



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

Created: 07/29/2015

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

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1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

LEADERSHIP PREPARATORY BROWNSVILLE CS (SUNY TRUSTEES) 332300860942

2. CHARTER AUTHORIZER

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

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 23

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	Leadership Prep Brownsville 985 Rockaway Ave, 309A Brooklyn, NY 11212	718-669-7461	718-228-6496	

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Katie Dulay
Title	Director of Operations
Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

<http://leadershipprepbrownsville.org/>

6. DATE OF INITIAL CHARTER

2001-10-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2001-08-01 00:00:00

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

571

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

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

	Yes/No	Name of CMO/EMO
	Yes	Uncommon Schools

10a. Please provide the name and contact information for each of the following individuals who are management level personnel associated with the CMO.

	Name	Work Phone	Alternate Phone	Email Address	Contact this individual also in emergencies
CEO (e.g., network superintendent)	Brett Peiser	[REDACTED]		[REDACTED]	No
CFO (e.g., network CFO)	Diane Flynn	[REDACTED]		[REDACTED]	No
Compliance Contact	Sara Griffin	[REDACTED]		[REDACTED]	Yes
Complaint Contact	Sara Griffin	[REDACTED]		[REDACTED]	Yes

Page 2**11. FACILITIES**

Will the School maintain or operate multiple sites?

Yes, 2 sites

12. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	Leadership Prep Brownsville Elementary Academy 985 Rockaway Ave Brooklyn, NY 11212	718-669-7461	CSD 23	K-4	Yes	DOE space
Site 2	Leadership Prep Brownsville Middle Academy 213 Osborn Street Brooklyn, NY 11212	347-390-0540	CSD 23	5-6	No	DOE space
Site 3						

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Celestina De La Garza	[REDACTED]		[REDACTED]
Operational Leader	Katherine Dulay	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Sara Griffin	[REDACTED]		[REDACTED]
Complaint Contact	Sara Griffin	[REDACTED]		[REDACTED]

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Mark Stulberg	[REDACTED]		[REDACTED]
Operational Leader	Jason Shaad	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Jeannemarie Hendershot	[REDACTED]		[REDACTED]
Complaint Contact	Jeannemarie Hendershot	[REDACTED]		[REDACTED]

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

No

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

Arvind Krishnamurthy

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

Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Thank you.



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

Last updated: 07/30/2015

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Charter School Name:

1. NEW YORK STATE REPORT CARD

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

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

<http://data.nysed.gov/profile.php?instid=800000063981>

**Leadership Prep Brownsville
CHARTER SCHOOL**

**2014-15 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2015

By Katie Dulay
Director of Operations
Leadership Prep Brownsville EA
985 Rockaway Avenue
Brooklyn, NY 11212
T: 718 669 7461
F: 718 228 6496

By Frances Leighton
Director of Operations
Leadership Prep Brownsville MA
213 Osborn Street
Brooklyn, NY 11212
T: 347 390 0540
F: 718 534 3958

Frances Leighton and Katie Dulay, Director of Operations prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Current Board Members					
Trustee Name and Email Address	Position on the Board (e.g., officers or constituent representatives)	Committee Affiliation(s)	Voting member (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member etc.)	Number of Terms Served and Length of Each
Carrie Abramson [REDACTED]	Trustee	Governance	Yes	Finance	Renewed for 3 rd term on June 2012
Caroline Curry [REDACTED]	Treasurer	Finance	Yes	Finance	3 terms
Ben Esner [REDACTED]	Trustee	None	Yes	Program/Org Management	3 terms
Michael Hall [REDACTED]	Secretary	Governance	Yes	Finance	3 terms
Matthew Klein [REDACTED]	Trustee	None	Yes	Program	3 terms
Arvind Krishnamurthy [REDACTED]	Chair	Finance, Joint HS	Yes	Finance	Elected 2008-2009
Dyrnest Sinckler [REDACTED]	Trustee	Finance	Yes	Finance	3 terms
Jeff Wetzler [REDACTED]	Trustee/Vice Chair	Executive	Yes	Organization Management	Elected June 2013
John Kim [REDACTED]	Trustee	None	Yes	Finance	Elected June 2013
Blonka Winkfield [REDACTED]	Trustee	None	Yes	Organization Management	Elected June 2013

Julie Jackson ██████████ ██████████	Trustee	None	Yes	Organization Management	Elected September 2013
Nadine Augusta ██████████	Trustee	None	Yes	Program	Elected June 2013
Total members joining the board in the 2014-2015 school year					0
Total members departing the board during the 2014-2015 school year					0

**Celestina de la Garza has served as principal of the Elementary Academy since 2014.
Mark Stulberg has served as principal of the Middle Academy since 2013.**

ININTRODUCTION

Organizational Information

Leadership Preparatory Brownsville Charter School (Leadership Prep) opened in August of 2009 with 116 students in Kindergarten and First Grade. A new class of Kindergarteners will enroll each year until the school reaches its full capacity of 650 students in grades K through 8. The school's mission, despite the students' young age, is to prepare them to enter into, excel within, and graduate from college by providing them with the academic skills, background knowledge, and character traits required to achieve at the highest levels. Through academic achievement, Leadership Prep scholars also prepare to serve as leaders in their communities.

STUDENT POPULATION

Enrollment is based on random lottery, with preference given to students who live in Leadership Prep Brownsville's community school district (23) and students who qualify for Free and Reduced Price Lunch. Ninety-eight percent of students attending Leadership Prep live in the Central Brooklyn neighborhood, where the school is located, and 1.4% live in Queens.

In 2014-2015 based on our BEDS Day enrollment of 572 students, Leadership Prep Brownsville's K-6 student population was the following:

Gender	50% Male	50% Female
Free & Reduced Lunch	88.1%	
Special Ed	13.5%	
Race	89% Black/ African American	10% Latino
English Language Learners	3%	

Elements of Leadership Prep's academic design include: increased learning time through an extended day and school year, high expectations academically and behaviorally for all students, research-based curricula that have a clear emphasis on skill development, a strong focus on literacy skills in the early grades, and frequent use of assessment to inform instruction.

Teach Until They Learn

Leadership Prep Charter School provides its students with every possible opportunity to learn. This means that Leadership Prep not only has a longer school day that begins at 7:10 AM and ends at 4:00 PM with 6+ hours of instruction, but also has a longer school year consisting of 185 instructional days. Over the course of the school year, this is equivalent to at least 25% more instructional time than the New York City Department of Education's minimum of 5 hours of daily instruction over 181 school days.

In the Elementary Academy, each day consists of over 3 hours of literacy instruction, 60-100 minutes of math instruction, a daily class in social studies or science, a class devoted to character development, fitness, dance and music. In addition, all 3rd and 4th grade students received additional small group tutoring from their teachers.

In the Middle Academy, each day consists of more than 2 hours of literacy instruction, 90 minutes of literacy instruction, 1 hour of both science and history instruction, 30 minutes of small-group guided

reading instruction and a daily advisory session. Students participate in fitness and other extracurricular activities during an end-of-the-day enrichment session.

Even as students leave for the day, the learning continues. Each student, including each Kindergarten student, takes home at least 20 minutes of homework every evening. Parents/guardians review and sign each evening's assignment upon completion. Families and scholars are expected to read together for 20 minutes each night as well.

Character Development

Leadership Prep holds students to high standards in behavior and community involvement. To maintain an energetic, orderly, and productive environment where teachers can focus on teaching and students can focus on learning, the school implements a strict code of conduct, provides explicit daily instruction in core values, and enforces a dress code.

Additionally, routines and rituals constantly reinforce Leadership Prep's expectations, core values, and mission. This process begins before students even enter the building. Every morning, the Principal, Director of Operations, and/or Dean of Students meets students outside the school's front door to greet each student by name and shake each student's hand as the student crosses the threshold. This reminds students to conduct themselves with self-respect, dignity, and love.

Each week ends with a Friday Community Meeting in the Elementary Academy and the Middle Academy. Each Community Meeting is an opportunity to feature student accomplishments and reinforce the values that are celebrated at Leadership Prep. Classes perform memorized poems related to school values, individual students present knowledge they acquired during the week, teachers highlight exceptional academic work, and each meeting closes with the presentation of the Value Valedictorian, an award given to a scholar exemplifying the school's values.

Faculty

In the Elementary Academy, one Lead Teacher and one Teacher are assigned to each classroom and provide differentiated instruction in small groups as well as individually. In the Middle Academy, each teacher teaches a specialized subject area, with one teacher in each classroom. In 2013-14, every staff member held a Bachelor's Degree and 100% either held or were working towards a Master's Degree.

Family Involvement

Leadership Prep understands that family involvement is a key variable in the success of our students. We strive to engage families in their child's education from the very beginning of our recruitment process and we continue this outreach in several ways during the school year:

- Prior to the beginning of the school year, multiple Family Orientation meetings are held to introduce families to the culture of Leadership Prep. Upon enrollment, families meet one-on-one with our Dean of Students and Families and sign a Family & School Covenant in which families and the school pledge to support and engage one another in the joint effort of raising Leadership Prep Scholars.
- Monthly phone calls home from teachers, frequent parent/family conferences, report cards (once per quarter) which parents/guardians are required to pick up in person, and school events keep parents/families apprised of and engaged in their children's performance.

- Leadership Prep Brownsville’s Families For Achievement meetings focus on various aspects of the curriculum such as literacy or math and give families the opportunity to better understand what skills their children are learning each day.
- Parents/families at Leadership Prep Brownsville have consistently expressed overwhelming satisfaction with the school. In the most recent annual DOE surveys, 96% of parents/families expressed overall satisfaction with the school.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2009-10	57	57												114
2010-11	87	58	59											204
2011-12	87	86	58	46										277
2012-13	87	87	83	57	40									354
2013-14	85	89	86	81	57	78								476
2014-15	90	81	89	75	74	80	83							572

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at Leadership Prep Brownsville will be proficient readers and writers of the English language.

Background

Literacy is the core academic skill on which all future learning is based. For this reason, Leadership Prep's academic program focuses on literacy during the elementary and middle years. The Leadership Prep reading program aggressively accelerates students through a program that addresses the five components of early literacy highlighted by the U.S. government's blue-ribbon Reading First panel: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The school uses three strong, complementary, research-based programs— Direct Instruction (Reading Mastery), Riverdeep Destination Reading, and Reading Comprehension instruction based on the Urban Education Exchange's Concepts of Comprehension – that incorporate these five elements and are used concurrently to provide a rigorous reading education. In the Elementary Academy, Leadership Prep classes are split into three groups of 8-10 students based on reading skill. Each day, students receive 80-minutes of Reading Mastery instruction, 40 minutes of instruction using the Riverdeep Destination Early Reading program and 40 minutes of teacher-generated Reading Comprehension instruction based on the Concepts of Comprehension. In the Middle Academy, students receive 90 minutes of reading instruction daily, including a Guided Reading meeting with a student-to-teacher ratio of approximately 6:1. Guided Reading groups are based on students' reading skill level, as assessed by the Leveled Reading Assessment.

Leadership Prep Elementary Academy administered the STEP™ (Strategic Teaching and Evaluation of Progress), a standardized developmental literacy assessment developed by the University of Chicago Urban Education Institute (UEI) four times over the course of the 2013-14 school year. This assessment is tightly aligned with scientifically established milestones in reading development, to follow the progress of pre-kindergarten through third grade students. Upon entering the school (September 2013), 100% of Leadership Prep's Kindergarteners were below grade level in key skills of reading as reflected by their STEP scores.

The school re-administered the STEP assessment throughout the academic year and by June 2015 Leadership Prep scholars made enormous progress.

Kindergarten 2014-2015 STEP Growth:

- 96% of K students grew 3 STEP levels or more (roughly equivalent to 1 grade level)
- K students grew an average of 4 STEP levels

In September 2014, 0% of our Kindergarten students were at or above the end of year benchmark in reading. By June 2015, 61% of our Kindergarten students achieved the grade level benchmark and an additional 10% exceeded the grade level benchmark in reading.

First Grade 2014-2015 STEP Growth:

- 53% of 1st grade students grew 3 STEP levels or more (roughly equivalent to 1 grade level)

- 21% of 1st grade students grew 4 STEP levels or more

In September 2014, 0% of our first graders were at or above the end of year benchmark in reading. By June 2015, 22% of our first graders achieved the grade level benchmark and an additional 27% exceeded the grade level benchmark in reading.

Second Grade 2014-2015 STEP Growth:

- 23% of 2nd grade students grew 3 STEP levels or more (roughly equivalent to 1 grade level)

In September 2014, 14% of our second graders were at or above the second grade end of year benchmark in reading. By June 2015, 29% of our second graders achieved the grade level benchmark and an additional 24% exceeded the grade level benchmark in reading.

While these results suggest that Leadership Prep’s core reading program is effective in moving most students to mastery and beyond, they also highlight the reality that there are some students who need more help to reach mastery. The school is committed to providing additional reading instruction to at-risk students through an intervention program headed by a Learning Support Coordinator and Learning Support Teacher. In addition to serving at-risk students, the Learning Support Teacher/Reading Specialist provides academic supports for all general education students who require intervention using a variety of programs and curricula, including the school’s core reading program.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.¹

Method

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 6th grade in April 2015. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

¹ Because of the state’s new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous years using the state’s published results for scoring at proficiency.

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

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3	69	0	0	0	69
4	72	0	0	0	72
5	79	0	0	0	79
6	79	0	0	0	79
All	299	0	0	0	299

Results

The 2014-2015 school year was Leadership Prep Brownsville’s fourth year administering the NYS ELA exam. The school administered the New York State Testing Program Common Core English language arts assessment to students in 3rd through 6th grade, and roughly 36% of Leadership Prep Brownsville’s students enrolled in their second year scored at proficiency on the 2014-2015 NYS ELA Exam.

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

Grade s	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	45%	69	45%	69
4	40%	72	39%	71
5	22%	79	23%	44
6	22%	79	30%	56
All	32%	299	34%	240

Evaluation

In the second year of the administration of the NYS Common Core exam in English Language Arts, Leadership Prep Brownville did not meet this measure. It is still the school’s goal to see that at least 75% of tested students perform at proficiency on the Common Core exam, and we are looking forward to implementing a higher level of rigor in our English Language Arts instruction going forward to better prepare our students to meet this bar.

We believe that the steps we have been taking this summer will help to increase student performance on the exam in the coming year.

- This summer we continued to adapt our curriculum to Common Core standards for the 2015-2016 school year and increased our alignment in Informational Reading as well as Social Studies and Science. Over the 2014-15 school year we focused on improving our teaching practice and

² Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

ensuring that teachers were educated and received professional development on the shift happening with Common Core prior to exams. We look forward to increasing our curricular alignment to the Common Core standards in the coming year.

- At the Elementary Academy, our goal for the 2015-16 school year is to ensure that we are meeting benchmark goals on our STEP reading assessments and ELA Interim Assessments. Teachers will begin meeting at lunch in October to compare data, ensure that standards are met and share best practices.
- At the Middle Academy, we have restructured our approach to literacy. Students now receive English Language Arts instruction during one 2-hour block every day. Classes with students receiving intervention services will have 2 teachers present for the guided and independent practice portions of the lesson, providing more small-group support. This replaces our approach from last year, in which students received one hour of reading instruction from a dedicated reading teacher, and one hour of writing instruction from a dedicated writing teacher. A careful analysis of the common core reiterated that students are almost always asked to write about what they read, and that a more integrated approach to ELA was necessary to move our students to higher levels of achievement.

Additional Evidence

In the school's 3rd year taking the Common Core exam, we saw gains in the 3rd, 4th, and 5th grade scores. Leadership Prep Brownsville's third grade increased by 4 percentage points, by 11 percentage points in 4th grade and by 5 points in 5th grade. While the results are still below the school's goal, this growth suggests that the interventions programs and curriculum changes we put into place last year have resulted in progress towards the goal.

Additionally, in comparison to the city and district, Leadership Prep Brownsville's results were promising. 3rd results were over three times higher than the surrounding district and six percentage points higher than NY State White students in 3rd grade. 4th and 5th grade's results were three times higher than the surrounding district, and 6th grade was 7 percentage points higher than the surrounding district.

