,938
Special education	364,429	423,599
Other program	595,987	507,418
Supporting services:		
Management and general	920,614	975,417
Total expenses	5,128,184	5,264,372
Change in net assets	280,373	73,853
Net assets - beginning	1,645,363	1,571,510
Net assets - ending	\$ 1,925,736	\$ 1,645,363

Statement of Functional Expenses

For the year ended June 30, 2021

	Number of Positions	Regular Education	Special Education	Other Program	Management and General	Total
Administrative personnel	6.0	\$ -	\$ -	\$ -	\$ 422,751	\$ 422,751
Instructional personnel	50.0	1,968,777	243,512	-	-	2,212,289
Non-instructional personnel	6.0	-	-	126,971	107,517	234,488
Total salaries	62.0	\$ 1,968,777	\$ 243,512	\$ 126,971	\$ 530,268	\$ 2,869,528
Salaries		\$ 1,968,777	\$ 243,512	\$ 126,971	\$ 530,268	\$ 2,869,528
Employee benefits and payroll taxes		484,626	59,941	31,255	130,528	706,350
Classroom supplies and materials		94,096	-	-	-	94,096
Copier lease		25,053	-	-	-	25,053
Dues and subscriptions		6,017	-	-	-	6,017
Fieldtrips		185	-	-	-	185
Food service		-	-	156,164	-	156,164
Insurance		41,044	5,863	2,932	8,795	58,634
Interest		460	-	-	-	460
Rent		131,600	18,800	9,400	28,200	188,000
Office expense		4,428	-	-	14,204	18,632
Other expenses		26,735	464	5,933	3,631	36,763
Printing and promotion		1,960	-	-	-	1,960
Professional fees		4,940	-	-	143,358	148,298
Recruitment		-	-	-	7,857	7,857
Repairs and maintenance		113,940	16,277	8,139	24,416	162,772
Staff development		15,911	-	-	-	15,911
Student testing and assessment		23,215	-	-	-	23,215
Student activities		-	-	12,090	-	12,090
Technology		159,001	-	-	-	159,001
Telephone		7,946	-	-	-	7,946
Travel and conferences		222	-	-	-	222
Transportation		-	-	233,318	-	233,318
Utilities		51,454	7,351	3,675	11,026	73,506
		3,161,610	352,208	589,877	902,283	5,005,978
Depreciation		85,544	12,221	6,110	18,331	122,206
Total		\$ 3,247,154	\$ 364,429	\$ 595,987	\$ 920,614	\$ 5,128,184

Statement of Functional Expenses

For the year ended June 30, 2020

	Number of Positions	Regular Education	Special Education	Other Program	Management and General	Total
Administrative personnel	6.0	\$ -	\$ -	\$ -	\$ 417,291	\$ 417,291
Instructional personnel	50.0	2,030,531	292,006	-	-	2,322,537
Non-instructional personnel	6.0	-	-	116,259	114,113	230,372
Total salaries	62.0	\$ 2,030,531	\$ 292,006	\$ 116,259	\$ 531,404	\$ 2,970,200
Salaries		\$ 2,030,531	\$ 292,006	\$ 116,259	\$ 531,404	\$ 2,970,200
Employee benefits and payroll taxes		482,099	69,330	27,603	126,168	705,200
Classroom supplies and materials		119,787	-	-	-	119,787
Copier lease		43,421	-	-	-	43,421
Dues and subscriptions		700	-	-	-	700
Fieldtrips		10,906	-	-	-	10,906
Food service		-	-	155,899	-	155,899
Insurance		50,017	7,145	3,573	10,718	71,453
Interest		810	-	-	-	810
Rent		168,000	24,000	12,000	36,000	240,000
Office expense		4,049	-	-	15,523	19,572
Other expenses		17,164	1,632	473	19,422	38,691
Printing and promotion		1,187	-	-	-	1,187
Professional fees		150	-	-	169,522	169,672
Recruitment		-	-	-	22,433	22,433
Repairs and maintenance		72,295	10,328	5,164	15,491	103,278
Staff development		91,225	-	-	-	91,225
Student testing and assessment		25,040	-	-	-	25,040
Student activities		-	-	13,189	-	13,189
Technology		94,085	-	-	-	94,085
Telephone		8,931	-	-	-	8,931
Travel and conferences		3,438	-	-	-	3,438
Transportation		-	-	163,680	-	163,680
Utilities		54,032	7,719	3,859	11,578	77,188
		3,277,867	412,160	501,699	958,259	5,149,985
Depreciation		80,071	11,439	5,719	17,158	114,387
Total		\$ 3,357,938	\$ 423,599	\$ 507,418	\$ 975,417	\$ 5,264,372

