



Entry 1 School Information

Created: 07/22/2016

Last updated: 08/01/2016

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Page 1

a. SCHOOL NAME AND BEDS#

(Select name from the drop down menu)

LEADERSHIP PREPARATORY CANARSIE CS (SUNY TRUSTEES) 331800860943

b. CHARTER AUTHORIZER

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

SUNY-Authorized Charter School

c. DISTRICT / CSD OF LOCATION

NYC CSD 18

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	Elementary: 1001 E 100th Street, 3rd Floor, Brooklyn, NY 11236			

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Chris D'Amato
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Title	Director of Operations
Emergency Phone Number (###-###-####)	

e. SCHOOL WEB ADDRESS (URL)

<http://leadershipprepcanarsie.uncommonschoools.org/>

f. DATE OF INITIAL CHARTER

07/2008

g. DATE FIRST OPENED FOR INSTRUCTION

08/2013

i. TOTAL ENROLLMENT ON JUNE 30, 2016

477

j. GRADES SERVED IN SCHOOL YEAR 2015-16

Check all that apply

Grades Served	K, 1, 2, 5, 6, 7
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k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes

k2. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Uncommon Schools
PHYSICAL STREET ADDRESS	c/o RHF 826 Broadway, 9th Floor
CITY	New York

STATE	NY
ZIP CODE	10003
EMAIL ADDRESS	[REDACTED]

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I1. FACILITIES

Does the school maintain or operate multiple sites?

Yes, 2 sites

I2. SCHOOL SITES

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	1001 E 100th Street, 3rd Floor, Brooklyn, NY 11236	[REDACTED]	CSD 18	K-2	No	DOE space
Site 2	1070 E 104th Street, Brooklyn, NY 11236	[REDACTED]	CSD 18	5-7	No	DOE space
Site 3						

I2a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Emily Hoefling	[REDACTED]		[REDACTED]
Operational Leader	Chris D'Amato	[REDACTED]		[REDACTED]
Compliance Contact	Sara Griffin	[REDACTED]		[REDACTED]

Complaint Contact	Mary Katherine Flynn		
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13. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Adam Cobb			
Operational Leader	Katie Thaeber			
Compliance Contact	Sara Griffin			
Complaint Contact	Mary Katherine Flynn			

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n1. Were there any revisions to the school's charter during the 2015-16 school year? (Please include approved or pending material and non-material charter revisions).

Yes

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in admissions/enrollment policy	The enrollment policy was revised to include employee preference and to incorporate changes to sibling preference within the merged education corporation structure. This was a non-material revision.	12/8/15	n/a (non material)

2				
3				
4				
5				

o. Name and Position of Individual(s) Who Completed the 2015-16 Annual Report.

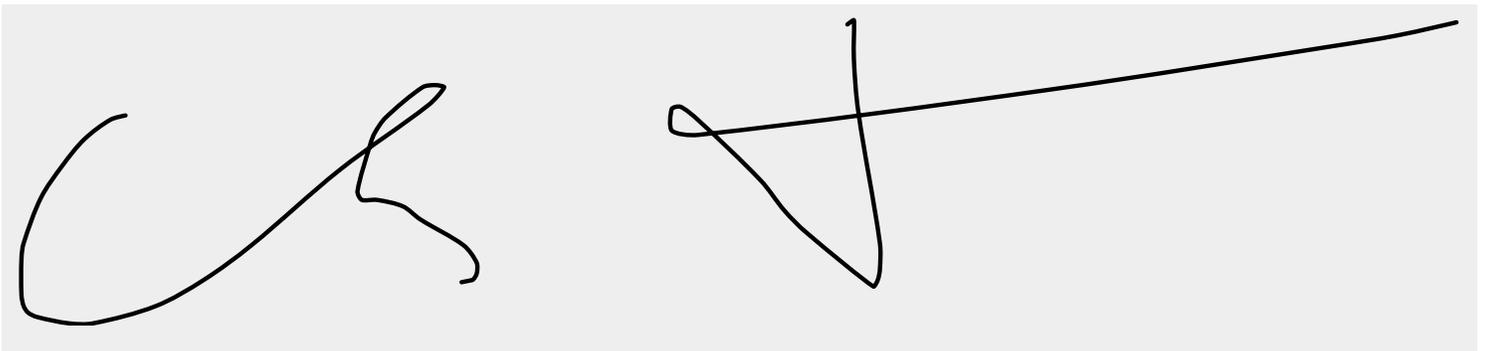
Chris D'Amato (Elementary Academy Director of Operations) and Katie Thader (Middle Academy Director of Operations)