We are disappointed that we did not meet our goal this year; however, we have seen promising growth and comparison data. We look forward to seeing these numbers increase in the coming years as we revise curriculum and work to ensure all students are prepared for the rigor of the Common Core exams.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency							
	2011-12		2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	35%	46	32.1%	56	41.1%	73	45%	69
4			22.5%	40	28.3%	46	39%	71
5					17.9%	28	23%	44
6							30%	56
All	35%	46	28.1%	96	32.7%	147	34%	240

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (“PLI”) value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.³

Results

Leadership Prep Brownsville scored 113.5 on the ELA Performance Index. This PLI exceeds the 2014-15 English language arts AMO of 97 by 16.5 units. The percentage of students scoring a level 3 increased by 5 percentage points, and the percentage scoring at level 4 increased from 6 to 6.5.

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
240	22	42.5	29	6.5

$$\begin{aligned}
 \text{PI} &= 42.5 + 29 + 6.5 = 78 \\
 & \quad \quad \quad 29 + 6.5 = 35.5 \\
 \text{PLI} &= 113.5
 \end{aligned}$$

Evaluation

³ In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Goal 1: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁴

Results

In our fourth testing year, Leadership Prep Brownsville students in at least their second year outperformed peers in Community School District 23 on the second administration of the Common Core English Language Arts exam by an average of 22 percentage points.

- In 3rd grade, 45% of Leadership Prep Brownsville's students in at least their 2nd year scored Proficient or Advanced, compared to 13% of District 23 3rd graders.
- In 4th grade, 39% of Leadership Prep Brownsville's students in at least their 2nd year scored Proficient or Advanced, compared to 11% of District 23 4th graders.
- In 5th grade, 23% of Leadership Prep Brownsville's students in at least their 2nd year scored Proficient or Advanced compared to 8% of District 23 5th graders.
- In 6th grade, 30% of Leadership Prep Brownsville's students in at least their 2nd year scored Proficient or Advanced compared to 15% of District 23 6th graders.

⁴ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	45%	69	13%	746
4	39%	71	11%	734
5	23%	44	8%	798
6	30%	56	15%	855
All	34%	240	12%	3,133

Evaluation

Leadership Prep Brownsville students outperformed their peers in District 23 in ELA in all four of its testing grades. Specifically, 3rd graders outperformed their peers by a margin of 32 points, with more than 3 times as many students from Leadership Prep Brownsville scoring Proficient or Advanced compared to the district. In 4th grade, the margin was 28 points with more than three as many Leadership Prep Brownsville students scoring Proficient or Advanced as seen in District 23. In 5th grade, Leadership Prep Brownsville outperformed their peers in District 23 by 16 points and had nearly three times as many students scoring Proficient or Advanced. In 6th grade, twice as many students scored Proficient or Advanced as compared to their peers in District 23.

Additional Evidence

As this is Leadership Prep Brownsville’s fourth testing year, comparative data is available for third, fourth and fifth grade. As seen in the table, Leadership Prep Brownville’s third graders outperformed their district peers in all three years. In 2012-2013, 2013-2014, and 2014-2015 Leadership Prep Brownsville’ had two to three times as many students performing Proficient or Advance.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	32.1%	11%	41%	13%	45%	13%
4	22.5%	10.6%	28%	12%	39%	11%
5			18%	10%	23%	8%
6					30%	15%
All	28.1%	10.8%	29%	11.6%	34%	12%

Goal 1: Comparative Measure

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

Method

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

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

Results

Leadership Prep Brownsville's results for 2013-14 contain 3rd, 4th and 5th grade. The actual percentage of students at proficiency was 28.7%, 9 percentage points above the predicted proficiency of 19.7%. Therefore, Leadership Prep Brownsville had a positive aggregate Effect Size of 0.67 with an overall comparative performance that was higher than expected to a meaningful degree.

**Comparative Performance Analysis
New York State 2013-14 English Language Arts (ELA) Examination**

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	85.0	83	41	21.6	19.4	1.43
4	87.7	52	27	21.1	5.9	0.43
5	91.0	79	17	16.7	0.3	0.02
All	87.9	214	28.7	19.7	9.1	0.67

School's Overall Comparative Performance:
Higher than expected to a meaningful degree

Evaluation

With an Effect Size of 0.67, Leadership Prep Brownsville met the measure for the 2013-14 school year. With an effect size of 1.43 in 3rd grade and 0.43 in 4th grade, our school exceeded the 0.3 effect size benchmark in 3rd and 4th grade for the 2013-14 school year.

Goal 1: Growth Measure⁵

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.⁶

Results

Leadership Prep Brownsville’s 4th and 5th graders had a mean growth percentile of 53.5 and 56 respectively, meaning that both groups of scholars improved year-to-year more than the statewide median of 50. The 5th grade cohort had a mean growth percentile that is 2.5 points higher than 4th grade.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4	52.8	50.0
5	55.3	50.0
All	54.3	50.0

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

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

Evaluation

Leadership Prep Brownsville met the measure by having an overall mean growth percentile that is greater than the state median of the 50th percentile. This is consistent in the 4th and 5th grade cohort.

Summary of the English Language Arts Goal

In its fourth year of state testing, Leadership Prep Brownsville's ELA results demonstrate that the school experienced growth from the 2013-2014 to the 2014-2015 school year; however, we have not yet met all of the school's goals. Leadership Prep Brownsville achieved all but one of the relevant ELA goals based on our state exam results. The school achieved the comparative goal of having a significantly higher percentage of students performing at or above Level 3 relative to the district and scored higher than the school's predicted level of performance in 2013-14. However, we have not yet achieved the school's absolute goal of 75% of scholars scoring proficient or advance. We know that last year's efforts have been effective in certain ways, but we still have a long way to go in terms of absolute performance. The rigorous Common Core Standards will provide us with an opportunity to work harder to improve student performance in ELA.

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

Action Plan

During the 2014-2015 school year, Leadership Prep will continue to deploy two teachers in each classroom, divide classrooms into three, skill-differentiated small reading groups, and deliver 160 minutes of daily reading instruction. The school will also continue to utilize Direct Instruction (Reading Mastery) as its main K-2 reading program, particularly because of its success in building the core

decoding and fluency skills of students and to utilize the Riverdeep Destination Reading computer program to take students from basic phonemic awareness to sophisticated reading comprehension skills in a three-year sequence. Teachers will also continue to develop and lead daily Reading Comprehension lessons in which students learn and practice reading comprehension skills.

Leadership Prep supplements this core reading program for struggling readers through its Reading Intervention program and staffing which allows Leadership Prep to provide highly specialized, intervention-based instruction to students identified as at-risk for academic failure in reading.

Leadership Prep Brownsville revised our daily schedules to allow for up to 50 more minutes of small-group instruction during the day which will be supplemented by more extensive small group instruction, tutoring programs for testing grades, and shared literacy resources across Uncommon Schools.

Leadership Prep will also continue to implement professional development programs targeted towards ELA instruction. In preparation for the 2014-15 school year, teachers who are new to Leadership Prep will participate in two days of Reading Mastery, Guided Reading and STEP training. These trainings will be conducted by content experts and master teachers from the Uncommon Schools network. Moreover, Leadership Prep will continued to deliver professional development for all teachers on Evidence-Based Questions, interactive reading, Accountable Independent Reading and Habits of Discussion

Finally, the school continues to be energized by the challenge that more rigorous Common Core standards present. As part of the Uncommon Schools network, Leadership Prep Brownsville will further adapt its curriculum to be better prepared to address the increased rigor of the Common Core standards.

Our narrative reading continues to be aligned with Common Core last year, and last year we began incorporating daily informational reading blocks as well as assessment rounds that are also common core aligned. In addition, teachers and instructional leaders are working to continue to strengthen our writing curriculum so that there is an increased focus on the techniques used to teach writing and so that students are receiving an increased amount of feedback on their writing. This will ensure that student performance on the New York State ELA exam continues to increase.

Interim Assessments have also been redesigned to be more aligned with Common Core. For example passages will be more rigorous and the questions will require students to go back to the text to analyze and synthesize information. Additionally, passages used in both narrative and informational reading will be Lexile leveled to ensure that students are accessing and reading text at the appropriate levels for their grade and content according to the Common Core Learning standards.

Leadership Prep remains strongly committed to keeping literacy at the forefront of our curriculum and to taking whatever steps are necessary to ensure that all of our students become proficient readers and writers.

MATHEMATICS

Goal 2: Mathematics

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Background

Leadership Prep employs a rigorous, fast-paced math program that is designed to carry all students through a minimum of one year of high school algebra by the time they complete eighth grade.

Previously, Leadership Prep Brownsville used the Saxon Math program. However, in the fall of 2012, the school moved away from Saxon towards implementing teacher-created math lessons which utilize the Investigations math curriculum. Leadership Prep Brownsville made this change in curriculum to increase the rigor of instruction and to incorporate Common Core.

Investigations is a curriculum that allows scholars to deep dive into mathematical conceptual understanding. Through the use of cognitively guided instruction children have the opportunity to explore using a variety of different strategies. Some of these strategies are:

- Base tens
- Pictures
- Algorithms

The Investigations curriculum allows students to draw upon their own knowledge and understanding to experiment with strategies that further their mathematical conceptual understanding.

In February 2014, scholars at Leadership Prep Elementary began receiving 100 minutes of math instruction each day, while scholars at Leadership Prep Middle receive 90 minutes of math instruction daily. The math program in K-2 includes a 20 minute Math Meeting which begins each day as well as a lesson and practice for 55 minutes.

Leadership Prep's math curriculum uses various methodologies and approaches to move students towards competency in the understanding and application of mathematical computation and problem solving. The school is committed to meeting its accountability plan goals related to mathematics as listed below:

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 6th grade in Spring 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested ⁷			Total Enrolled
		IEP	ELL	Absent	
3	69	0	0	0	69
4	72	0	0	0	72
5	79	0	0	0	79
6	78	0	0	1	79
All	298	0	0	1	299

Results

The 2014-2015 school year was Leadership Prep Brownsville’s fourth year administering the NYS Math exam. The school administered the New York State Testing Program Common Core math assessment to students in 3rd and 6th grade in Spring 2015. Roughly 68% of Leadership Prep Brownsville’s students enrolled in their second year scored at proficiency on the 2014-2015 NYS Math Exam. This is 10 percentage points higher than in 2013-2014.

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

Grade s	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	84.1%	69	84.1%	69
4	90.3%	72	90.1%	71
5	39.2%	79	43.2%	44
6	50.6%	79	55.4%	56
All	66.1%	298	68.2%	240

Evaluation

In the second year of the administration of the NYS Common Core exam in Mathematics, Leadership Prep Brownsville did not meet this measure in all three tested grades. While more than 75 percent of

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

our third and fourth grade scholars were proficient in math, our fifth and sixth grade students did not meet this measure. It is still the school's goal to see that at least 75% of tested students in all grades perform at proficiency on the Common Core Math exam, and we are looking forward to implementing a higher level of rigor in our Mathematics instruction going forward to better prepare our students to meeting this bar.

Additional Evidence

In our third year with more rigorous Common Core aligned exams, Leadership Prep Brownsville's third, fourth and fifth grade results increased this year relative to last year in terms of students at proficiency. In 3rd grade, our proficiency grew from 76.7% to 84%; in 4th grade, we grew from 70% to 90%; and in 5th grade, we grew from 28.5% to 43%.

We attribute this increase in third and fourth grade proficiency to focusing on improving our lead teacher's content knowledge and increasing the number of opportunities that teachers had each week to compare student data and share best practices.

We will continue to implement changes to our curriculum to meet the more rigorous standards of Common Core and strengthen our intervention programs for our lowest students as outlined in the action plan section below. Additionally, we intend to increase the amount of written work happening during math instruction across all grades and include more independent practice with each lesson.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school's instructional program.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	30.4%	56	76.7%	73	84.1%	69
4	20%	40	69.5%	46	90.1%	71
5			28.5%	28	43.2%	44
6					55.4%	56
All	26%	96	58.3%	147	68.2%	240

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to

determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁸

Results

Leadership Prep Brownsville scored 134 on the Math Performance Index.

Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
298	13%	22%	31%	35%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 22 & + & 31 & + & 35 & = & 78 \\
 & & & & 31 & + & 35 & = & \underline{56} \\
 & & & & & & \text{PLI} & = & 134
 \end{array}$$

Evaluation

Leadership Prep Brownsville scored 134 on the Math Performance Index and exceeded the 2014-15 mathematics AMO of 94 by 40 units. Again, we attribute the higher performance of Leadership Prep’s third and fourth graders to the 100 minutes per day dedicated to math instruction during the 2014-15 school year as well as the increased content knowledge of teachers and focus on data.

Goal 2: Comparative Measure

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

Method

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

Results

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

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

In our fourth testing year, Leadership Prep Brownsville students in at least their second year outperformed peers in Community School District 23 on the second administration of the Common Core Math exam by an average of 54 percentage points.

- In 3rd grade, 84.1% of Leadership Prep Brownsville’s students in at least their 2nd year scored Proficient or Advanced compared to 19.4% of District 23 3rd graders.
- In 4th grade, 90.1% of Leadership Prep Brownsville’s students in at least their 2nd year scored Proficient or Advanced compared to 11.2% of District 23 4th graders.
- In 5th grade, 43.2% of Leadership Prep Brownsville’s students in at least their 2nd year scored Proficient or Advanced compared to 11.7% of District 23 5th graders.
- In 6th grade, 55.4% of Leadership Prep Brownsville’s students in at least their 2nd year scored Proficient or Advanced compared to 15.9% of District 23 6th graders.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	84.1%	69	19.4%	748
4	90.1%	71	11.2%	742
5	43.2%	44	11.7%	801
6	55.4%	56	15.9%	862
All	68.2%	240	14.6%	3,153

Evaluation

Leadership Prep Brownsville students outperformed their peers in District 23 in Math in all four of its testing grades. Specifically, 4th graders outperformed their peers by a margin of 79 points, with 8 times as many students from Leadership Prep Brownsville scoring Proficient or Advanced compared to the district. In 3rd grade, the margin was 64 points, and more than four times as many Leadership Prep Brownsville students scored Proficient or Advanced as seen in District 23. In fifth grade, the margin was 30, and more than three times as many Leadership Prep students scoring Proficient or Advanced as in District 23. Lastly, in sixth grade, the margin was 40, and more than three times as many Leadership Prep students scoring Proficient or Advanced as in District 23. This demonstrates that Leadership Prep Brownsville continues to be a viable option for students in District 23.

Additional Evidence

As this is Leadership Prep Brownsville’s fourth testing year, comparative data is available for third, fourth and fifth grades. As seen in the table, all Leadership Prep Brownville scholars have outperformed their district peers each year in all of our grades. It is notable that this gap continues to widen with the more rigorous common core exams.

Leadership Prep Brownsville students continue to outperform the district average for math across all grades. The school hopes to bring more students to proficiency using the new Common Core standards during the 2015-16 school year in order to provide a viable program that is truly preparing students for college level mathematics.

Also, additional evidence may include demographic differences between the school and the district as well as compelling reasons for comparing the school to a subset of schools within the district.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	30.4%	12.9%	76%	17%	84.1%	19.4%
4	20%	9%	70%	12%	90.1%	11.2%
5			29%	13%	43.2%	11.7%
6					55.4%	15.9%
All	26%	10.9%	58.3%	14%	68.2%	14.6%

Goal 2: Comparative Measure

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

Method

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

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

Results

The chart below displays how Leadership Prep Brownsville students in each grade performed compared to students in public schools in New York State with the same grade and a similar population of free-lunch-eligible students. Leadership Prep Brownsville's results for 2013-14 contain only 3rd - 5th grade. The actual percentage of students at proficiency was 56.5% compared to a predicted 28%. Therefore, Leadership Prep Brownsville had a positive aggregate Effect Size of 1.54 with an overall comparative performance that was higher than expected to a large degree.

2013-14 Mathematics Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	85.0	84	75	30.6	44.4	2.46
4	87.7	52	67	28.7	38.3	1.95
5	91.0	79	30	24.8	5.2	0.29
All	87.9	215	56.5	28.0	28.5	1.54

School's Overall Comparative Performance:
Higher than expected to a large degree

Evaluation

The school's aggregate Effect Size was 1.54 and therefore exceeded 0.3. The Effect Size was much larger in 3rd and 4th grade (2.46 and 1.95 respectively). It did not exceed 0.3 in 5th grade; however, it was still positive.