Statements of Cash Flows

For the years ended June 30,	2021	2020
Operating activities:		
Cash received from enrollment fees	\$ 4,387,011	\$ 4,876,683
Cash received from contributions	275,537	380,272
Cash received from other sources	22,904	27,125
Payments to employees for services and benefits	(3,508,672)	(3,274,776)
Payments to vendors and suppliers	(1,421,042)	(1,485,281)
Interest paid	(460)	(810)
Net operating activities	(244,722)	523,213
Investing activities:		
Property and equipment expenditures	(95,531)	(260,596)
Financing activities:		
Principal payments on long-term debt	(4,593)	(4,243)
Proceeds from Paycheck Protection Program loan	-	654,160
Net financing activities	(4,593)	649,917
Net change in cash and restricted cash	(344,846)	912,534
Cash and restricted cash - beginning	1,660,674	748,140
Cash and restricted cash - ending	\$ 1,315,828	\$ 1,660,674

Notes to Financial Statements

1. Summary of Significant Accounting Policies:

Organization and Purpose:

Finn Academy: An Elmira Charter School (the School), operates a charter school in the City of Elmira, New York (the City) authorized by the Board of Regents of the University of the State of New York. The School offered classes from kindergarten through sixth grade in 2021 (kindergarten through seventh grade in 2020). The School is chartered through July 2023 and continued operations are contingent upon approval of its charter renewal.

Subsequent Events:

Management has evaluated events and transactions for potential recognition or disclosure through October 20, 2021, the date the financial statements were available to be issued.

Cash:

Cash in financial institutions potentially subjects the School to concentrations of credit risk since it may exceed insured limits at various times throughout the year. The School complies with a requirement to hold no less than \$75,000 in an escrow account to pay legal and audit expenses that would be associated with dissolution should it occur. This is included as restricted cash on the balance sheets as of June 30, 2021 and 2020.

Property and Equipment:

Property and equipment is stated at cost net of accumulated depreciation. Depreciation is provided over estimated asset service lives using the straight-line method. Maintenance and repairs are charged to operations as incurred; significant improvements are capitalized.

Revenue Recognition:

Enrollment Fees

Enrollment fees are received from the public-school districts where the student resides. The amount received each year from the resident district is generally the product of the approved operating expense per pupil and the full time equivalent enrollment of the students in the School residing in that district. The respective districts also reimburse the School for special education service based on approved applicable rates for the services provided. Revenues are recognized over the period the services are provided. The School generally invoices the resident district bimonthly and payment is due in 30 days. Enrollment fees received in advance are deferred and recognized when earned. The School's enrollment fees are received primarily from the Elmira City School District.

Contributions

Contributions are reported at fair value at the date the pledge or award is received. Contributions are recorded as restricted support if they are received with donor stipulations that limit their use. When a donor restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities as net assets released from restrictions. Contributions received with donor-imposed restrictions that are met in the same reporting period are shown as support without donor restrictions.

Conditional contributions, primarily government awards, are recorded as revenue when the School meets requirements in compliance with specific agreements. When applicable, amounts received before the required conditions are met are reported as refundable advances on the accompanying balance sheets. These conditional contributions are subject to compliance and financial audits by the funding sources. Management believes no significant adjustments are necessary to recognized amounts.

Receivables

Receivables are stated at the amounts management expects to collect from outstanding balances. Balances that are outstanding after management has used reasonable collection efforts are written off through a charge to uncollectible receivables and a credit to accounts receivable.

Income Taxes:

The School is a 501(c)(3) organization exempt from taxation under Section 501(a) of the Internal Revenue Code.

Use of Estimates:

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

Functional Expense Allocation:

The School's costs of providing its various programs and activities have been summarized on a functional basis in the statements of functional expenses. Accordingly, certain costs have been allocated among the programs and supporting services benefited. These costs include salaries and benefits, which are allocated based on estimates of time and effort, and depreciation, occupancy, and utilities which are allocated based on management's estimate of program benefit.