p. 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 then 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

The image shows two handwritten signatures in black ink on a light gray background. The signature on the left is a cursive-style name, possibly 'C. D'Amato', with a large loop at the start and a smaller loop at the end. The signature on the right is a more stylized, angular name, possibly 'K. Thader', with a long horizontal stroke extending to the right.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature consists of three parts: a large, stylized 'J' followed by a series of loops and curves, a second set of similar loops and curves, and three vertical parallel lines on the right side.

Date

2016/07/27

Thank you.



Entry 2 Link

Created: 07/26/2016

Last updated: 07/27/2016

Page 1

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).

<https://data.nysed.gov/reportcard.php?instid=800000063982&year=2015&createreport=1&allchecked=1&enrollment=1&avgclasssize=1&freelunch=1&attendance=1&suspensions=1&teacherqual=1&teacherturnover=1&staffcounts=1&38ELA=1&38MATH=1&naep=1&elemELA=1&elemMATH=1&unweighted=1>

**Leadership Prep Canarsie
CHARTER SCHOOL**

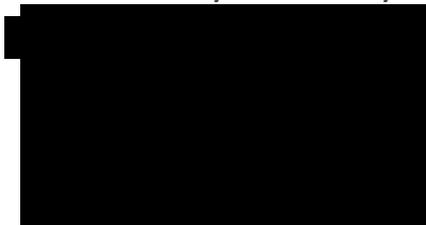
**2015-16 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2016

By Christopher D'Amato and Katie Thaefer

Elementary Academy



Middle Academy



INTRODUCTION

Katie Thaeher (Director of Operations at Leadership Prep Canarsie Middle Academy) and Christopher D'Amato (Director of Operations at Leadership Prep Canarsie Elementary Academy) prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Linton Mann II	Chair, Executive, Academic
David Saltzman	Office, Committees
Tony Pasquariello	Vice Chair, Executive
Laura Blankfein	Academic, Development
Caroline Curry	Academic (Committee Chair)
St. Claire Gerald	Finance
John Greenstein	Finance
Michael Hall	Development
Shakima Jones	Academic
John Kim	Academic
Arvind Krishnamurthy	Academic, Audit
Alison Mass	Finance, Development
Ekwutozia U. Nwabuzor	Finance, Audit
Brett Peiser	
Ian Sacks	Academic, Development
Joseph F. Wayland	Treasurer, Executive, Finance (Committee Chair)
Jeffrey Wetzler	Academic
Chrystal Stokes Williams	Development

Christopher D'Amato has served as the Director of Operations for the Elementary Academy since 2016 and Emily Hoefling-Crouch has served as the Principal since 2013. Katie Thaeher has served as the Director of Operations for the Middle Academy since 2016 and Adam Cobb has served as the Principal since 2013.

INTRODUCTION

Leadership Prep Canarsie Charter School (Leadership Prep Canarsie) is a coed charter public school. The Leadership Prep Canarsie mission is to prepare its students to enter, succeed in and graduate from college preparatory high schools and to succeed in and graduate from college. Leadership Prep Canarsie was founded in Canarsie, Brooklyn, in August 2013 and successfully completed its third year of operation in June 2016.