Additional Evidence

In 2013-2014, Leadership Prep Brownsville had its largest effect size of 1.54. Students outperformed the predicted outcome in Mathematics by over 25 points.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3	89.5%	46	56.5	43.2	0.71
2012-13	3-4	91.6%	97	26.8	21.8	0.33
2013-14	3-5	87.9%	215	56.5	28.5	1.54

Goal 2: Growth Measure¹⁰

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

Method

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

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

Leadership Prep Brownsville’s mean growth percentile in Mathematics was 70.7 in 2013-14, surpassing the 50.0 benchmark. In fourth grade, Leadership Prep’s mean growth percentile was 77.1 in 2013-14; in fifth grade, it was 66.3.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	77.1	50.0
5	66.3	50.0
All	<u>70.7</u>	50.0

Evaluation

The school’s overall mean growth percentile is 70.7 which is greater than the state median of the 50th percentile. This was true for both 4th and 5th grade.

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

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

Additional Evidence

In 2013-14, Leadership Prep Brownsville outperformed the statewide median by over 20 points; however, this was not true in 2012-2013, when the mean growth percentile was 42.9.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ¹²	2012-13	2013-14	Statewide Median
4		42.9	77.1	50.0
5			66.3	50.0
All		42.9	70.7	50.0

Summary of the Mathematics Goal

In its fourth year of state testing, Leadership Prep Brownsville’s Math results demonstrate both accomplishment and evidence that there is room for growth. Leadership Prep Brownsville achieved four of the five relevant Math goals based on results of the 2013-14 and 2014-15 state exams. The school did achieve the comparative goal of having a significantly higher percentage of students performing at or above Level 3 relative to the district. The school did also surpass the .3 effect size to a large degree. The school achieved the absolute goal in 3rd and 4th grade but not 5th and 6th.

We know that we still have a way to go in terms of absolute performance and that the rigorous Common Core Standards provide us with an opportunity to work even harder to improve student performance in Math.

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

¹² Grade level results not available.

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

Leadership Prep will continue to employ the Investigations math curriculum and differentiated instruction, methodologies and approaches to move students towards competency in the understanding and application of mathematical computation and problem solving. The school will also continue to provide additional push-in and pull-out support through our Learning Support Coordinator and Learning Support Teacher to further address the needs of our student sub-populations. Lastly, the school will continue to provide 100 minutes of math instruction in third and fourth grades, and 90 minutes of math instruction in fifth grade. Leadership Prep is committed to meeting its accountability plan goals related to mathematics as listed above.

Like ELA, as part of the Uncommon Schools network, Leadership Prep Brownsville will continue to make changes to its curriculum to be better prepared to address the increased rigor of the Common Core standards. In 2012, Leadership Prep Brownsville began to modify the schools' existing curricula for Math, ensuring that those curricula are aligned to the Common Core Learning Standards. One significant change is reflected in Leadership Prep Brownsville's switch from using Saxon to Math Investigations to address Common Core which will be rooted in conceptual math. Consequently, math lessons will continue to be adjusted so that the structure and the work students complete are aligned to Common Core standards. Math lessons were revised in 2012-13 so that student activities more closely aligned to the objective, and the independent practices are as rigorous as the lessons being taught to students. Scope and sequences were also revised in 2012-13 to ensure that math meeting in grades Kindergarten through 2nd grade, and fact practices in grades 3-4 are focused solely on reviewing difficult to master material throughout the school year.

Additionally, Interim Assessments will continue to be redesigned ensuring that each Common Core Learning Standard is taught, assessed and ultimately mastered. Interim Assessment data as well as daily student work will be used in weekly meetings to ensure all standards are being met and teachers are sharing best practices with each other.

SCIENCE

Goal 3: Science
Students will demonstrate proficiency in the understanding and application of scientific principles.

Background

Leadership Prep Brownsville's Science curriculum is aligned to the Common Core standards, and includes the use of both authentic text such as articles, or passages from non-fiction texts, and the use of text books in class to ensure that students are reading to learn new material presented.

In the 2013-2014 school year, the science curriculum was updated to become more aligned to Common Core and increase the amount of reading done by students and reduce the amount of reading aloud completed solely by the teacher.

In addition, all core teachers are receiving professional development around best practices in strategies to use in reading, understanding and comprehending informational texts that can be used both in reading and in science.

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2015. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

In the 2014-15 school year Leadership Prep Brownsville enrolled scholars in grades Kindergarten through 4th grade. Therefore, Leadership Prep Brownsville 4th Grade scholars took the 2015 NYS Science exam. 94% of Leadership Prep Brownsville’s 4th grades achieve proficiency in the State Science Exam.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	94%	71	-	-

Evaluation

With 94% of Leadership Prep Brownsville’s 4th grades achieving a Level 3 or 4 on the Science Exam, the school has met the absolute measure of 75% of students performing at proficiency.

Additional Evidence

As in the previous year, Leadership Prep Brownsville’s proficiency rate for the 4th grade science exam is at or above 75%;

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

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	89.5%	38	75%	51	94%	71
All	89.5%	38	75%	51	94%	71

Goal 3: Comparative Measure
 Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

Method

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

Results

District results from the Science Exam are not yet available. Leadership Prep Brownville will update the following chart when the scores are released.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	94%	71	-	-

Evaluation

When test scores become available, Leadership Prep Brownville will be able to evaluate the school’s performance on this measure.

Additional Evidence

As in the previous year, Leadership Prep Brownville’s proficiency rate for the 4th grade science exam is at or above 75%; however, comparison data is not available for the district.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	89.5%	-	75%	-	94%	-
All	89.5%	-	75%	-	94%	-

Summary of the Science Goal

In our second year of Science testing, Leadership Prep Brownsville continued to meet its absolute goal of having 75% of 4th grade students achieving proficiency. Leadership Prep will update this report with comparative results once district data are available.

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

Action Plan

Building upon the results achieved this year, Leadership Prep Brownsville will continue to make modifications to the school’s existing curriculum for Science and History, ensuring that those curricula are aligned to the Common Core Learning Standards for Literacy in History/Social Studies and Science. In particular, we will continue to use non-fiction Science and Social studies texts, relying on evidence-based questioning to ensure comprehension and mastery.

Additionally, Leadership Prep Brownsville will focus their science instruction in a couple different ways to ensure that curriculum continues to be refined so that it is also aligned to Common Core:

- Increase the use of labs and experiments into science in all grade levels to ensure that students are receiving practice and time to become familiar with the scientific process and the different tools and materials used in experiments. Employing the extensive use of hands-on experiments will be utilized with the goal of moving students towards competency in the understanding and application of Science concepts
- Include informational text assessments as a part of our STEP literacy assessment in 3rd and 4th grade to ensure that scholars are comprehending informational text as well as narrative.
- Increase the focus of writing during science, and use the practices used in writing workshop into our science classes

NCLB

Goal 4: Absolute Measure

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

Method

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

Results

Leadership Prep received a "Good Standing" status under the NCLB accountability system. The school has diligently worked to meet each NCLB requirement and comply with all stated guidelines, and has maintained a status of Good Standing for the past two years since our first testing year of 2011-12.

NCLB Status by Year

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



Appendix B: Total Expenditures and Administrative Expenditures per Child

Last updated: 07/30/2015

Page 1

Charter School Name:

B. Financial Information

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

1. Total Expenditures Per Child

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

Line 1: Total Expenditures	7588603
Line 2: Year End Per Pupil Count	571
Line 3: Divide Line 1 by Line 2	13290

2. Administrative Expenditures per Child

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

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

Please note the following:

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

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

Line 1: Relevant Personnel Services Cost (Row)	759550
Line 2: Management and General Cost (Column)	569672
Line 3: Sum of Line 1 and Line 2	1329222
Line 4: Year End Per Pupil Count	571
Line 5: Divide Line 3 by the Year End Per Pupil Count	2328

Thank you.



**GENERAL INSTRUCTIONS FOR
ANNUAL BUDGET/QUARTERLY REPORT**

TEMPLATE TABS

1- GRAY tab contains the Instructions

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

2- BLUE tabs require input of information

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

CELL COLORS & GUIDANCE COMMENTS

 = Enter information into the light BLUE shaded cells.

 = Cells labeled in ORANGE containe guidance regarding the input of information.

 = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

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

District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
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Charter Schools Institute
The State University of New York

ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Leadership Preparatory Brownsville Charter School

Contact Name: Reva Gorelick
Contact Title: Associate Director of Finance
Contact Email: [REDACTED]
Contact Phone: [REDACTED]

Current Academic Year: 2015-16

Prior Academic Year: #NAME?

IARTER SCHOOL

8	9	10	11	12

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

**LEADERSHIP PREPARATORY BROWNSVILLE CH
2015-16**

STAFFING PLAN - FULL TIME EQUIVALENT

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

ADMINISTRATIVE PERSONNEL FTE		PRIOR YEAR	ANNUAL BUDGETED FTE						
*NOTE: Enter the number of FTE positions in the "blue" cells.		2014-15	Q1		Q2		Q3		Q4
	ACTUAL		Original	Revised	Original	Revised	Original	Revised	Original
Executive Management			2.0		2.0		2.0		2.0
Instructional Management			2.0		2.0		2.0		2.0
Deans, Directors & Coordinators			6.0		6.0		6.0		6.0
CFO / Director of Finance									
Operation / Business Manager									
Administrative Staff			2.0		2.0		2.0		2.0
TOTAL ADMINISTRATIVE STAFF	0.0		12.0	0.0	12.0	0.0	12.0	0.0	12.0
INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR	ANNUAL BUDGETED FTE						
*NOTE: Enter the number of FTE positions in the "blue" cells.		2014-15	Q1		Q2		Q3		Q4
	ACTUAL		Original	Revised	Original	Revised	Original	Revised	Original
Teachers - Regular			47.0		47.0		47.0		47.0
Teachers - SPED			5.0		5.0		5.0		5.0
Substitute Teachers									
Teaching Assistants			3.0		3.0		3.0		3.0
Specialty Teachers			5.0		5.0		5.0		5.0
Aides									
Therapists & Counselors			2.0		2.0		2.0		2.0
Other			1.0		1.0		1.0		1.0
TOTAL INSTRUCTIONAL	0.0		63.0	0.0	63.0	0.0	63.0	0.0	63.0
NON-INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR	ANNUAL BUDGETED FTE						
*NOTE: Enter the number of FTE positions in the "blue" cells.		2014-15	Q1		Q2		Q3		Q4
	ACTUAL		Original	Revised	Original	Revised	Original	Revised	Original
Nurse									
Librarian									
Custodian									
Security									
Other			3.7		3.7		3.7		3.7
TOTAL NON-INSTRUCTIONAL	0.0		3.7	0.0	3.7	0.0	3.7	0.0	3.7
TOTAL PERSONNEL SERVICE FTE	0.0		78.7	0.0	78.7	0.0	78.7	0.0	78.7

STAFFING PLAN - WAGES

ADMINISTRATIVE PERSONNEL WAGES		ANNUAL BUDGETED WAGES							
<i>*NOTE: Enter the average salary for each category in the "blue" cells.</i>		Q1		Q2		Q3		Q4	
2014-15	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised
Executive Management		110958		110958		110958		110958	
Instructional Management		127557.775		127557.775		127557.775		127557.775	
Deans, Directors & Coordinators		91405		91405		91405		91405	
CFO / Director of Finance									
Operation / Business Manager									
Administrative Staff		49000		49000		49000		49000	
INSTRUCTIONAL PERSONNEL WAGES		ANNUAL BUDGETED WAGES							
<i>*NOTE: Enter the average salary for each category in the "blue" cells.</i>		Q1		Q2		Q3		Q4	
2014-15	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised
Teachers - Regular		67555.2978723		67555.2978723		67555.2978723		67555.2978723	
Teachers - SPED		64890.8		64890.8		64890.8		64890.8	
Substitute Teachers									
Teaching Assistants		47000		47000		47000		47000	
Specialty Teachers		62773.8		62773.8		62773.8		62773.8	
Aides									
Therapists & Counselors		71099.5		71099.5		71099.5		71099.5	
Other		190856		190856		190856		190856	
NON-INSTRUCTIONAL PERSONNEL WAGES		ANNUAL BUDGETED WAGES							
<i>*NOTE: Enter the average salary for each category in the "blue" cells.</i>		Q1		Q2		Q3		Q4	
2014-15	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised
Nurse									
Librarian									
Custodian									
Security									
Other		52909.0909091		52909.0909091		52909.0909091		52909.0909091	

ARTER SCHOOL

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

LEADERSHIP PREPARATORY BROWNSVILLE CHA
Budget / Operating Plan
2015-16

		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Revenue		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		-	2,466,221	#NAME?	#NAME?	2,466,221	#NAME?	#NAME?	2,466,221
Net Income		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		-	656	-	-	656	-	-	656
		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
		#NAME?	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
EXPENSES									
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions							
Executive Management	2.00	-	55,479	-	#NAME?	55,479	-	#NAME?	55,479
Instructional Management	2.00	-	63,779	-	#NAME?	63,779	-	#NAME?	63,779
Deans, Directors & Coordinators	6.00	-	137,108	-	#NAME?	137,108	-	#NAME?	137,108
CFO / Director of Finance	-	-	-	-	#NAME?	-	-	#NAME?	-
Operation / Business Manager	-	-	-	-	#NAME?	-	-	#NAME?	-
Administrative Staff	2.00	-	24,500	-	#NAME?	24,500	-	#NAME?	24,500
TOTAL ADMINISTRATIVE STAFF	12.00	-	280,865	-	#NAME?	280,865	-	#NAME?	280,865
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular	47.00	-	793,775	-	#NAME?	793,775	-	#NAME?	793,775
Teachers - SPED	5.00	-	81,114	-	#NAME?	81,114	-	#NAME?	81,114
Substitute Teachers	-	-	-	-	#NAME?	-	-	#NAME?	-
Teaching Assistants	3.00	-	35,250	-	#NAME?	35,250	-	#NAME?	35,250
Specialty Teachers	5.00	-	78,467	-	#NAME?	78,467	-	#NAME?	78,467
Aides	-	-	-	-	#NAME?	-	-	#NAME?	-
Therapists & Counselors	2.00	-	35,550	-	#NAME?	35,550	-	#NAME?	35,550
Other	1.00	-	47,714	-	#NAME?	47,714	-	#NAME?	47,714
TOTAL INSTRUCTIONAL	63.00	-	1,071,869	-	#NAME?	1,071,869	-	#NAME?	1,071,869
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse	-	-	-	-	#NAME?	-	-	#NAME?	-
Librarian	-	-	-	-	#NAME?	-	-	#NAME?	-
Custodian	-	-	-	-	#NAME?	-	-	#NAME?	-
Security	-	-	-	-	#NAME?	-	-	#NAME?	-
Other	3.67	-	48,500	-	#NAME?	48,500	-	#NAME?	48,500
TOTAL NON-INSTRUCTIONAL	3.67	-	48,500	-	#NAME?	48,500	-	#NAME?	48,500
SUBTOTAL PERSONNEL SERVICE COSTS	78.67	-	1,401,235	-	#NAME?	1,401,235	-	#NAME?	1,401,235
PAYROLL TAXES AND BENEFITS									
Payroll Taxes	-	-	113,906	-	#NAME?	113,906	-	#NAME?	113,906
Fringe / Employee Benefits	-	-	167,218	-	#NAME?	167,218	-	#NAME?	167,218
Retirement / Pension	-	-	-	-	#NAME?	-	-	#NAME?	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	281,124	-	#NAME?	281,124	-	#NAME?	281,124
TOTAL PERSONNEL SERVICE COSTS	78.67	-	1,682,359	-	#NAME?	1,682,359	-	#NAME?	1,682,359
CONTRACTED SERVICES									
Accounting / Audit	-	-	3,383	-	#NAME?	3,383	-	#NAME?	3,383
Legal	-	-	1,250	-	#NAME?	1,250	-	#NAME?	1,250
Management Company Fee	-	-	213,314	-	#NAME?	213,314	-	#NAME?	213,314
Nurse Services	-	-	-	-	#NAME?	-	-	#NAME?	-
Food Service / School Lunch	-	-	-	-	#NAME?	-	-	#NAME?	-
Payroll Services	-	-	5,015	-	#NAME?	5,015	-	#NAME?	5,015
Special Ed Services	-	-	2,500	-	#NAME?	2,500	-	#NAME?	2,500
Titlement Services (i.e. Title I)	-	-	-	-	#NAME?	-	-	#NAME?	-
Other Purchased / Professional / Consulting	-	-	20,453	-	#NAME?	20,453	-	#NAME?	20,453
TOTAL CONTRACTED SERVICES	-	-	245,914	-	#NAME?	245,914	-	#NAME?	245,914