2. Receivables:

	2021	2020
Enrollment fees	\$ 371,627	\$ 363,555
Contributions	119,602	-
	491,229	363,555
Less allowance for doubtful collections	160,000	100,000
	\$ 331,229	\$ 263,555

3. Property and Equipment:

	2021	2020
Building improvements	\$ 732,727	\$ 711,403
Instructional and office equipment	514,190	439,983
	1,246,917	1,151,386
Less accumulated depreciation	453,137	330,931
	\$ 793,780	\$ 820,455

4. Short-Term Borrowings:

The School has available a \$250,000 unsecured bank demand line of credit with interest payable at prime plus 1%. The line is subject to the usual terms and conditions applied by the bank for working capital financing and is annually reviewed and renewed. There were no borrowings on the line of credit at June 30, 2021 and 2020.

5. Retirement Plans:

The School participates in the New York State Teachers' Retirement System (TRS) which is a cost-sharing multiple employer public employee retirement system. TRS offers a wide range of plans and benefits which are related to years of service and final average salary, vesting of retirement benefits, death and disability.

TRS is administered by the New York State Teachers' Retirement Board and provides benefits to plan members and beneficiaries as authorized by the Education Law and the Retirement and Social Security Law of the State of New York. TRS issues a publicly available financial report that contains financial statements and required supplementary information. The report may be obtained from TRS at www.nystrs.org.

No employee contribution is required for those whose service began prior to July 1976. TRS requires employee contributions of 3% of salary for the first 10 years of service for those employees who joined from July 1976 through December 2009. Participants whose service began on or after January 1, 2010 through March 31, 2012 are required to contribute 3.5% of compensation throughout their active membership in TRS. Participants whose service began on or after April 1, 2012 are required to contribute a percentage ranging from 3% to 6% each year, based on their level of compensation.

Pursuant to Article 11 of Education Law, an actuarially determined contribution rate is established annually by the New York State Teachers' Retirement Board. The rate is 9.53% of the annual covered payroll for the year ended June 30, 2021, and 8.86% for the year ended June 30, 2020. The required contributions for the years ended June 30, 2021 and 2020 TRS were \$212,517 and \$198,030.

The School also has a 403(b) pension plan covering selected employee groups. The School contributes 5% of non-instructional, qualifying employees' salaries to the plan, subject to certain limitations. The School's pension expense was \$19,344 and \$23,517 for the years ended June 30, 2021 and 2020.

6. Operating Lease:

The School leases property under the terms of a non-cancelable operating lease. The School's rent expense was \$188,000 and \$240,000 for the years ended June 30, 2021 and 2020.

Future minimum annual rentals due are \$188,000 each year through 2025.

7. Contingencies:

The School is subject to claims and lawsuits that arise in the ordinary course of business. Management does not believe these claims will have a material adverse effect on the School.

8. Financial Assets Available for Operating Purposes:

The School obtains financial assets generally through enrollment fees and contributions. The financial assets are acquired throughout the year to help meet the School's cash needs for general expenditures. If necessary, the School also has access to a \$250,000 bank demand line of credit (Note 4).

The School's financial assets available within one year of the balance sheet date to meet cash needs for general expenditures consist of the following at June 30, 2021 and 2020:

	2021	2020
Cash available for operations	\$ 1,240,828	\$ 1,585,674
Receivables	331,229	263,555
	\$ 1,572,057	\$ 1,849,229

9. Risks and Uncertainties due to COVID-19:

On January 31, 2020, the United States Secretary of Health and Human Services (HHS) declared a public health emergency related to the global spread of coronavirus COVID-19, and a pandemic was declared by the World Health Organization in February 2020. Efforts to fight the widespread disease included limiting or closing many businesses and all schools and resulted in a severe disruption of operations for many organizations.

In March 2020, the School transitioned to remote instruction for the remainder of the 2019-20 School year. During the 2020-21 School year, the School provided a hybrid in-person and remote instruction model in compliance with all government safety mandates.

In June 2020, the School received a loan of \$654,160 from the Small Business Administration (SBA) under the Paycheck Protection Program of the Coronavirus Aid, Relief and Economic Security (CARES) Act. The School has met the required conditions established by the SBA for loan forgiveness as of June 30, 2021 and the proceeds have been recognized as contributions revenue in the accompanying 2021 statement of activities.

The full extent of the impact of COVID-19 on the School's operational and financial performance will depend on further developments, including the duration and spread of the outbreak, and its impact on schools, including its students and families, employees, and vendors, none of which can be predicted.