Enrollment & Demographics

During the 2015-2016 school year, Leadership Prep Canarsie served 477 scholars in Kindergarten, 1st, 2nd, 5th, 6th and 7th Grades. 78% percent of Leadership Prep Canarsie students were eligible for free or reduced price lunch. **13% were identified as requiring special education services. 89% of Leadership Prep students were African American, 6% were Hispanic, and 5% identified as Other.**

Teach Until They Learn

Leadership Prep Canarsie provides its students with every possible opportunity to learn. This means that Leadership Prep Canarsie not only has a longer school day that begins at 7:15 AM and ends at 4:00 PM with 6+ hours of instruction, but also has a longer school year consisting of 186 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 Grades K-8.

Each day consists of at least 2.5 hours of literacy instruction, at least 90 minutes of math instruction, a daily class in social studies and science, and a daily enrichment block.

Even as students leave for the day, the learning continues. Each student, including Kindergarteners, takes home at least 30 minutes of homework (called Life's Work at the Elementary Academy). Parents/guardians review and sign each evening's assignment upon completion. Also, parents receive a notice in their student's homework folder each day that their son or daughter does not complete their homework.

Character

More instructional time, however, is not enough. Leadership Prep Canarsie holds its students to high standards in behavior and community involvement. The school implements a strict code of conduct, provides explicit daily instruction in core values, and enforces a dress code consisting of a shirt, tie, belt, dress pants, and shoes. The goal is to create and maintain an energetic, orderly, and productive environment where teachers can focus on teaching and students can focus on learning,

Additionally, routines and rituals constantly reinforce Leadership Prep Canarsie's expectations, core values, and mission. This process begins before students even enter the building. Every morning, staff welcomes students outside the school's front door and greets each student by name and shakes each student's hand as they cross the threshold. This reminds students to conduct themselves with self-respect, dignity, and mindfulness—Leadership Prep Canarsie is a place for *scholars*.

Each week ends with a Friday Community Meeting. Each Community Meeting is an opportunity to reinforce and celebrate the values of Leadership Prep Canarsie and extends the classroom experience through student-performed skits that feature academic components. Each meeting

INTRODUCTION

closes with the presentation of the Leadership Prep Canarsie Blue Rubric Race Flag, awarded to the advisories that best exemplifies the spirit of Leadership Prep Canarsie in that particular week.

Staff

Two full-time teachers are assigned to each K-3 classroom and provide differentiated instruction in small groups and individually throughout the day. Students in Grades 5-7 get similar differentiated instruction through each classroom's subject teachers in Reading, Writing, Math, Social Studies, and Science. In 2015-16, every teacher held a Bachelor's Degree and 100% either held or were working toward a Master's Degree.

Open Doors

"Open Doors" at Leadership Prep Canarsie is a phrase that describes the school's desire to broaden the horizons of its students. It also refers, however, to the school's philosophy in engaging the community, particularly families. Leadership Prep Canarsie has worked toward this goal from the very beginning.

Frequent phone calls home from teachers, frequent family conferences, report cards which families are required to pick up in person, and school events keep families apprised of and engaged in their children's performance.

In 2015-2016, Leadership Prep Canarsie hosted monthly Families Involvement Committee meetings, opportunities for families to gather together to build community. Some activities are more recreationally while others are opportunities to learn more about the school's curriculum and learn ways in which families can extend the classroom through activities at home. Topics of the 2015-2016 Family Involvement Committee meetings included:

- Academic Success at Home Night
- Poetry Slam
- Game Night
- Enrichment Celebrations
- Fitness Night
- Voter Registration Fair
- Advocacy Events

Dissemination

Leadership Prep Canarsie considers the dissemination of its educational model to be an important objective inherent to its status as a charter public school. Acting upon this belief, Leadership Prep Canarsie operated with an open door policy for guests and visitors who desired an opportunity to observe the school first hand.