LEADERSHIP PREPARATORY BROWNSVILLE CHA
Budget / Operating Plan
2015-16

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	2,466,221	#NAME?	#NAME?	2,466,221	#NAME?	#NAME?	2,466,221
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	656	-	-	656	-	-	656
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	#NAME?	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
ENROLLMENT - *School Districts Are Linked To Above Entries*								
Number of Districts:	-	1	-	-	1	-	-	1
NYC CHANCELLOR'S OFFICE	-	656	-	-	656	-	-	656
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	656	-	-	656	-	-	656
REVENUE PER PUPIL	-	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
EXPENSES PER PUPIL	-	3,759	-	#NAME?	3,759	-	#NAME?	3,759

CHARTER SCHOOL

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	2,466,221	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	656	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
REVENUE	SED' Column(s) COMPLETELY BLANK. ST be completed.				
REVENUES FROM STATE SOURCES	2015-16				
Per Pupil Revenue	Per Pupil Rate				
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
-	#N/A	#NAME?	#N/A	#N/A	#NAME?
ALL OTHER School Districts: (Weighted Avg)	#N/A	#NAME?	#N/A	#N/A	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue	-	#NAME?	85,718	-	#NAME?
Grants					
Stimulus	-	#NAME?	-	-	#NAME?
DYCD (Department of Youth and Community Development)	-	#NAME?	-	-	#NAME?
Other	-	#NAME?	-	-	#NAME?
Other	-	#NAME?	-	-	#NAME?
TOTAL REVENUE FROM STATE SOURCES	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING					
IDEA Special Needs	-	#NAME?	5,260	-	#NAME?
Title I	-	#NAME?	58,321	-	#NAME?
Title Funding - Other	-	#NAME?	2,848	-	#NAME?
School Food Service (Free Lunch)	-	#NAME?	-	-	#NAME?
Grants					
Charter School Program (CSP) Planning & Implementation	-	#NAME?	-	-	#NAME?
Other	-	#NAME?	-	-	#NAME?
Other	-	#NAME?	-	-	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES	-	#NAME?	66,429	-	#NAME?
LOCAL and OTHER REVENUE					
Contributions and Donations	-	#NAME?	-	-	#NAME?
Fundraising	-	#NAME?	-	-	#NAME?
Erate Reimbursement	-	#NAME?	40,098	-	#NAME?
Earnings on Investments	-	#NAME?	-	-	#NAME?
Interest Income	-	#NAME?	-	-	#NAME?
Food Service (Income from meals)	-	#NAME?	-	-	#NAME?
Text Book	-	#NAME?	-	-	#NAME?
OTHER	-	#NAME?	-	-	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	#NAME?	40,098	-	#NAME?
TOTAL REVENUE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

ARTER SCHOOL

		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		#NAME?	#NAME?	2,466,221	#NAME?	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		-	-	656	-	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Revised Budget	Variance	Original Budget	Revised Budget	Variance
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions				
Executive Management	2.00	-	#NAME?	55,479	-	#NAME?
Instructional Management	2.00	-	#NAME?	63,779	-	#NAME?
Deans, Directors & Coordinators	6.00	-	#NAME?	137,108	-	#NAME?
CFO / Director of Finance	-	-	#NAME?	-	-	#NAME?
Operation / Business Manager	-	-	#NAME?	-	-	#NAME?
Administrative Staff	2.00	-	#NAME?	24,500	-	#NAME?
TOTAL ADMINISTRATIVE STAFF	12.00	-	#NAME?	280,865	-	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	47.00	-	#NAME?	793,775	-	#NAME?
Teachers - SPED	5.00	-	#NAME?	81,114	-	#NAME?
Substitute Teachers	-	-	#NAME?	-	-	#NAME?
Teaching Assistants	3.00	-	#NAME?	35,250	-	#NAME?
Specialty Teachers	5.00	-	#NAME?	78,467	-	#NAME?
Aides	-	-	#NAME?	-	-	#NAME?
Therapists & Counselors	2.00	-	#NAME?	35,550	-	#NAME?
Other	1.00	-	#NAME?	47,714	-	#NAME?
TOTAL INSTRUCTIONAL	63.00	-	#NAME?	1,071,869	-	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	#NAME?	-	-	#NAME?
Librarian	-	-	#NAME?	-	-	#NAME?
Custodian	-	-	#NAME?	-	-	#NAME?
Security	-	-	#NAME?	-	-	#NAME?
Other	3.67	-	#NAME?	48,500	-	#NAME?
TOTAL NON-INSTRUCTIONAL	3.67	-	#NAME?	48,500	-	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	78.67	-	#NAME?	1,401,235	-	#NAME?
PAYROLL TAXES AND BENEFITS						
Payroll Taxes	-	-	#NAME?	113,906	-	#NAME?
Fringe / Employee Benefits	-	-	#NAME?	167,218	-	#NAME?
Retirement / Pension	-	-	#NAME?	-	-	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS	-	-	#NAME?	281,124	-	#NAME?
TOTAL PERSONNEL SERVICE COSTS	78.67	-	#NAME?	1,682,359	-	#NAME?
CONTRACTED SERVICES						
Accounting / Audit	-	-	#NAME?	3,383	-	#NAME?
Legal	-	-	#NAME?	1,250	-	#NAME?
Management Company Fee	-	-	#NAME?	213,314	-	#NAME?
Nurse Services	-	-	#NAME?	-	-	#NAME?
Food Service / School Lunch	-	-	#NAME?	-	-	#NAME?
Payroll Services	-	-	#NAME?	5,015	-	#NAME?
Special Ed Services	-	-	#NAME?	2,500	-	#NAME?
Titlement Services (i.e. Title I)	-	-	#NAME?	-	-	#NAME?
Other Purchased / Professional / Consulting	-	-	#NAME?	20,453	-	#NAME?
TOTAL CONTRACTED SERVICES	-	-	#NAME?	245,914	-	#NAME?

ARTER SCHOOL

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	2,466,221	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	656	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS					
Board Expenses	-	#NAME?	125	-	#NAME?
Classroom / Teaching Supplies & Materials	-	#NAME?	45,329	-	#NAME?
Special Ed Supplies & Materials	-	#NAME?		-	#NAME?
Textbooks / Workbooks	-	#NAME?	7,425	-	#NAME?
Supplies & Materials other	-	#NAME?		-	#NAME?
Equipment / Furniture	-	#NAME?	14,670	-	#NAME?
Telephone	-	#NAME?	27,531	-	#NAME?
Technology	-	#NAME?	141,968	-	#NAME?
Student Testing & Assessment	-	#NAME?	7,132	-	#NAME?
Field Trips	-	#NAME?	26,120	-	#NAME?
Transportation (student)	-	#NAME?	5,000	-	#NAME?
Student Services - other	-	#NAME?	16,474	-	#NAME?
Office Expense	-	#NAME?	35,000	-	#NAME?
Staff Development	-	#NAME?	74,463	-	#NAME?
Staff Recruitment	-	#NAME?	5,954	-	#NAME?
Student Recruitment / Marketing	-	#NAME?	17,250	-	#NAME?
School Meals / Lunch	-	#NAME?		-	#NAME?
Travel (Staff)	-	#NAME?		-	#NAME?
Fundraising	-	#NAME?		-	#NAME?
Other	-	#NAME?	48,979	-	#NAME?
TOTAL SCHOOL OPERATIONS	-	#NAME?	473,419	-	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	-	#NAME?	18,829	-	#NAME?
Janitorial	-	#NAME?		-	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	-	#NAME?	43,950	-	#NAME?
Repairs & Maintenance	-	#NAME?	1,375	-	#NAME?
Equipment / Furniture	-	#NAME?	375	-	#NAME?
Security	-	#NAME?	-	-	#NAME?
Utilities	-	#NAME?	-	-	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	-	#NAME?	64,530	-	#NAME?
DEPRECIATION & AMORTIZATION	-	#NAME?	-	-	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	-	-	#NAME?
TOTAL EXPENSES	-	#NAME?	2,466,221	-	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

ARTER SCHOOL

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	2,466,221	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	656	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*					
Number of Districts:	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	-	-	656	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-
TOTAL ENROLLMENT	-	-	656	-	-
REVENUE PER PUPIL	-	#NAME?	#NAME?	-	#NAME?
EXPENSES PER PUPIL	-	#NAME?	3,759	-	#NAME?

LEADERSHIP PREPARATORY BROWN
Budget / Operatin
2015-16

Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		9,864,885	#NAME?	#NAME?	(9,864,885)	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment						
		Total Year			VARIANCE	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions					
Executive Management	2.00	221,916	#NAME?	#NAME?	(221,916)	#NAME?
Instructional Management	2.00	255,116	#NAME?	#NAME?	(255,116)	#NAME?
Deans, Directors & Coordinators	6.00	548,430	#NAME?	#NAME?	(548,430)	#NAME?
CFO / Director of Finance	-	-	#NAME?	#NAME?	-	#NAME?
Operation / Business Manager	-	-	#NAME?	#NAME?	-	#NAME?
Administrative Staff	2.00	98,000	#NAME?	#NAME?	(98,000)	#NAME?
TOTAL ADMINISTRATIVE STAFF	12.00	1,123,462	#NAME?	#NAME?	(1,123,462)	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	47.00	3,175,099	#NAME?	#NAME?	(3,175,099)	#NAME?
Teachers - SPED	5.00	324,454	#NAME?	#NAME?	(324,454)	#NAME?
Substitute Teachers	-	-	#NAME?	#NAME?	-	#NAME?
Teaching Assistants	3.00	141,000	#NAME?	#NAME?	(141,000)	#NAME?
Specialty Teachers	5.00	313,869	#NAME?	#NAME?	(313,869)	#NAME?
Aides	-	-	#NAME?	#NAME?	-	#NAME?
Therapists & Counselors	2.00	142,199	#NAME?	#NAME?	(142,199)	#NAME?
Other	1.00	190,856	#NAME?	#NAME?	(190,856)	#NAME?
TOTAL INSTRUCTIONAL	63.00	4,287,477	#NAME?	#NAME?	(4,287,477)	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	#NAME?	#NAME?	-	#NAME?
Librarian	-	-	#NAME?	#NAME?	-	#NAME?
Custodian	-	-	#NAME?	#NAME?	-	#NAME?
Security	-	-	#NAME?	#NAME?	-	#NAME?
Other	3.67	194,000	#NAME?	#NAME?	(194,000)	#NAME?
TOTAL NON-INSTRUCTIONAL	3.67	194,000	#NAME?	#NAME?	(194,000)	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	78.67	5,604,939	#NAME?	#NAME?	(5,604,939)	#NAME?
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		455,624	#NAME?	#NAME?	(455,624)	#NAME?
Fringe / Employee Benefits		668,871	#NAME?	#NAME?	(668,871)	#NAME?
Retirement / Pension		-	#NAME?	#NAME?	-	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		1,124,496	#NAME?	#NAME?	(1,124,496)	#NAME?
TOTAL PERSONNEL SERVICE COSTS	78.67	6,729,434	#NAME?	#NAME?	(6,729,434)	#NAME?
CONTRACTED SERVICES						
Accounting / Audit		13,530	#NAME?	#NAME?	(13,530)	#NAME?
Legal		5,000	#NAME?	#NAME?	(5,000)	#NAME?
Management Company Fee		853,255	#NAME?	#NAME?	(853,255)	#NAME?
Nurse Services		-	#NAME?	#NAME?	-	#NAME?
Food Service / School Lunch		-	#NAME?	#NAME?	-	#NAME?
Payroll Services		20,060	#NAME?	#NAME?	(20,060)	#NAME?
Special Ed Services		10,000	#NAME?	#NAME?	(10,000)	#NAME?
Titlment Services (i.e. Title I)		-	#NAME?	#NAME?	-	#NAME?
Other Purchased / Professional / Consulting		81,811	#NAME?	#NAME?	(81,811)	#NAME?
TOTAL CONTRACTED SERVICES		983,656	#NAME?	#NAME?	(983,656)	#NAME?

LEADERSHIP PREPARATORY BROWN
Budget / Operatin
2015-16

	#NAME?				
	#NAME?				
	#NAME?				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	9,864,885	#NAME?	#NAME?	(9,864,885)	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
SCHOOL OPERATIONS					
Board Expenses	500	#NAME?	#NAME?	(500)	#NAME?
Classroom / Teaching Supplies & Materials	181,314	#NAME?	#NAME?	(181,314)	#NAME?
Special Ed Supplies & Materials	-	#NAME?	#NAME?	-	#NAME?
Textbooks / Workbooks	29,700	#NAME?	#NAME?	(29,700)	#NAME?
Supplies & Materials other	-	#NAME?	#NAME?	-	#NAME?
Equipment / Furniture	58,680	#NAME?	#NAME?	(58,680)	#NAME?
Telephone	110,124	#NAME?	#NAME?	(110,124)	#NAME?
Technology	567,870	#NAME?	#NAME?	(567,870)	#NAME?
Student Testing & Assessment	28,528	#NAME?	#NAME?	(28,528)	#NAME?
Field Trips	104,480	#NAME?	#NAME?	(104,480)	#NAME?
Transportation (student)	20,000	#NAME?	#NAME?	(20,000)	#NAME?
Student Services - other	65,896	#NAME?	#NAME?	(65,896)	#NAME?
Office Expense	140,000	#NAME?	#NAME?	(140,000)	#NAME?
Staff Development	297,851	#NAME?	#NAME?	(297,851)	#NAME?
Staff Recruitment	23,815	#NAME?	#NAME?	(23,815)	#NAME?
Student Recruitment / Marketing	69,000	#NAME?	#NAME?	(69,000)	#NAME?
School Meals / Lunch	-	#NAME?	#NAME?	-	#NAME?
Travel (Staff)	-	#NAME?	#NAME?	-	#NAME?
Fundraising	-	#NAME?	#NAME?	-	#NAME?
Other	195,918	#NAME?	#NAME?	(195,918)	#NAME?
TOTAL SCHOOL OPERATIONS	1,893,676	#NAME?	#NAME?	(1,893,676)	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	75,318	#NAME?	#NAME?	(75,318)	#NAME?
Janitorial	-	#NAME?	#NAME?	-	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	175,801	#NAME?	#NAME?	(175,801)	#NAME?
Repairs & Maintenance	5,500	#NAME?	#NAME?	(5,500)	#NAME?
Equipment / Furniture	1,500	#NAME?	#NAME?	(1,500)	#NAME?
Security	-	#NAME?	#NAME?	-	#NAME?
Utilities	-	#NAME?	#NAME?	-	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	258,119	#NAME?	#NAME?	(258,119)	#NAME?
DEPRECIATION & AMORTIZATION	-	#NAME?	#NAME?	-	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	#NAME?	-	#NAME?
TOTAL EXPENSES	9,864,885	#NAME?	#NAME?	(9,864,885)	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

SVILLE CHARTER SCHOOL
g Plan

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions
Executive Management	2.00
Instructional Management	2.00
Deans, Directors & Coordinators	6.00
CFO / Director of Finance	-
Operation / Business Manager	-
Administrative Staff	2.00
TOTAL ADMINISTRATIVE STAFF	12.00

INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	47.00
Teachers - SPED	5.00
Substitute Teachers	-
Teaching Assistants	3.00
Specialty Teachers	5.00
Aides	-
Therapists & Counselors	2.00
Other	1.00
TOTAL INSTRUCTIONAL	63.00

NON-INSTRUCTIONAL PERSONNEL COSTS	
Nurse	-
Librarian	-
Custodian	-
Security	-
Other	3.67
TOTAL NON-INSTRUCTIONAL	3.67

SUBTOTAL PERSONNEL SERVICE COSTS	78.67
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PAYROLL TAXES AND BENEFITS	
Payroll Taxes	
Fringe / Employee Benefits	
Retirement / Pension	
TOTAL PAYROLL TAXES AND BENEFITS	

TOTAL PERSONNEL SERVICE COSTS	78.67
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CONTRACTED SERVICES	
Accounting / Audit	
Legal	
Management Company Fee	
Nurse Services	
Food Service / School Lunch	
Payroll Services	
Special Ed Services	
Titement Services (i.e. Title I)	
Other Purchased / Professional / Consulting	
TOTAL CONTRACTED SERVICES	

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

DESCRIPTION OF ASSUMPTIONS

SVILLE CHARTER SCHOOL
g Plan

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

ENROLLMENT - *School Districts Are Linked To Above Entries*

Number of Districts:

NYC CHANCELLOR'S OFFICE

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ALL OTHER School Districts: (Weighted Avg)

TOTAL ENROLLMENT

REVENUE PER PUPIL

EXPENSES PER PUPIL

**LEADERSHIP PREPARATORY BROWNSVILLE CHARTER SCHOOL
BALANCE SHEET
2015-16**

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

LEADERSHIP PREPARATORY BROWNSVILLE CHARTER SCHOOL

Budget / Operating Plan

2015-16

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

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

EXPENSES

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

LEA

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

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
Current Budget	Variance	Actual	Current Budget	Variance

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

LEA

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

LEA					
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	#NAME?	-	-	#NAME?	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	3rd Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*					
NYC CHANCELLOR'S OFFICE	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
ALL OTHER School Districts: (Count = 0)	#NAME?	-	-	#NAME?	-
TOTAL ENROLLMENT	#NAME?	-	-	#NAME?	-
REVENUE PER PUPIL	#NAME?	#NAME?	-	#NAME?	#NAME?
EXPENSES PER PUPIL	#NAME?	#NAME?	-	#NAME?	#NAME?