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*

The Board of Trustees
Finn Academy: An Elmira Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Finn Academy: An Elmira Charter School (the School), which comprise the balance sheet as of June 30, 2021, 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 20, 2021.

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) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

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

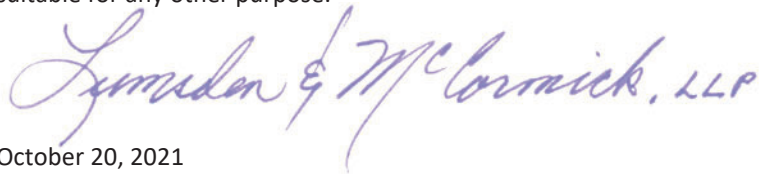
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not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

Compliance and Other Matters

As part of obtaining reasonable assurance about whether 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 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 School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in purple ink that reads "Lyndon & McCormick, LLP". The signature is written in a cursive, flowing style.

October 20, 2021



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

Charter School Name:	Finn Academy: An Elmira Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Lisa Kirisits, CPA
School Fiscal Contact Email:	
School Fiscal Contact Phone:	
School Audit Firm Name:	Lumsden & McCormick, LLP
School Audit Contact Name:	Donna Gonser
School Audit Contact Email:	
School Audit Contact Phone:	

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: <https://my.epicenternow.org/>

Required 8 Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

And, if applicable:

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	N/A
5) Management Letter Response	N/A
6) Form 990; or Extension Form 8868	On extension
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	N/A
8) Corrective Action Plan	N/A

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2021

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ 1,240,828	\$ 1,585,674
Grants and contracts receivable	-	-
Accounts receivables	331,229	263,555
Prepaid expenses	74,954	76,151
Contributions and other receivables	-	-
TOTAL CURRENT ASSETS	1,647,011	1,925,380
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	793,780	820,455
<u>OTHER ASSETS</u>	75,000	75,000
TOTAL ASSETS	2,515,791	2,820,835
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 586,785	\$ 512,178
Accrued payroll and benefits	-	-
Deferred Revenue	-	1,271
Current maturities of long-term debt	3,270	4,593
Short Term Debt - Bonds, Notes Payable	-	-
Other	-	-
TOTAL CURRENT LIABILITIES	590,055	518,042
<u>LONG-TERM LIABILITIES</u>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	657,430
TOTAL LONG-TERM LIABILITIES	-	657,430
TOTAL LIABILITIES	590,055	1,175,472
<u>NET ASSETS</u>		
Without Donor Restrictions	1,925,736	1,645,363
With Donor Restrictions	-	-
TOTAL NET ASSETS	1,925,736	1,645,363
TOTAL LIABILITIES AND NET ASSETS	2,515,791	2,820,835

CK - Should be zero

-

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FINN ACADEMY: AN ELMIRA CHARTER SCHOOL

**Statement of Activities
as of June 30, 2021**

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 4,136,901	\$ -	\$ 4,136,901	\$ 4,757,960
Students with disabilities	198,182	-	198,182	249,195
Grants and Contracts				
State and local	-	-	-	-
Federal - Title and IDEA	396,410	-	396,410	314,380
Federal - Other	-	-	-	-
Other	654,160	-	654,160	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	5,385,653	-	5,385,653	5,321,535
EXPENSES				
Program Services				
Regular Education	\$ 3,247,154	\$ -	\$ 3,247,154	\$ 3,357,938
Special Education	364,429	-	364,429	423,599
Other Programs	595,987	-	595,987	507,418
Total Program Services	4,207,570	-	4,207,570	4,288,955
Management and general	920,614	-	920,614	975,417
Fundraising	-	-	-	-
TOTAL OPERATING EXPENSES	5,128,184	-	5,128,184	5,264,372
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	257,469	-	257,469	57,163
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ -
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	22,904	-	22,904	16,690
Interest income	-	-	-	-
Miscellaneous income	-	-	-	-
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	22,904	-	22,904	16,690
CHANGE IN NET ASSETS	280,373	-	280,373	73,853
NET ASSETS BEGINNING OF YEAR	1,645,363	-	1,645,363	1,571,510
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 1,925,736	\$ -	\$ 1,925,736	\$ 1,645,363