LEACHARTER SCHOOL

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	9,864,885	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	5			
		Actual vs. Original Budget - TY	Actual vs. Original Budget TY	P Y Actual (P Y TY / No. of COMPLETED Actual CY Quarters

REVENUE					
REVENUES FROM STATE SOURCES					
Per Pupil Revenue	CY Per Pupil Rate				
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#NAME?
ALL OTHER School Districts: (Count = 0)	#NAME?	#N/A	#NAME?	#NAME?	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		342,870	#NAME?	#NAME?	#NAME?
Grants					
Stimulus		-	#NAME?	#NAME?	#NAME?
DYCD (Department of Youth and Community Development)		-	#NAME?	#NAME?	#NAME?
Other		-	#NAME?	#NAME?	#NAME?
Other		-	#NAME?	#NAME?	#NAME?
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING					
IDEA Special Needs		21,040	#NAME?	#NAME?	#NAME?
Title I		233,282	#NAME?	#NAME?	#NAME?
Title Funding - Other		11,392	#NAME?	#NAME?	#NAME?
School Food Service (Free Lunch)		-	#NAME?	#NAME?	#NAME?
Grants					
Charter School Program (CSP) Planning & Implementation		-	#NAME?	#NAME?	#NAME?
Other		-	#NAME?	#NAME?	#NAME?
Other		-	#NAME?	#NAME?	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES		265,714	#NAME?	#NAME?	#NAME?
LOCAL and OTHER REVENUE					
Contributions and Donations		-	#NAME?	#NAME?	#NAME?
Fundraising		-	#NAME?	#NAME?	#NAME?
Erate Reimbursement		160,390	#NAME?	#NAME?	#NAME?
Earnings on Investments		-	#NAME?	#NAME?	#NAME?
Interest Income		-	#NAME?	#NAME?	#NAME?
Food Service (Income from meals)		-	#NAME?	#NAME?	#NAME?
Text Book		-	#NAME?	#NAME?	#NAME?
OTHER		-	#NAME?	#NAME?	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		160,390	#NAME?	#NAME?	#NAME?
TOTAL REVENUE		#NAME?	#NAME?	#NAME?	#NAME?

LEACHARTER SCHOOL

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	9,864,885	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual vs. Original		FY Actual (FY	Actual CY
	Original Budget - TY	Budget TY	COMPLETED Actual CY Quarters	vs. Actual PY

		Quarter 0			
		No. of Positions			
EXPENSES					
ADMINISTRATIVE STAFF PERSONNEL COSTS					
Executive Management	#NAME?		221,916	#NAME?	#NAME?
Instructional Management	#NAME?		255,116	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?		548,430	#NAME?	#NAME?
CFO / Director of Finance	#NAME?		-	#NAME?	#NAME?
Operation / Business Manager	#NAME?		-	#NAME?	#NAME?
Administrative Staff	#NAME?		98,000	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	#NAME?		1,123,462	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	#NAME?		3,175,099	#NAME?	#NAME?
Teachers - SPED	#NAME?		324,454	#NAME?	#NAME?
Substitute Teachers	#NAME?		-	#NAME?	#NAME?
Teaching Assistants	#NAME?		141,000	#NAME?	#NAME?
Specialty Teachers	#NAME?		313,869	#NAME?	#NAME?
Aides	#NAME?		-	#NAME?	#NAME?
Therapists & Counselors	#NAME?		142,199	#NAME?	#NAME?
Other	#NAME?		190,856	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	#NAME?		4,287,477	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	#NAME?		-	#NAME?	#NAME?
Librarian	#NAME?		-	#NAME?	#NAME?
Custodian	#NAME?		-	#NAME?	#NAME?
Security	#NAME?		-	#NAME?	#NAME?
Other	#NAME?		194,000	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	#NAME?		194,000	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	#NAME?		5,604,939	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS					
Payroll Taxes			455,624	#NAME?	#NAME?
Fringe / Employee Benefits			668,871	#NAME?	#NAME?
Retirement / Pension			-	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS			1,124,496	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS	#NAME?		6,729,434	#NAME?	#NAME?
CONTRACTED SERVICES					
Accounting / Audit			13,530	#NAME?	#NAME?
Legal			5,000	#NAME?	#NAME?
Management Company Fee			853,255	#NAME?	#NAME?
Nurse Services			-	#NAME?	#NAME?
Food Service / School Lunch			-	#NAME?	#NAME?
Payroll Services			20,060	#NAME?	#NAME?
Special Ed Services			10,000	#NAME?	#NAME?
Titlement Services (i.e. Title I)			-	#NAME?	#NAME?
Other Purchased / Professional / Consulting			81,811	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES			983,656	#NAME?	#NAME?

LEACHARTER SCHOOL

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	9,864,885	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	
\$				
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				
	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
SCHOOL OPERATIONS				
Board Expenses	500	#NAME?	#NAME?	#NAME?
Classroom / Teaching Supplies & Materials	181,314	#NAME?	#NAME?	#NAME?
Special Ed Supplies & Materials	-	#NAME?	#NAME?	#NAME?
Textbooks / Workbooks	29,700	#NAME?	#NAME?	#NAME?
Supplies & Materials other	-	#NAME?	#NAME?	#NAME?
Equipment / Furniture	58,680	#NAME?	#NAME?	#NAME?
Telephone	110,124	#NAME?	#NAME?	#NAME?
Technology	567,870	#NAME?	#NAME?	#NAME?
Student Testing & Assessment	28,528	#NAME?	#NAME?	#NAME?
Field Trips	104,480	#NAME?	#NAME?	#NAME?
Transportation (student)	20,000	#NAME?	#NAME?	#NAME?
Student Services - other	65,896	#NAME?	#NAME?	#NAME?
Office Expense	140,000	#NAME?	#NAME?	#NAME?
Staff Development	297,851	#NAME?	#NAME?	#NAME?
Staff Recruitment	23,815	#NAME?	#NAME?	#NAME?
Student Recruitment / Marketing	69,000	#NAME?	#NAME?	#NAME?
School Meals / Lunch	-	#NAME?	#NAME?	#NAME?
Travel (Staff)	-	#NAME?	#NAME?	#NAME?
Fundraising	-	#NAME?	#NAME?	#NAME?
Other	195,918	#NAME?	#NAME?	#NAME?
TOTAL SCHOOL OPERATIONS	1,893,676	#NAME?	#NAME?	#NAME?
FACILITY OPERATION & MAINTENANCE				
Insurance	75,318	#NAME?	#NAME?	#NAME?
Janitorial	-	#NAME?	#NAME?	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	175,801	#NAME?	#NAME?	#NAME?
Repairs & Maintenance	5,500	#NAME?	#NAME?	#NAME?
Equipment / Furniture	1,500	#NAME?	#NAME?	#NAME?
Security	-	#NAME?	#NAME?	#NAME?
Utilities	-	#NAME?	#NAME?	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	258,119	#NAME?	#NAME?	#NAME?
DEPRECIATION & AMORTIZATION	-	#NAME?	#NAME?	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	#NAME?	#NAME?
TOTAL EXPENSES	9,864,885	#NAME?	#NAME?	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?

LEACHARTER SCHOOL

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	9,864,885	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	

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

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



Annual Report Requirement

for SUNY Authorized Charter Schools

LEADERSHIP PREPARATORY BROWNSVILLE CHARTER SCHOOL

2015-16

Administrative expenditures per pupil:	\$0.00
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Per NYS Statute

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

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



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

Charter School Name:	Leadership Prep Brownsville Charter School
Audit Period:	2014-15
Prior Period:	2013-14
Report Due Date:	Sunday, November 01, 2015
Date Submitted:	October 28, 2015
School Fiscal Contact Name:	Katie Dulay
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Mengel Metzger Barr & Co. LLP
School Audit Contact Name:	Shelby Stenson
School Audit Contact Email:	ssenson@mmb-co.com
School Audit Contact Phone:	585-672-1810

The following items are required to be included:

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

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

Item	If not included, state the reason(s) below (if not applicable fill in "N/A"):
Management Letter	[REDACTED]
Management Letter Response	
Form 990	The school's 990 will be available in January 2016.
Federal Single Audit (A-133) ¹	N/A; the school did not expend federal funds in excess of the Single Audit
Corrective Action Plan	[REDACTED]

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

NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234 charterschools@mail.nysed.gov	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Albany, New York 12234 FSandA133@mail.nysed.gov
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¹ A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to the current "OMB Circ

LEADERSHIP PREP BROWNSVILLE CHARTER SCHOOL
Statement of Financial Position
#NAME?

<u>ASSETS</u>	<u>2014-15</u>
<u>CURRENT ASSETS</u>	
Cash and cash equivalents	2029932
Grants and contracts receivable	122279
Accounts receivables	0
Prepaid expenses	7923
Contributions and other receivables	0
TOTAL CURRENT ASSETS	2,160,134
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	702701
<u>OTHER ASSETS</u>	0
TOTAL ASSETS	2,862,835
<u>LIABILITIES AND NET ASSETS</u>	
<u>CURRENT LIABILITIES</u>	
Accounts payable and accrued expenses	241686
Accrued payroll and benefits	0
Deferred Revenue	0
Current maturities of long-term debt	0
Short Term Debt - Bonds, Notes Payable	0
Other	0
TOTAL CURRENT LIABILITIES	241,686
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	0
TOTAL LIABILITIES	<u>241,686</u>
<u>NET ASSETS</u>	
Unrestricted	2071149
Temporarily restricted	550000
TOTAL NET ASSETS	<u>2,621,149</u>
TOTAL LIABILITIES AND NET ASSETS	2,862,835

LEADERSHIP PREP BROWNSVILLE (
Statement of Financial P
#NAME?

<u>ASSETS</u>	<u>2013-14</u>	<u>IOI</u>
		nu
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	1375139	
Grants and contracts receivable	119762	
Accounts receivables	0	
Prepaid expenses	53512	
Contributions and other receivables	0	
TOTAL CURRENT ASSETS	1,548,413	
 <u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	 797957	
 <u>OTHER ASSETS</u>	 0	
TOTAL ASSETS	2,346,370	
 <u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	338407	
Accrued payroll and benefits	0	
Deferred Revenue	0	
Current maturities of long-term debt	0	
Short Term Debt - Bonds, Notes Payable	0	
Other	0	
TOTAL CURRENT LIABILITIES	338,407	
 <u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	 0	
TOTAL LIABILITIES	<u>338,407</u>	
 <u>NET ASSETS</u>		
Unrestricted	1842963	
Temporarily restricted	165000	
TOTAL NET ASSETS	<u>2,007,963</u>	
TOTAL LIABILITIES AND NET ASSETS	2,346,370	

LEADERSHIP PREP BROWNSVILLE CHARTER SCHOOL

Statement of Activities

#NAME?

	2014-15		Total
	Unrestricted	Temporarily Restricted	
REVENUE, GAINS AND OTHER SUPPORT			
Public School District			
Resident Student Enrollment	7797092	\$-	\$7,797,092
Students with disabilities	283128	-	283,128
Grants and Contracts			
State and local	0	-	-
Federal - Title and IDEA	285280	-	285,280
Federal - Other	111580	-	111,580
Other	0	-	-
Food Service/Child Nutrition Program	0	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	8,477,080	-	8,477,080
EXPENSES			
Program Services			
Regular Education	7014289	\$-	\$7,014,289
Special Education	0	-	-
Other Programs	0	-	-
Total Program Services	7,014,289	-	7,014,289
Management and general	912303	-	912,303
Fundraising	-	-	-
TOTAL OPERATING EXPENSES	7,926,592	-	7,926,592
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	550,488	-	550,488
SUPPORT AND OTHER REVENUE			
Contributions			
Foundations	481	\$-	\$481
Individuals	0	-	-
Corporations	0	-	-
Fundraising	0	-	-
Interest income	0	-	-
Miscellaneous income	62217	-	62,217
Net assets released from restriction	0	-	-
TOTAL SUPPORT AND OTHER REVENUE	62,698	-	62,698
CHANGE IN NET ASSETS	613,186	-	613,186
NET ASSETS BEGINNING OF YEAR	2007963	-	2,007,963
PRIOR YEAR/PERIOD ADJUSTMENTS	0	-	-
NET ASSETS END OF YEAR	\$2,621,149	\$-	\$2,621,149

2013-14	IOI
Total	nu

6428369
210138
0
256561
86216
0
0
6,981,284

5633741
0
0
5,633,741
918038
0
6,551,779
429,505

0
0
0
0
0
29753
0
29,753
459,258
1548705
0

\$2,007,963

LEADERSHIP PREP BROWNSVILLE CHARTER SCHOOL
Statement of Cash Flows
#NAME?

	<u>2014-15</u>	<u>2013-14</u>
		*Please briefly explain any
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	613186	459258
Revenues from School Districts	0	0
Accounts Receivable	0	0
Due from School Districts	0	0
Depreciation	252205	228423
Grants Receivable	-2517	-30061
Due from NYS	0	0
Grant revenues	0	0
Prepaid Expenses	45589	-4776
Accounts Payable	-96721	176780
Accrued Expenses	0	0
Accrued Liabilities	0	0
Contributions and fund-raising activities	0	0
Miscellaneous sources	0	0
Deferred Revenue	0	0
Interest payments	0	0
Other	0	0
Other	0	0
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$811,742	\$829,624
CASH FLOWS - INVESTING ACTIVITIES	\$	\$
Purchase of equipment	-156949	-316796
Other	0	0
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$(156,949)	\$(316,796)
CASH FLOWS - FINANCING ACTIVITIES	\$	\$
Principal payments on long-term debt	0	0
Other	0	0
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$-	\$-
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$654,793	\$512,828
Cash at beginning of year	1375139	862311
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$2,029,932	\$1,375,139

101
nu

LEADERSHIP PREP BROWNSVILLE CHARTER SCHOOL
Statement of Functional Expenses
#NAME?

		2014-15				
		Program Services				S
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising
		\$	\$	\$	\$	\$
Personnel Services Costs						
Administrative Staff Personnel	14	863976	114493	-	978,469	-
Instructional Personnel	52.4	3091294	216571	-	3,307,865	-
Non-Instructional Personnel	-	0	0	-	-	-
Total Salaries and Staff	66.40	3,955,270	331,064	-	4,286,334	-
Fringe Benefits & Payroll Taxes		639233.84984231	53505.150157687	-	692,739	-
Retirement		0	0	-	-	-
Management Company Fees		604407	0	-	604,407	-
Legal Service		0	0	-	-	-
Accounting / Audit Services		0	0	-	-	-
Other Purchased / Professional / Consulting Services		0	0	-	-	-
Building and Land Rent / Lease / Facility Finance Interest		0	0	-	-	-
Repairs & Maintenance		70491	0	-	70,491	-
Insurance		0	0	-	-	-
Utilities		0	0	-	-	-
Supplies / Materials		210479	0	-	210,479	-
Equipment / Furnishings		0	0	-	-	-
Staff Development		326270	0	-	326,270	-
Marketing / Recruitment		0	0	-	-	-
Technology		341525	0	-	341,525	-
Food Service		0	0	-	-	-
Student Services		206297	0	-	206,297	-
Office Expense		25835	0	-	25,835	-
Depreciation		249912	0	-	249,912	-
OTHER		0	0	-	-	-
Total Expenses		\$6,629,720	\$384,569	\$-	\$7,014,289	\$-

				2013-14
Supporting Services				
Management and General	Total	Total		
\$	\$	\$	\$	
334329	334,329	1,312,798	376646	
0	-	3,307,865	3513656	
0	-	-	0	
334,329	334,329	4,620,663	3,890,302	
52286	52,286	745,025	604059	
0	-	-	0	
106660	106,660	711,067	620557	
0	-	-	0	
0	-	-	0	
36372	36,372	36,372	32786	
0	-	-	1650	
20210	20,210	90,701	49461	
61736	61,736	61,736	64693	
0	-	-	0	
0	-	210,479	177032	
0	-	-	0	
0	-	326,270	280559	
0	-	-	0	
98965	98,965	440,490	282113	
0	-	-	0	
0	-	206,297	111974	
189122	189,122	214,957	188635	
2293	2,293	252,205	228423	
10330	<u>10,330</u>	<u>10,330</u>	19535	
\$912,303	\$912,303	\$7,926,592	\$6,551,779	



Audited Financial Statement Checklist

Last updated: 10/29/2015

Page 1

Charter School Name:

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

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

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

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

Thank you.



Appendix E: Disclosure of Financial Interest Form

Created: 08/06/2015

Last updated: 10/29/2015

Page 1

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

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

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

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

Yes

Thank you.



Appendix F: BOT Membership Table

Created: 07/29/2015

Last updated: 07/30/2015

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Carrie Abramson	[REDACTED]	Trustee/Member	Yes	Finance	Renewed for 3rd term on June 2012
2	Caroline Curry	[REDACTED]	Treasurer	Yes	Finance	3 terms
3	Ben Esner	[REDACTED]	Trustee/Member	Yes	Program/Organization Management	3 terms
4	Michael Hall	[REDACTED]	Secretary	Yes	Finance	3 terms
5	Matthew Klein	[REDACTED]	Trustee/Member	Yes	Program Management	3 terms
6	Arvind Krishnamurthy	[REDACTED]	Chair/Board President	Yes	Finance	Elected 2008-2009
7	Dyrnest Sinckler	[REDACTED]	Trustee/Member	Yes	Finance	3 terms
8	Jeff Wetzler	[REDACTED]	Vice Chair/Vice President	Yes	Organization Management	Elected June 2013
9	John Kim	[REDACTED]	Trustee/Member	Yes	Finance	Elected June 2013
10	Blonka Winkfield	[REDACTED]	Trustee/Member	Yes	Organization Management	Elected June 2013
11	Julie Jackson	[REDACTED]	Trustee/Member	Yes	Organization Management	Elected September 2013
12	Nadine Augusta	[REDACTED]	Trustee/Member	Yes	Program Management	Elected June 2013
13						
14						
15						
16						
17						
18						

19						
20						

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

0

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

0

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

15

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

5

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

5

Thank you.

Plan for Meeting Enrollment and Retention Targets

As a public school, Leadership Prep Brownsville Charter School (Leadership Prep Brownsville) is open to children who are eligible under the laws of New York State for admission to a public school. The school follows all applicable state and federal laws in admitting students. Leadership Prep Brownsville does not discriminate on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, or any other grounds that would be unlawful, in accordance with §2854(2) of the Education Law, the Americans With Disabilities Act, and to the extent permitted by Title IX of the Federal Civil Rights Act.

In accordance with the May 2010 amendments of the Education Law subdivision 2851(4), Leadership Prep Brownsville is committed to meeting and exceeding the enrollment targets prescribed by the SUNY Trustees for charter schools for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program.

Leadership Prep Brownsville is committed to attracting and retaining all students by offering a high- quality educational program, hiring and training highly-qualified teachers, and communicating regularly with families.

I. Outreach to Target Populations

In accordance with the May 2010 amendments to the Charter Schools Act, Leadership Prep Brownsville aims to meet and exceed the enrollment targets prescribed by the SUNY Trustees for charter schools and through extensive outreach, the school will attract students who reflect the demographics of its CSD, including students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program. In an effort to meet and exceed the SUNY enrollment targets, Leadership Prep Brownsville follows the measures below, among others, to recruit student applicants.

IIA. Overview of Recruitment Strategies

In alignment with our school’s mission to serve all students from our surrounding communities, Leadership Prep Brownsville, in coordination with other schools within the Uncommon Schools New York City region, will go to great lengths to ensure that our student recruitment outreach efforts target students with disabilities, students who are English language learners and students who are eligible for free or reduced price lunches. Leadership Prep Brownsville and Uncommon Schools NYC will specifically target these high priority student groups, and will also continue to work to ensure that all NYC students have the information and access required to pursue an Uncommon education.

Specifically,

- All Uncommon Schools in New York City that will recruit new students will continue to work together on community outreach efforts. By combining our efforts and sharing information about all of our schools at one time, we will be able to reach far

more students in New York City than if our schools work independently. This has most effectively been achieved through a network-wide Community Day, in which all Uncommon Schools have come together to canvass across Brooklyn, while simultaneously partnering with community organizations to host book fairs in some of our biggest Community School Districts.

- Our schools will continue to use a combined application that will allow a family to apply to multiple Uncommon Schools with just one application. This will make it easier for a family to learn about and access all of our schools and allows our schools to reach a broader population of students.
- One of our largest efforts to reach prospective students will continue to be through multiple mailings that we will send out throughout the student recruitment season. The New York City Department of Education provides lists of students by current grade and zip code to Vanguard Direct, Inc. Uncommon Schools will choose the zip codes near our schools that have the highest number of FRPL and ELL students and then will partner with Vanguard to send a mailing to those families. The final list will include close to 20,000 families of rising Kindergarten or 5th grade students. The mailing will include an application in English and Spanish as well as our brochure and a self-addressed, stamped envelope to limit the barrier to return the completed application.
- Uncommon Schools NYC will continue to run both English and Spanish language ads in the New York City Housing Authority Journal. On their website, the NYCHA Journal says they are “hand-delivered to each of the 178,000 apartments in NYCHA’s 334 public housing developments throughout the five boroughs.” It will also be distributed to more than 10,000 NYCHA employees, and mailed to elected officials and community leaders. It is also available through email subscription.
- Uncommon Schools NYC will continue to run both English and Spanish language ads in the Brooklyn Family Magazine and El Diario – other publications with great readerships.
- Uncommon Schools NYC will continue to run advertisements for enrollment on buses with strategic routes throughout the CSDs we serve in Brooklyn.
- In order to reach a wider range of potential applicants, we have also launched turnstile advertisements at strategic subway stops like Broadway Junction and selected other highly trafficked subway stops for ads as well.

IIB. Recruitment of Students with Disabilities

In order to meet enrollment targets for students with disabilities, Leadership Prep Brownsville will target its outreach to the families of students with disabilities by focusing on recruiting efforts at organizations serving students with disabilities and creating recruiting materials that more explicitly target students with disabilities.

Specifically,

- Using a list created by NYSED, Leadership Prep Brownsville will continue to identify and target all preschools that are certified to offer services to students with disabilities in our school communities. Head Starts will be included in this search, as they are mandated to serve a student body with at least 10% students with disabilities. We will identify a list of preschools that are high priority for our schools due to their location and student population. These high priority sites will receive calls, visits, and recruitment materials for both elementary and middle school. In particular, Leadership Prep Brownsville will work with early childhood development centers in the Brownsville community, including Head Start centers.
- Uncommon Schools will continue to identify other Head Starts and daycares. While slightly farther away from our schools, each center will still receive a call from our admissions office to introduce Uncommon Schools NYC as well as to offer to have an Uncommon Schools NYC staff member visit the preschool in person to provide more information. These preschools will also receive a mailing that contains brochures, flyers and Kindergarten and 5th grade applications.
- Leadership Prep Brownsville will continue to reach out to schools in our CSD, and talk about the supports we offer students. Leadership Prep Brownsville will ask if they have any referrals for students that would benefit from our programmatic support.
- Leadership Prep Brownsville will continue to build strong connections with our Committee on Special Education and we will also ensure they know we are an option for students, should they wish to recommend students to join us.
- Leadership Prep Brownsville will reach out to related service agencies that we work with/have worked with in the past, and talk about the supports we offer students. We will ask if they have any clients they could recommend to apply.

To increase the likelihood that families of students with disabilities who receive recruiting materials will submit an application and to ensure that families of students with disabilities know that their students are eligible for our schools, we will continue to include language in all our recruiting materials to encourage families of students with disabilities to apply.

Specifically,

- We will ensure that all our outreach and application materials clearly state that all students, including those with disabilities, are eligible to apply. This language will appear on our enrollment websites, Kindergarten and 5th grade lottery applications, waitlist applications for all grades, the brochures that we will distribute to organizations and mail to 20,000 Brooklyn families, as well as in the presentations given at our information sessions.
- Our admissions brochure will continue to explicitly mention our high quality intervention programs that our schools offer of tutoring and small group instruction.
- Our admissions office and school based staff will continue to be trained on this question so that they could answer the concerns of any families of potential applicants with special needs who called in.
- We will create a one-page overview of Special Education Services at Uncommon Schools, providing families with information about our support services.

IIC. Recruitment of English Language Learner

In order to meet enrollment targets for students who are English language learners, Leadership Prep Brownsville will continue to put a strong emphasis on recruiting students who are English language learners, and particularly, given the neighborhood in which our school is located, Spanish-speaking populations. Leadership Prep Brownsville will continue to target its outreach efforts at organizations serving students and families who are English language learners and will continue translating all its student recruitment materials.

Specifically,

- To plan our outreach efforts, we will continue to use Census tract data to create maps showing the distributions of the populations of the top five most spoken languages after English. We will use these maps to locate the highest density areas of these non-English speaking populations near our schools.
- Using these maps, we will continue to create two community canvassing walks Leadership Prep Brownsville to take to travel through those neighborhoods. On the walks, school staff will visit local stores, organizations, and apartment buildings and hang flyers and leave brochures and applications in English and in Spanish at each location. In addition, school staff will talk to residents along the way (in English and in Spanish) to spread the word about our schools.
- We will continue to translate all our outreach materials that are distributed by our schools. Materials that will be produced and disseminated in English and Spanish will include our enrollment website and online lottery and waitlist applications, paper lottery applications, full color brochures and flyers, posters, informational packets, and tear away information sheets.
- We will continue to utilize the New York City Charter School Center's Common Application, which is available to families in six different languages.
- We will continue to identify high priority local community organizations to reach out to based on factors including location, age group served and proximity to high non-English speaking populations. Each organization will receive a call from our admissions office by a fluent Spanish speaking staff member and a mailing including brochures, flyers and applications in both English and Spanish.
- We will continue to meet with the Committee for Hispanic Children and Families, a non-profit referral service which helps Hispanic families find daycares, schools and enrichment programs for their students, to ensure that they are aware of our schools for an option for their families and provide them with outreach materials that they could share with the families that they serve.
- A Spanish speaking staff member will continue to be available at our admissions office by phone and email 40 hours a week. Not only will he/she be available to take incoming calls, he/she will also follow up with all Spanish speaking families to encourage them to send in documentation to qualify for all admissions preferences to ensure they had the best possible chance of acceptance into our schools.

- We will continue to take advantage of the DOE's Over-the-phone Interpretation Services, which allows our school staff members to communicate with a parent with the assistance of an interpreter on the phone. This service has increased our capacity to connect with families who speak a wider range of languages.

- Uncommon Schools NYC will continue to run Spanish language ads with El Diario – a Spanish publication with the largest readership increase than any other daily newspaper in New York.
- We also know that families of our current ELL students are our best resource to reach new ELL students. All families at our schools will continue to receive applications to distribute to family and friends in English and Spanish. Families of ELL students will continue to receive extra applications in Spanish. In addition, each school will continue to identify families of ELL students and families of non-ELL students where some Spanish is spoken at home who are interested in volunteering to support student admissions efforts. These families will meet with a school staff member to learn about a variety of ways that they can get the word out about our schools and distribute applications to others. These families will also be encouraged to speak at their churches, or other local organizations to spread the word about our schools.
- Uncommon Schools NYC will continue to run Google ads in Spanish so that families searching for information about schools in New York City in Spanish will see ads for our school and be directed to our Spanish webpages and applications.
- Each applicant, whether they are selected in the lottery or placed on the waitlist, will continue to receive a letter in both Spanish and English telling them the results of the lottery and the next steps to enrolling in the school.

IID. Recruitment of Students Eligible for Free and Reduced Price Lunch

In order to meet enrollment targets for students who are eligible for free and reduced price lunch, Leadership Prep Brownsville will continue to place a high priority on recruiting students who qualify for free and reduced price lunch. Leadership Prep Brownsville will focus its recruiting efforts at organizations serving students who are eligible for free and reduced price lunch, as well as conducting outreach in New York City Housing Authority housing developments.

Specifically,

- Similar to our strategy for reaching new ELL families, we believe that enlisting the help of the families of FRPL students who are currently in our schools, is one of the most effective ways of recruiting new FRPL students. All of our schools will continue to send home Kindergarten and 5th grade lottery applications with all their current students. In addition, schools will continue to ask families who are interested in volunteering further to assist with hanging flyers in their neighborhoods, participating in phone banks to local organizations, or speaking at churches or other organizations that they are involved with.
- Leadership Prep Brownsville will continue to work closely with a number of community organizations, in particular local Head Starts. Head Start programs are designed to serve low-income families, enrolling only families that meet income eligibility requirements.

We also know that many of our FRPL students currently reside in New York City Housing Authority sites. Leadership Prep Brownsville will continue to focus recruiting efforts on NYCHA sites.

Specifically,

- Each of our schools will be assigned at least one and in most cases several New York City Housing Authority sites that are within close proximity to their school. The school will then visit these sites to hang flyers, leave applications and speak with residents to ensure that residents of these locations are aware of our schools and have the necessary information and materials needed to apply.
- In particular, Leadership Prep Brownsville will continue to conduct outreach at neighboring NYCHA sites:

IIE. Year-Round Community Outreach

In addition to the many efforts outlined above, we plan to work to identify new organizations that can help us access these target populations. Beyond recruitment specific efforts, Uncommon Schools NYC will expand its community outreach efforts in all its school communities. Uncommon Schools NYC has recently restructured its External Relations team to take on two, full-time Community Engagement Coordinators. These Community Engagement Coordinators will be assisting in the development and implementation of a comprehensive community outreach strategy in order to improve our reach to targeted populations. Outreach and community development will be a year round priority for our schools, and we plan to hold more events to help inform school communities about the work that we are doing and the opportunities that exist within our schools. This includes partnering with local elected officials and community members and holding larger scale events that are open to the general public as well as the families that we serve directly.

II. Admissions

Leadership Prep Brownsville Elementary Academy provides admissions preference in their Kindergarten lotteries for students who qualify for free or reduced price lunch. Families who qualify receive a preference that increases their chances of acceptance over students who do not qualify for free or reduced price lunches. Families who qualify for SNAP (food stamps) or TANF (public assistance) benefits, or live in New York City Housing Authority housing are given an additional preference that further increases their chances for acceptance.