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL

Statement of Cash Flows

as of June 30, 2021

	2020-21	2019-20
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ -	\$ -
Revenues from School Districts	4,387,011	4,876,683
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	-	-
Grants Receivable	-	-
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	-	-
Accounts Payable	(1,421,042)	(1,485,281)
Accrued Expenses	(3,508,672)	(3,274,776)
Accrued Liabilities	-	-
Contributions and fund-raising activities	275,537	380,272
Miscellaneous sources	22,904	27,125
Deferred Revenue	-	-
Interest payments	(460)	(810)
Other	-	-
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ (244,722)	\$ 523,213
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(95,531)	(260,596)
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (95,531)	\$ (260,596)
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	(4,593)	(4,243)
Other	-	654,160
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ (4,593)	\$ 649,917
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ (344,846)	\$ 912,534
Cash at beginning of year	1,660,674	748,140
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 1,315,828	\$ 1,660,674

FINN ACADEMY: AN ELMIRA CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2021

		2020-21				2019-20			
		Program Services				Supporting Services			
No. of Positions	Regular Education	Special Education			Other Education	Fund-raising			Total
		\$	\$	\$		\$	\$	\$	
Personnel Services Costs									
Administrative Staff Personnel	6.00	-	-	-	-	-	422,751	422,751	417,291
Instructional Personnel	50.00	1,968,777	243,512	-	-	-	-	2,212,289	2,322,537
Non-Instructional Personnel	6.00	-	-	-	126,971	-	107,517	234,488	230,372
Total Salaries and Staff	62.00	1,968,777	243,512	-	2,339,260	-	530,268	2,869,528	2,970,200
Fringe Benefits & Payroll Taxes		327,265	40,478	21,106	388,849	-	88,145	476,994	489,025
Retirement		157,361	19,463	10,149	186,973	-	42,383	229,356	216,175
Management Company Fees		-	-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	23,873	23,873	42,425
Accounting / Audit Services		-	-	-	-	-	110,996	110,996	90,720
Other Purchased / Professional / Consulting Services		4,940	-	-	-	-	8,489	13,429	36,527
Building and Land Rent / Lease / Facility Finance Interest		131,600	18,800	9,400	159,800	-	28,200	188,000	240,000
Repairs & Maintenance		113,940	16,277	8,139	138,356	-	24,416	162,772	103,278
Insurance		41,044	5,863	2,932	49,839	-	8,795	58,634	71,453
Utilities		59,400	7,351	3,675	70,426	-	11,026	81,452	86,119
Supplies / Materials		100,113	-	-	100,113	-	-	100,113	119,787
Equipment / Furnishings		-	-	-	-	-	-	-	-
Staff Development		15,911	-	-	15,911	-	-	15,911	94,663
Marketing / Recruitment		-	-	-	-	-	7,857	7,857	22,433
Technology		159,001	-	-	159,001	-	-	159,001	94,085
Food Service		-	-	-	156,164	-	-	156,164	155,899
Student Services		23,400	-	-	245,408	-	-	268,808	212,815
Office Expense		31,441	-	-	31,441	-	14,204	45,645	64,180
Depreciation		85,544	12,221	6,110	103,875	-	18,331	122,206	114,387
OTHER		27,417	464	5,933	33,814	-	3,631	37,445	40,201
Total Expenses		\$ 3,247,154	\$ 364,429	\$ 595,987	\$ 4,207,570	\$ -	\$ 920,614	\$ 5,128,184	\$ 5,264,372



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)

Name of education corporation:

Finn Academy: An Elmira Charter School

Name of trustee (print):

Maya Patel

Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):

Secretary, Chair of Governance

Email Address:

Home Address

Please complete with **changes** only:

Street:

City, State Zip:

Phone:

Business Address

Please complete with **changes** only:

Business Name:

Street:

City, State Zip:

Phone:

Questions

- 1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1a), 1b), and 1c)].

☐ Yes ☒ No

1a) Description of the position:

1b) Salary:

1c) Start date:

- 2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

☒ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
NA				

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation and in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
NA						

Trustee Signature

Signature:

Marybeth Poff

7/12/21

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



Charter Schools Institute
The State University of New York

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	FINN ACADEMY
Name of trustee (print):	Anna C. Stowell
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	

Home Address	Business Address
Please complete with <i>changes</i> only:	Please complete with <i>changes</i> only:
Street:	Business Name:
City, State:	Street:
Phone:	City, State Zip:
	Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

☒ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Anna C. Stowell

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	
Name of trustee (print):	Jill Koski
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Treasurer
Email Address:	

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes, answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.
<input checked="" type="checkbox"/> None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