The Leadership Prep Brownsville Middle Academy's admissions policy gives an absolute admissions preference to students who live within the school's CSD in an effort to enroll a student population that has a similar demographic to that of the CSD in which the school is located. First preference goes to siblings of students previously admitted to the school. Second preference is given to students living in the CSD in which the school is located. If space remains, students who reside outside Leadership Prep Brownsville's CSD are admitted.

Because Leadership Prep Brownsville will take extensive outreach efforts to get the word out to as many families as possible about the school and because the school will enroll predominately students who reside in the school's CSD, the demographics of students at Leadership Prep Brownsville should match that of the school's CSD.

III. Evaluation of Recruitment and Enrollment Efforts

Leadership Prep Brownsville is committed to serving all students and will actively monitor enrollment with respect to enrollment targets established by the SUNY Trustees. While the Uncommon NYC Regional Team will continue to help coordinate the recruitment process for all its Brooklyn schools and support each school in its efforts, the Directors of Operations at Leadership Prep Brownsville will continue to be responsible for leading the recruitment and enrollment efforts. As a means of evaluating the efficacy of the school's recruitment and enrollment efforts at attracting these sub-populations of students, Leadership Prep Brownsville will closely monitor admissions information during the enrollment period and after students have enrolled in the school.

For example, during the student recruitment season, Leadership Prep Brownsville will track the number of applications received by families who indicate their home language is not English and who complete the Spanish version of the application through our online enrollment database, SchoolMint. These numbers will provide good indicators as to whether or not the school's outreach efforts are reaching students who may be English Language Learners and enables the school to adjust outreach efforts during the recruitment season.

When students enroll in the school, Leadership Prep Brownsville will gather information about whether or not the students qualify for Free or Reduced Price Meals or qualify for Special Education services. The school will then compare these numbers to those of the Community School District and determine whether or not it will need to make modifications to community outreach efforts or admissions policies for the following year. Additionally, by examining the demographics of the entering Kindergarten and 5th grade classes, Leadership Prep Brownsville can determine if it is making progress toward meeting the proposed enrollment targets for the entire school population.

Uncommon Schools and Leadership Prep Brownsville will continue to document all student recruitment activities and is excited to continue tracking its progress and communication with families using our enrollment database system, SchoolMint.

In the fall of 2014, Uncommon NYC Regional Team launched a partnership with SchoolMint, an enrollment data base platform. This platform serves as an application management tool -- allowing parents to create an account and apply for multiple Uncommon schools at one time. It also provides various data reports, tracking systems, online enrollment, and communication platforms which allow the Leadership Prep Brownsville Operations Team to identify applicants, run their lottery, register new students, and follow up as necessary. The Regional Team is also working closely with the Uncommon Schools Product Solutions Team to ensure that our IT infrastructure aligns with SchoolMint requirements and so that the network can determine the partnership's efficacy for future years.

After executing its first lottery and student recruitment and enrollment season with SchoolMint, Uncommon Schools NYC saw a 21% increase in the number of applications received.

In addition, Leadership Prep Brownsville will continue to document its community outreach and admissions efforts each year by completing and submitting the Application and Admissions Summary each year.

If the school fails to meet or make progress toward meeting enrollment targets and outreach efforts do not reverse the trend, the school will consider altering its admissions policy to give enrollment preferences to certain demographic groups.

VI. Persistence

In accordance with our mission to prepare students for college, we want all of our students, including FRPL, ELL and students with disabilities, to stay with us through high school graduation. We will continue to analyze our data to ensure that we are serving students from these populations as effectively as all other students, and keeping them in our schools in the same numbers.

VII. Evaluation of Retention Efforts

Leadership Prep Brownsville's leadership team will continue to be responsible for regularly monitoring and overseeing the school's retention efforts and the performance of students in the three populations. Historically, high levels of persistence for these sub-populations are indicators that the school's strategy for retaining students is working. Leadership Prep Brownsville will continue to be committed to attracting and retaining all students by offering a high-quality educational program, hiring and training highly-qualified teachers, and communicating regularly with families. The Directors of Operations at Leadership Prep Brownsville will continue to actively monitor the enrollment and retention of students who are English language learners, students who qualify for free and reduced price lunch, and students with special needs. If the numbers do not reach or exceed the targets established by the SUNY Charter Schools Institute, the school will revisit its enrollment and retention practices.



Appendix I: Teacher and Administrator Attrition

Last updated: 07/30/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name:

Instructions for completing the Teacher and Administrator Attrition Tables

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

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	52	4	3

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	12	1	0

Thank you

**LEADERSHIP PREPARATORY BROWNSVILLE
CHARTER SCHOOL**

BROOKLYN, NEW YORK

AUDITED FINANCIAL STATEMENTS

OTHER FINANCIAL INFORMATION

**REPORT REQUIRED BY
GOVERNMENT AUDITING STANDARDS**

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2015

(With Comparative Totals for 2014)



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

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INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Leadership Preparatory Brownsville Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Leadership Preparatory Brownsville Charter School, which comprise the statement of financial position as of June 30, 2015, and the related statements of activities and changes in net assets, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated 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 Leadership Preparatory Brownsville Charter School as of June 30, 2015, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited Leadership Preparatory Brownsville Charter School's June 30, 2014 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 16, 2014. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2014 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Report Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 20, 2015 on our consideration of Leadership Preparatory Brownsville Charter School's internal control over financial reporting and 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 the 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 Leadership Preparatory Brownsville Charter School's internal control over financial reporting and compliance.

Mengel, Metzger, Barw & Co. LLP

Rochester, New York
October 20, 2015

LEADERSHIP PREPARATORY BROWNSVILLE CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2015

(With Comparative Totals for 2014)

<u>ASSETS</u>	<u>June 30,</u>	
	<u>2015</u>	<u>2014</u>
<u>CURRENT ASSETS</u>		
Cash	\$ 2,029,932	\$ 1,375,139
Grants and other receivables	122,279	119,762
Prepaid expenses	<u>7,923</u>	<u>53,512</u>
TOTAL CURRENT ASSETS	2,160,134	1,548,413
 <u>PROPERTY AND EQUIPMENT, net</u>	 <u>702,701</u>	 <u>797,957</u>
TOTAL ASSETS	<u>\$ 2,862,835</u>	<u>\$ 2,346,370</u>
 <u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 241,686	\$ 338,407
 <u>NET ASSETS</u>		
Unrestricted:		
Undesignated	2,071,149	1,842,963
Designated for stability fund	<u>550,000</u>	<u>165,000</u>
	<u>2,621,149</u>	<u>2,007,963</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 2,862,835</u>	<u>\$ 2,346,370</u>

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

LEADERSHIP PREPARATORY BROWNSVILLE CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2015
(With Comparative Totals for 2014)

	<u>Year ended June 30,</u>	
	<u>2015</u>	<u>2014</u>
Operating revenue and support:		
State and local per pupil operating revenue	\$ 8,080,220	\$ 6,638,507
Government grants	396,860	342,777
Contributions	481	-
Other income	<u>62,217</u>	<u>29,753</u>
TOTAL OPERATING REVENUE AND SUPPORT	8,539,778	7,011,037
Expenses:		
Program services - education	7,014,289	5,633,741
General and administrative	<u>912,303</u>	<u>918,038</u>
TOTAL EXPENSES	<u>7,926,592</u>	<u>6,551,779</u>
CHANGE IN NET ASSETS	613,186	459,258
Unrestricted net assets at beginning of year	<u>2,007,963</u>	<u>1,548,705</u>
UNRESTRICTED NET ASSETS AT END OF YEAR	<u>\$ 2,621,149</u>	<u>\$ 2,007,963</u>

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

LEADERSHIP PREPARATORY BROWNSVILLE CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2015
(With Comparative Totals for 2014)

	Year ended June 30,			2014
	2015			
	Program services - education	General and administrative	Total	Total
Salaries	\$ 4,286,334	\$ 334,329	\$ 4,620,663	\$ 3,890,302
Payroll taxes and employee benefits	692,739	52,286	745,025	604,059
Occupancy	-	-	-	1,650
Repairs and maintenance	70,491	20,210	90,701	49,461
Textbooks	49,367	-	49,367	32,899
Instructional supplies and assessments	161,112	-	161,112	144,133
Computer and technology support	341,525	-	341,525	176,790
Student enrichment and services	206,297	-	206,297	111,974
Professional development	326,270	-	326,270	280,559
Professional services	-	36,372	36,372	32,786
Telephone	-	98,965	98,965	105,323
Insurance	-	61,736	61,736	64,693
Management fees	604,407	106,660	711,067	620,557
Office expense	25,835	189,122	214,957	188,635
Depreciation and amortization	249,912	2,293	252,205	228,423
Other	-	10,330	10,330	19,535
	<u>\$ 7,014,289</u>	<u>\$ 912,303</u>	<u>\$ 7,926,592</u>	<u>\$ 6,551,779</u>

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

LEADERSHIP PREPARATORY BROWNSVILLE CHARTER SCHOOL

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2015
(With Comparative Totals for 2014)

	June 30,	
	<u>2015</u>	<u>2014</u>
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ 613,186	\$ 459,258
Adjustments to reconcile change in net assets to net cash provided from operating activities:		
Depreciation and amortization	252,205	228,423
Changes in certain assets and liabilities affecting operations:		
Grants and other receivables	(2,517)	(30,061)
Prepaid expenses	45,589	(4,776)
Accounts payable and accrued expenses	<u>(96,721)</u>	<u>176,780</u>
NET CASH PROVIDED FROM OPERATING ACTIVITIES	811,742	829,624
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	<u>(156,949)</u>	<u>(316,796)</u>
NET CASH USED FOR INVESTING ACTIVITIES	<u>(156,949)</u>	<u>(316,796)</u>
NET INCREASE IN CASH	654,793	512,828
Cash at beginning of year	<u>1,375,139</u>	<u>862,311</u>
CASH AT END OF YEAR	<u>\$ 2,029,932</u>	<u>\$ 1,375,139</u>

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

LEADERSHIP PREPARATORY BROWNSVILLE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2015
(With Comparative Totals for 2014)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Charter School

Leadership Preparatory Brownsville Charter School (the “Charter School”), is an educational corporation operating as a charter school in the borough of Brooklyn, New York City. On February 23, 2009, the Board of Regents of the University of the State of New York granted the Charter School a provisional charter valid for a term of five years and renewable upon expiration. The Charter School was approved for a charter extension to commence October 27, 2013 and to terminate on July 31, 2014. Thereafter, the Charter School was approved for a three year short-term charter renewal.

The Charter School’s mission is to ensure academic success for children in grades K through 12. The Charter School prepares students to excel in demanding high schools and colleges and to contribute to their communities as leaders. Through educational success, students earn opportunities in life for themselves and their communities.

Financial Statement presentation

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

These classes of net assets are defined as follows:

Permanently restricted – Net assets resulting from contributions and other inflows of assets whose use by the Charter School is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the Charter School. The Charter School had no permanently restricted net assets at June 30, 2015 or 2014.

Temporarily restricted – Net assets resulting from contributions and other inflows of assets whose use by the Charter School is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the Charter School pursuant to those stipulations. The Charter School had no temporarily restricted net assets at June 30, 2015 or 2014.

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

Revenue and support recognition

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

LEADERSHIP PREPARATORY BROWNSVILLE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

YEAR ENDED JUNE 30, 2015
(With Comparative Totals for 2014)

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

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

Contributions

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

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

Cash

Cash balances are maintained at financial institutions located in New York and are insured by the Federal Deposit Insurance Corporation up to \$250,000 at each institution. In the normal course of business, the cash account balances at any given time may exceed insured limits. However, the Charter School has not experienced any losses in such accounts and does not believe it is exposed to significant risk in cash.

Grants and other receivables

Grants and other receivables are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts based on its assessment of the current status of individual receivables from grants, agencies and others. Balances that are still outstanding after management has used reasonable collection efforts are written off against the allowance for doubtful accounts. There was no allowance for doubtful accounts at June 30, 2015 or 2014.

Property and equipment

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

Tax exempt status

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

The Charter School has filed for and received income tax exemptions in the jurisdictions where it is required to do so. The Charter School files the Form 990 tax returns in the U.S. federal jurisdiction. With few exceptions, as of June 30, 2015, the Charter School is no longer subject to U.S. federal income tax examinations by tax authorities for years ended prior to June 30, 2012. The tax returns for the years ended June 30, 2012 through June 30, 2015 are still subject to potential audit by the IRS. Management of the Charter School believes it has no material uncertain tax positions and, accordingly it has not recognized any liability for unrecognized tax benefits.

LEADERSHIP PREPARATORY BROWNSVILLE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

YEAR ENDED JUNE 30, 2015
(With Comparative Totals for 2014)

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

Contributed services

The Charter School receives contributed services from volunteers to develop its academic program and to serve on the Board of Trustees. These services are not valued in the financial statements because they do not require "specialized skills" and would typically not be purchased if they were not contributed.

In-kind Contributions

Gifts and donations other than cash are recorded at fair value at the date of contribution. The Charter School received in-kind contributions of textbooks in the years ended June 30, 2015 and 2014 totaling \$43,448 and \$29,733, respectively. Such in-kind contributions are included in other income on the accompanying statement of activities and changes in net assets for the years ended June 30, 2015 and 2014.

Use of estimates in the preparation of financial statements

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

Comparatives for year ended June 30, 2014

The financial statements include certain prior year summarized comparative information in total but not by functional classification. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Charter School's financial statements for the year ended June 30, 2014, from which the summarized information was derived.

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 20, 2015, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted.

LEADERSHIP PREPARATORY BROWNSVILLE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

YEAR ENDED JUNE 30, 2015
(With Comparative Totals for 2014)

NOTE B: RELATED PARTY TRANSACTIONS

Uncommon Schools, Inc. ("USI"), a not-for-profit organization dedicated to helping start and run charter schools, provides management and other administrative support services to the Charter School. The Charter School entered into a five year agreement with USI, dated July 1, 2009, which was renewed for an additional five years on July 1, 2014, under which the Charter School pays USI a service fee of a set percentage of the average number of students enrolled at the Charter School during the school year multiplied by the approved per pupil operating expenses for the school year, and a percentage of all other public entitlement funding receivable during the fiscal year, excluding in-kind contributions and funds from competitive public grants. This percentage is fixed at 9.5% for the 2013 fiscal year, 9% in 2014 fiscal year, decreasing to 8.5% in 2015 fiscal year and 8% through 2019 fiscal year. The fee incurred for the years ended June 30, 2015 and 2014 was approximately \$711,000 and \$621,000, respectively. At June 30, 2015 and 2014, approximately \$110,000 and \$216,000, respectively, are included in accounts payable relating to USI. At June 30, 2015 and 2014, approximately \$4,000 and \$5,000, respectively, are included in accounts receivable relating to USI.

The Charter School is related to Leadership Preparatory Bedford Stuyvesant Charter School, Leadership Preparatory Ocean Hill Charter School, and Leadership Preparatory Canarsie Charter School through common Board representation. As none of the entities have an economic interest in the net assets of any other entity, the facts do not require consolidation of either of these entities with the Charter School in accordance with GAAP.

See Note I regarding a merger with related parties and the replacement of the agreement of with USI for providing management and other administrative support services.

NOTE C: SCHOOL FACILITY

The Charter School is located in a New York City Department of Education facility. During the year ended June 30, 2015, the Charter School did not pay any fees to the New York City Department of Education for additional after-school or weekend usage. During the year ended June 30, 2014, the Charter School paid a fee to the New York City Department of Education for additional after-school and weekend usage amounting to approximately \$1,700. There were no fees incurred for the year ended June 30, 2015. At June 30, 2015 and 2014, the Board of Trustees has designated \$550,000 and \$165,000, respectively, as a stability fund to meet future needs of the Charter School.

LEADERSHIP PREPARATORY BROWNSVILLE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

YEAR ENDED JUNE 30, 2015
(With Comparative Totals for 2014)

NOTE D: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	<u>Year ended June 30,</u>	
	<u>2015</u>	<u>2014</u>
Furniture and fixtures	\$ 145,884	\$ 145,884
Computers and software	827,753	722,834
Leasehold improvements	<u>746,999</u>	<u>694,969</u>
	1,720,636	1,563,687
Less accumulated depreciation and amortization	<u>1,017,935</u>	<u>765,730</u>
	<u>\$ 702,701</u>	<u>\$ 797,957</u>

NOTE E: RETIREMENT PLAN

The Charter School sponsors a defined contribution 403(b) plan covering most employees. The Charter School matches employees' contributions up to the lesser of 3% of gross payroll or \$3,500. The Charter School's total contribution to the Plan for the years ended June 30, 2015 and 2014 approximated \$76,500 and \$52,600, respectively.

NOTE F: CONTINGENCY

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

NOTE G: CONCENTRATIONS

At June 30, 2015 and 2014, approximately 21% and 20%, respectively, of accounts receivable are due from New York State. At June 30, 2015 and 2014, approximately 70% and 76%, respectively, of accounts receivable are due from a grantor.

During the years ended June 30, 2015 and 2014, 95% of total operating revenue and support came from per-pupil funding provided by New York State. The per-pupil rate is set annually by the State based on the school district in which the Charter School is located.

LEADERSHIP PREPARATORY BROWNSVILLE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

YEAR ENDED JUNE 30, 2015
(With Comparative Totals for 2014)

NOTE H: OPERATING LEASES

The Charter School leases office equipment under non-cancelable lease agreements expiring through June 2018. The future minimum payments on these agreements are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2016	49,544
2017	31,352
2018	<u>26,236</u>
	<u>\$ 107,132</u>

NOTE I: MERGER

In December 2014, the Charter School's Board of Trustees approved the merger of the Charter School and Leadership Preparatory Bedford Stuyvesant Charter School, as the successor Charter School under the name Uncommon New York City Charter Schools, in conjunction with Excellence Charter Schools, Bedford Stuyvesant Collegiate Charter School, Brownsville Collegiate Charter School, Kings Collegiate Charter School, Brooklyn East Collegiate Charter School, Leadership Preparatory Canarsie Charter School, Leadership Preparatory Ocean Hill Charter School and Ocean Hill Collegiate Charter School. The merger was approved on March 6, 2015 by the SUNY Board of Trustees and on June 30, 2015 by the Board of Regents. The merger is effective July 1, 2015. In conjunction with this merger, the Charter School was dissolved and a new agreement is being negotiated with USI to provide management and other administrative services to Uncommon New York City Charter Schools.

LEADERSHIP PREPARATORY BROWNSVILLE CHARTER SCHOOL

OTHER FINANCIAL INFORMATION

INDEPENDENT AUDITOR'S REPORT ON OTHER FINANCIAL INFORMATION

Board of Trustees
Leadership Preparatory Brownsville Charter School

We have audited the financial statements of Leadership Preparatory Brownsville Charter School as of and for the year ended June 30, 2015, and we have issued our report thereon dated October 20, 2015, which contained an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The 2015 financial information hereinafter is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements for the year ended June 30, 2015, as a whole.

Mengel, Metzger, Barr & Co. LLP

Rochester, New York
October 20, 2015

LEADERSHIP PREPARATORY BROWNSVILLE CHARTER SCHOOL

SCHEDULE OF ELEMENTARY SCHOOL AND MIDDLE SCHOOL ACTIVITIES

YEAR ENDED JUNE 30, 2015

	<u>Elementary School</u>	<u>Middle School</u>	<u>Total</u>
State and local per pupil operating revenue	\$ 5,673,261	\$ 2,406,959	\$ 8,080,220
Government grants	274,829	122,031	396,860
Contributions	-	481	481
Other income	<u>44,748</u>	<u>17,469</u>	<u>62,217</u>
TOTAL OPERATING REVENUE AND SUPPORT	5,992,838	2,546,940	8,539,778
Salaries	3,167,305	1,453,358	4,620,663
Payroll taxes and employee benefits	531,783	213,242	745,025
Repairs and maintenance	35,527	55,174	90,701
Textbooks	49,367	-	49,367
Instructional supplies and assessments	94,602	66,510	161,112
Computer and technology support	222,421	119,104	341,525
Student enrichment and services	106,192	100,105	206,297
Professional development	238,142	88,128	326,270
Professional services	24,087	12,285	36,372
Telephone	53,719	45,246	98,965
Insurance	47,911	13,825	61,736
Management fees	499,703	211,364	711,067
Office expense	125,265	89,692	214,957
Depreciation and amortization	130,020	122,185	252,205
Other	<u>8,205</u>	<u>2,125</u>	<u>10,330</u>
TOTAL EXPENSES	<u>5,334,249</u>	<u>2,592,343</u>	<u>7,926,592</u>
CHANGE IN NET ASSETS	<u>\$ 658,589</u>	<u>\$ (45,403)</u>	<u>\$ 613,186</u>

LEADERSHIP PREPARATORY BROWNSVILLE CHARTER SCHOOL

REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS

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

Board of Trustees
Leadership Preparatory Brownsville Charter School

We have audited in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Leadership Preparatory Brownsville Charter School, which comprise the statement of financial position as of June 30, 2015, and the related statements of activities and changes in net assets, functional expenses and cash flows for the year then ended, and the related notes to the financial statements and have issued our report thereon dated October 20, 2015.

Internal Control Over Financial Reporting

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

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

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. 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 Leadership Preparatory Brownsville Charter School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed 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 entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Mengel, Metzger, Barw & Co. LLP

Rochester, New York
October 20, 2015

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

Created Friday, October 02, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/7f790a520fd3310531>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	John	Greenstein

2. *Your Home Address:

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

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

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

No, I am not.

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

BEDFORD STUYVESANT COLLEGIATE CS (SUNY TRUSTEES) 331600860918

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

(check all that apply)

-
- Other, please specify...: Finance Committee Head
-

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

No

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

No

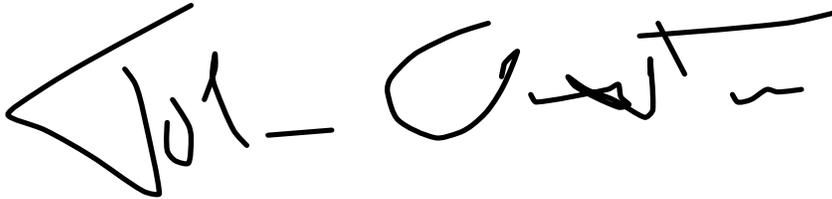
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "J. O. - [unclear]". The signature is written in a cursive style with a large initial "J" and a horizontal line extending from the end.

Thank you.

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

Created Friday, October 02, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/f3a6d4807190e4fcfe>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Julie	Kennedy

2. *Your Home Address:

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

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

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

No, I am not.

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

BEDFORD STUYVESANT COLLEGIATE CS (SUNY TRUSTEES) 331600860918

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

(check all that apply)

(No response)

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

No

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

No

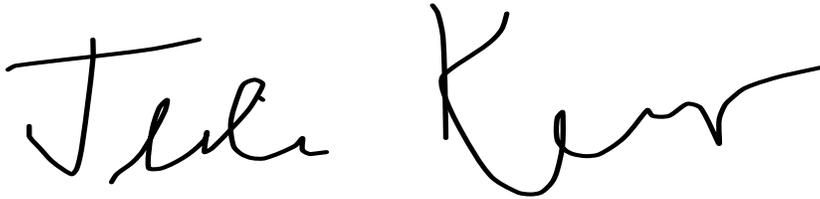
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Julie Kew". The signature is written in a cursive style with a large initial "J" and a long horizontal stroke at the end.

Thank you.

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

Created Saturday, October 03, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/5baab666e909564a11>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	John	Kim

2. *Your Home Address:

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

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

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

Uncommon New York City Charter Schools (Ed Corp)

Bedford Stuyvesant Collegiate Charter School

Brooklyn East Collegiate Charter School

Brownsville Collegiate Charter School Excellence

Boys Charter School of Bedford Stuyvesant Excellence

Girls Charter School Kings Collegiate Charter School
Leadership Preparatory Bedford Stuyvesant Charter School
Leadership Preparatory Brownsville Charter School
Leadership Preparatory Canarsie Charter School
Leadership Preparatory Ocean Hill Charter School
Ocean Hill Collegiate Charter School

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

(check all that apply)

(No response)

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

No

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

No

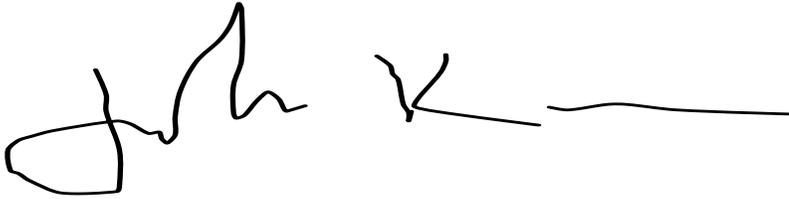
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of a stylized, cursive script that is difficult to decipher. It appears to be a single name or set of initials.

Thank you.

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

Created Monday, October 05, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/a80f99ca4d9e6c9e3f>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	stuart	linde

2. *Your Home Address:

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

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

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

No, I am not.

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

BEDFORD STUYVESANT COLLEGIATE CS (SUNY TRUSTEES) 331600860918

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

(check all that apply)

(No response)

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

No

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

No

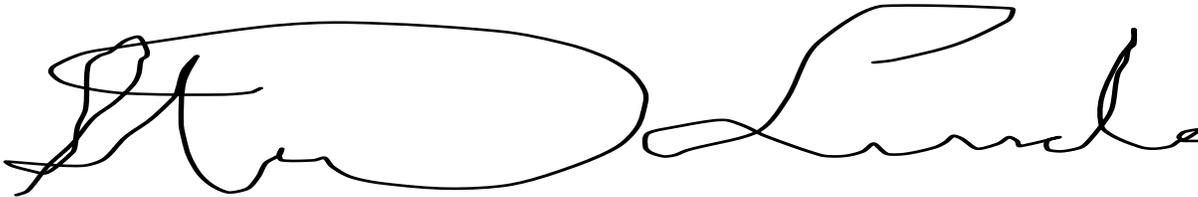
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "John L. ...". The signature is written in a cursive style with a large, prominent initial "J" and a long, sweeping underline.

Thank you.

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

Created Thursday, October 15, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/ef2106bb1ec12e496a>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Robert	Howitt

2. *Your Home Address:

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

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

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

No, I am not.

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

BEDFORD STUYVESANT COLLEGIATE CS (SUNY TRUSTEES) 331600860918

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

(check all that apply)

(No response)

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

No

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

No

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

No

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

(No response)

12a. 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 school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1				
2				
3				
4				
5				

Signature of Trustee

Thank you.

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

Created Monday, November 02, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/cec1736d49c4b0ec5c>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Brett	Peiser

2. *Your Home Address:

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

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

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

Uncommon New York City Charter Schools (Ed Corp)

Bedford Stuyvesant Collegiate Charter School

Brooklyn East Collegiate Charter School

Brownsville Collegiate Charter School Excellence

Boys Charter School of Bedford Stuyvesant Excellence

Girls Charter School Kings Collegiate Charter School
Leadership Preparatory Bedford Stuyvesant Charter School
Leadership Preparatory Brownsville Charter School
Leadership Preparatory Canarsie Charter School
Leadership Preparatory Ocean Hill Charter School
Ocean Hill Collegiate Charter School

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

(check all that apply)

(No response)

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

No

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

Yes

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

[cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Position Held	CEO
[cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Responsibilities	I lead the organization
[cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Salary	250,000
[cmoeY.3] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Start Date	9/1/05

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

No

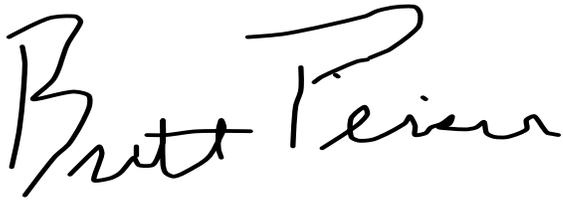
12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest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

Yes

12a. 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 school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

	Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1	Uncommon Schools	Uncommon is the schools' management organization		Brett Peiser	I recuse myself from all conflicts of interest.
2					
3					
4					

Signature of Trustee

A handwritten signature in black ink that reads "Brett Peiser". The signature is written in a cursive style with a large, stylized initial "B".

Thank you.

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

Created Thursday, November 05, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/ad9ece46bf941b91ac>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Ekwutozia	Nwabuzor

2. *Your Home Address:

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

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

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

No, I am not.

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

BEDFORD STUYVESANT COLLEGIATE CS (SUNY TRUSTEES) 331600860918

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

(check all that apply)

-
- Secretary
-

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

No

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

No

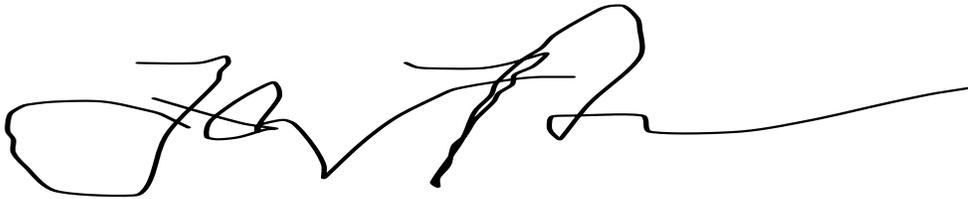
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.

Thank you.

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

Created Friday, November 13, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/8626868d06d473dcf>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Joseph	Wayland

2. *Your Home Address:

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

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

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

Uncommon New York City Charter Schools (Ed Corp)

Bedford Stuyvesant Collegiate Charter School

Brooklyn East Collegiate Charter School

Brownsville Collegiate Charter School Excellence

Boys Charter School of Bedford Stuyvesant Excellence

Girls Charter School Kings Collegiate Charter School
Leadership Preparatory Bedford Stuyvesant Charter School
Leadership Preparatory Brownsville Charter School
Leadership Preparatory Canarsie Charter School
Leadership Preparatory Ocean Hill Charter School
Ocean Hill Collegiate Charter School

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

(check all that apply)

(No response)

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

No

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

No

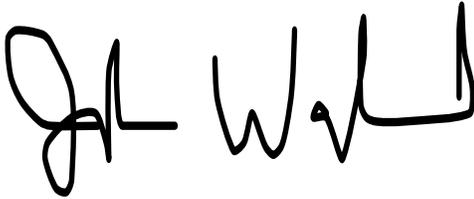
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "JH Wald". The letters are stylized and connected, with a prominent loop at the end of the last name.

Thank you.

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

Created Sunday, November 01, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/8e5354c849fa7b44a4>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Linton	Mann III

2. *Your Home Address:

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

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

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

No, I am not.

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

BROWNSVILLE COLLEGIATE CS (SUNY TRUSTEES) 332300860939

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

(check all that apply)

-
- Vice Chair/Vice President
-

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

No

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

No

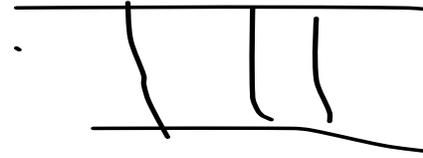
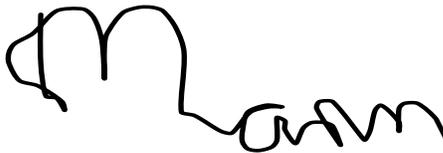
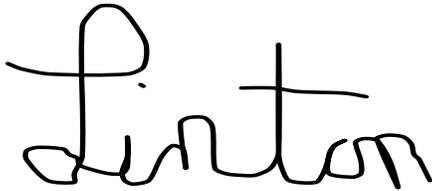
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee



Thank you.

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

Created Wednesday, October 28, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/27f3f3ad96d1f29696>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	St. Claire	Gerald

2. *Your Home Address:

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

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

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

No, I am not.

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

BEDFORD STUYVESANT COLLEGIATE CS (SUNY TRUSTEES) 331600860918

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

(check all that apply)

-
- Parent Representative
-

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink that reads "St. Claire Gerald". The signature is written in a cursive, flowing style.

Thank you.