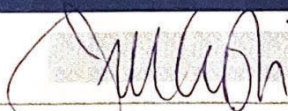
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☐ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

PUBLIC SCHOOL FIRE AND BUILDING SAFETY REPORT

(THIS REPORT IS TO BE SUBMITTED ELECTRONICALLY – DO NOT MAIL THIS REPORT)

All buildings which are owned, operated, or leased by public school districts, Boards of Cooperative Educational Services (BOCES), and nonpublic schools must be inspected annually for compliance with applicable sections of 8NYCRR155 Regulations of the Commissioner of Education and for compliance with the 2020 Building Code of New York State, 2020 Fire Code of New York State and the 2020 Property Maintenance Code of New York State.

BEDS CODE #

0	7	0	6	0	0	8	6	1	0	7	8								
---	---	---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--

District/School Name

F	I	N	N	A	C	A	D	E	M	Y									
---	---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--

Facility/Building Name

F	I	N	N	A	C	A	D	E	M	Y									
---	---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--

Street Address (NO PO Box Numbers)

6	1	0	L	A	K	E	S	T	R	E	E	T							
---	---	---	---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--

City/Town/Village

Zip Code

E	L	M	I	R	A														
---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

INSTRUCTIONS

- Read the "Manual for Public School Facility - Fire and Building Safety Inspections" prior to inspecting the facility and complete a separate report for each facility.
- Part I: General Information. School officials must complete this section annually.
- Part II: This section to be completed by the inspector and non-conformances recorded on page 4, Fire Safety Non-Conformance Reporting Sheet.
- Part II-A Regulations of the Commissioner 155.7: This section must be completed for student occupied buildings only. (Questions 1-7, Nonconformance Reporting Sheet) Do not complete this section for school buildings located in the cities of Buffalo, Syracuse, Rochester, and Yonkers.
- Part II-B Regulations of the Commissioner 155.25: This part to be completed for all buildings with electrically operated partitions. (Question 8, Non-Conformance Reporting Sheet) 2020 Fire Code of New York State and the 2020 Property Maintenance Code of New York State. This part to be completed for all buildings. (Questions 9-26, Non-Conformance Reporting Sheet).
- Part III Certifications. To be completed by persons as indicated.
- A copy of this form must be kept on file at the school for three years and must be available for public review.
- Posting of Certificate of Occupancy: Any temporary, qualified, or annual Certificate of Occupancy must be posted in public view in a prominent location within this facility.

Part I: General Information and Fire/Life Safety History

Inspection Date

Note : Please insert the date the actual inspection took place.

The Inspection Date cannot be earlier than 45 days before the Due Date.

1. Please indicate the primary use of this facility:

- ☒ INSTRUCTIONAL
- ☐ ADMINISTRATIVE
- ☐ BUS MAINTENANCE
- ☐ BUS STORAGE ONLY
- ☐ LEASED FACILITY OFF SCHOOL GROUNDS
- ☐ MAINTENANCE
- ☐ OTHER

Please Specify:

- ☐ PUBLIC LIBRARY
- ☐ STORAGE
- ☐ VACANT

2. Is there a fire sprinkler system in this facility?

☐ YES

☒ NO

If 'yes', is the sprinkler alarm connected with the building alarm?

☐ YES

☐ NO

3. Is there a fire hydrant system for facility protection?

☒ YES

☐ NO

If 'yes', indicate ownership of system (select one):

- ☒ Public owned
- ☐ School owned
- ☐ Other

Please Specify:

4. Indicate the ownership of this facility

- ☒ Leased
☐ Owned

a. If the building is not District Owned, provide the name and address of Landlord or Building Owner:

Name *

WILLIAM LAKE PROPERTIES

Address *

101 E. WOODLAWN AVE.

ELMIRA, NY 14901

Telephone # *

5. Does the District lease the building or spaces within the building to others? ☐ YES ☒ NO

a. If yes, indicate the tenant(s):

Name *

Address *

Telephone # *

6. What is the current gross square footage of this facility?

nearest whole ten feet



7. If this Facility is vacant, skip the remaining questions and go to Section #2 Non-Conformance and report any non-conformances for Items #25A-1 through #26A-3

8. FIRE AND EMERGENCY DRILLS

If this facility is used for instruction, complete (a) - (g); otherwise go to question 9.

- a. Per Section 807, paragraph 2 of the State Education Law entitled Fire and Emergency Drills, a copy of Section 807 has been printed and distributed as guidance to teaching staff? ☐ YES ☐ NO
- b. Provide dates of twelve fire and emergency drills required by Section 807 of Education Law held between September 1 and June 30 of the previous school year: ☐ YES ☐ NO

FIRE & EMERGENCY DRILLS

NOTE Eight (8) are required between September 1, and December 31
Eight (8) drills are required to be evacuation drills Four (4) drills are required to be lockdown drills

	Date	Evacuation	Lockdown
1	9/30/20	X	<input type="radio"/>
2	1/13/21	X	<input type="radio"/>
3	3/9/21	X	<input type="radio"/>
4	3/10/21	X	<input type="radio"/>
5	3/11/21	X	<input type="radio"/>
6	4/21/21	X	<input type="radio"/>
7	5/18/21	X	<input type="radio"/>
8	6/1/21	X	<input type="radio"/>
9	1/26/21	<input type="radio"/>	X
10	3/5/21	<input type="radio"/>	X
11	5/18/21	<input type="radio"/>	X
12	6/16/21	<input type="radio"/>	X

- c. If the required number of fire and emergency drills were not held during this reporting cycle, please describe the reason:

We moved to remote instruction from October - January therefore we could not get the 8 in between Sept - December as we were not in building.

8d. Average time to evacuate facility was:

5

minutes

16

seconds

8e. Arson and fire prevention instruction was provided in accordance with section 808 of the Education Law (revised 9/1/05) which requires every school in New York State to provide a minimum of 45 minutes of instruction in arson, fire prevention, injury prevention, and life safety for each month school is in session. ☒ YES ☐ NO

8f. Employee fire prevention, evacuation, and fire safety training was provided, and records maintained, in accordance with Section F406 of the NYS Fire Code ☒ YES ☐ NO

9. If the fire alarm system was activated, was the fire department immediately notified? ☒ YES ☐ NO

10. Have there been any fires in this facility since the last annual fire inspection report? ☐ YES ☒ NO

a. If 'yes', indicate: Number of fires

Number of injuries

Total cost of property damage

Part II: Public School Fire and Building Safety Non-Conformance Report Sheet

School District _____
Facility # _____

Building Name _____

Part II-A (to be completed for public schools only – except "Big 4")					Part II-B					Part II-B					Part II-B				
Item #	Non-Conformance	Date Corrected	Date Reinspected		Item #	Non-Conformance	Date Corrected	Date Reinspected		Item #	Non-Conformance	Date Corrected	Date Reinspected		Item #	Non-Conformance	Date Corrected	Date Reinspected	
01A-2					08A-2					13A-2					19E-1				
01B-1					08B-2					13B-2					19F-1				
01C-1					08C-2										19G-1				
01D-1					08D-2					14A-2					19H-2				
01E-1					08E-2					14B-2									
02A-2					09A-2					14C-2					20A-1				
02B-1					09B-2					14D-1					20B-1				
02C-3					09C-1					14E-1					20C-1				
02D-1					09D-1					15A-2					21A-3				
02E-2					09F-2					15B-1					22A-3				
02F-3					09G-2					15C-2					22B-3				
02G-2					10A-2					15D-2					22C-3				
					10B-2					15E-1					23A-1				
03A-3					10C-1					16A-2					23B-1				
03B-1					10D-1					16B-2					23C-1				
										16C-2					23D-2				
04A-2					11A-2					16D-2					24A-3				
04B-2					11B-1					17A-3					25A-1				
04C-1					11C-2					17B-2					25B-1				
					11D-2					17C-2					25C-1				
					11E-1					17D-2									
05A-3										17E-1					26A-3				
05B-2					12A-1					17F-3					<p align="center">If any additional non-conformances are observed, check item 26A-3 and list the Code section below.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p align="center">Inspector</p> <p align="center">The inspector has been provided with a copy of the previous year's school fire safety report:</p> <p align="center">Yes _____ No _____</p>				
05C-2					12B-3					17G-1									
					12C-2					17H-2									
06A-1					12D-2					17I-2									
06B-1					12E-1					17J-1									
06C-1					12F-1					17K-1									
06D-2					12G-1					17L-1									
06E-3					12H-1					18A-2									
06F-1					12I-1					18B-2									
06G-1					12J-1					18C-2									
06H-2					12K-1					18D-2									
					12L-1					19A-3									
07A-3					12M-1					19B-2									
07B-2					12N-1					19C-1									
07C-2					12O-2					19D-1									

All schools complete Section 8 only if the building has electrically-operated folding partitions.

Initial Inspection:

Fire Safety Inspector: _____

Name RICHARD KEYES
Date 7-27-21

Registry # _____ (26E-4)

Final Inspection (if required):

Fire Safety Inspector: _____

Name _____
Date _____

Registry # _____ (26F-4)

Part III: Public School Certifications

Section III-A. Fire Inspector

The individual noted below inspected this building and the information in this Fire Safety Report represents, to the best of their knowledge and belief, an accurate description of the building and conditions they observed. The individual that performed this inspection has maintained their certification requirements pursuant to Title 19 Part 1208

Name: RICHARD KEYES Telephone #: [REDACTED]
Title: FIRE MARSHAL Certification #: [REDACTED]
(as designated by the NYS Department of State)
Email: [REDACTED]

Section III-B. Building Administrator or Designee

Please provide the name and contact information of the person responsible for monitoring this inspection (whomever accompanied the inspector; provided access to all spaces; and made available any records and/or required documentation requested by the inspector)

The individual identified below certifies that this building inspection was conducted on this date 7/27/21 and can confirm the specific locations of any non-conformances (provide inspection date) identified within this report.

Name: Gordon Fulkrod Telephone: [REDACTED]
Title: Supervisor of D&A Email: [REDACTED]
Signature Gordon Fulkrod

Section III-C. School Superintendent

I hereby submit this fire inspection report on behalf of the Board of Education and certify that:

1. Public notice of report availability has been published, and that
2. Any nonconformances noted as corrected on the *Public School Fire Safety Non-Conformance Report Sheet* portion of this report were corrected on the date indicated, and that
3. Violations which are not corrected immediately shall be corrected within a period of time approved by the Commissioner.

Name: MARTINA BAKER Telephone #: [REDACTED]
Title: COO
Email: [REDACTED] Signature Martina Baker



CERTIFICATE OF OCCUPANCY

VALID FOR FACILITY:

FINN ACADEMY-AN ELMIRA CHARTER SCHOO
610 LAKE STREET
ELMIRA, NEW YORK 14901

DISTRICT:

FINN ACADEMY-AN ELMIRA CHARTER SCHOO
AIMEE CIARLO
610 LAKE ST
ELMIRA, NEW YORK 14901

Building ID: 070600868003

Issuance Date: July 27, 2021

Effective Date: August 01, 2021

Expiration Date: August 01, 2022


Commissioner of Education

OBTAIN FIRE SAFETY REPORT FROM DISTRICT OFFICE

THIS CERTIFICATE VOIDS ANY PREVIOUSLY ISSUED



Academic Calendar | 2021-2022 School Year

AUGUST						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER						
S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER						
S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER						
S	M	T	W	T	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER						
S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY						
S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH						
S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL						
S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE						
S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

JULY						
S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Important Dates & Breaks

Sept 1	Staff PD, Pre-Opening
Sept 2	Classroom/Building Prep
Sept 6	Labor Day
Sept 7	First Day of School for K-6
Oct. 8	Early Release Day
Oct. 11	Columbus Day
Nov. 11	Veterans Day
Nov. 22-23	Staff PD, No School for Scholars
Nov. 24-26	Thanksgiving Break
Dec. 23-Jan 2	Winter Break
Jan. 17	Martin Luther King, Jr. Day
Jan. 31	Staff PD, No School for Scholars
Feb. 21-25	Mid-Winter Recess
Mar. 21	Staff PD, Parent-Teacher Conference Day
Apr 11-15	Spring Break
May 27-30	Memorial Day Weekend, No School
Jun. 20	Juneteenth, No school
June 24	Last Day of School
July 18-29	Summer Session

No School for Scholars

Staff Professional Development days, No School for Scholars

Board Meetings

First & Last Days of School

State Testing for 3rd-6th Graders

Staff PD Days 9/1, 9/2, 11/22, 11/23, 1/31, 3/21

Extended Year Summer Session is Mandatory for all Scholars. Please plan vacations and trips accordingly to accommodate these dates.

Snow Days are observed according to ECSD

Any ECSD Give Back Days Not Necessarily Observed Due to Charter

Total Number of School Days

183 Regular School Days

±10 Summer Session Days

193 Total Days

Updated 4/13/21