INTRODUCTION

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12														
2012-13														
2013-14	51					83								134
2014-15	51	49				78	69							247
2015-16	90	83	52			87	87	78						481

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Leadership Prep Canarsie students, enrolled in at least their second year, will meet or exceed New York State Elementary Learning Standards in English Language Arts

BACKGROUND

The English Language Arts curriculum at Leadership Prep Canarsie is designed to ensure that students become fully literate and learn to read, write, and speak well. The school's English Language Arts curriculum is very closely aligned to the New York State English Language Arts Standards. As reading ability is central to student performance in all subjects in high school and college, developing this fundamental skill early determines the ultimate academic success of Leadership Prep Canarsie. Most of the Leadership Prep Canarsie scholars enter the school on their first day far below grade level.

In the key literacy-building years of Kindergarten through 3rd grade, each Leadership Prep Canarsie classroom has two teachers. Leadership Prep Canarsie relies on nearly three hours daily of literacy instruction in these early years to increase scholars' rates of reading and writing proficiency. In 5th Grade through 7th Grade, each subject has its own teacher, including one teacher for reading and one for writing. In addition to one hour of reading and one hour of writing, students in 5th through 7th grade spend a half hour reading independently and a half hour reading in guided small groups each day.

Leadership Prep Canarsie administers several different assessments throughout the year for various grade levels. Commercial assessments include the STEP Program and Accelerated Reader STAR Test. School-created assessments include: bimonthly compositions and quarterly Interim Assessments. The Special Education Coordinator and Director of Curriculum and Instruction help develop and lead extensive and intensive professional development to ensure that Leadership Prep Canarsie English Language Arts goals are met.

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 5th through 7th grade in April 2016. 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

ELEMENTARY AND MIDDLE SCHOOL GOALS

according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2015 16 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused ²	
5	86		1			87
6	86				1	87
7	78					78
All	250		1		1	252

RESULTS

The table below presents the results of NYS ELA assessment administered by the school to 5th, 6th and 7th graders in April 2016. Each student's raw score has been converted to a grade-specific scaled score and a performance level. This year the criterion for success on this measure required students who have been enrolled in at least their second year to score at Levels 3 or 4, which marks that the student is proficient. The percentage of students at Leadership Prep Canarsie who scored at a Level 3 or 4 is presented in the table below. The school fell short of the measure to see 75% of all tested students enrolled in at least their second year to perform at or above proficiency by 31%.

Performance on 2015 16 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5	24%	86	38%	8
6	30%	86	33%	66
7	44%	78	46%	72
8				
All	32%	250	44%	146

EVALUATION

This is the third year that Leadership Prep Canarsie has administered the NYS ELA assessment and the first year administered to the 7th grade. We fell short of the measure by 31%. It is still the school's goal to see that at least 75% of tested students perform at proficiency on the Common Core exam after their second year. We are encouraged by increase in proficiency from 6th to 7th grade among students beyond their second year. We look 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.

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

ELEMENTARY AND MIDDLE SCHOOL GOALS

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

- We are continuing to prioritize our teacher professional development with a renewed focus on differentiation to meet individualized teacher needs. This includes continuing to strengthen our curriculum and lesson plan alignment with Common Core Standards, providing real-time (in the moment) feedback, developing individual performance goals and implementing measures for accountability. These outlined areas of focus will enable our teachers to further drive student achievement and provide our students with the knowledge and skills to demonstrate proficiency on the Common Core examinations.
- Our school is focusing on driving the rigor in each classroom, and particularly in our reading and writing classes. Driving rigor in classrooms includes maintaining fidelity to our meticulously developed lesson plans, prioritizing time for student independent practice, and ensuring that teachers are collecting and responding to data throughout their instruction. By providing students with increased opportunities to practice and demonstrate new knowledge and skills, our school will prepare them for higher achievement more broadly, and specifically on the Common Core examinations.

ADDITIONAL EVIDENCE

Analyzing results over the past two years (there is no data of students who had been with the school for two or more years in 2013-2014), we are encouraged by the increase in percentage of proficient students between sixth and seventh grade who have been with the school two years or longer. The vast majority of 6th graders have been with the school for two years and the vast majority of 7th graders have been with the school for three years. Although we still seek the 75% measure, these increases in proficiency indicate that students achieve higher (as defined by proficiency) that longer they are students with our school.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5	0	0	0%	3	38%	8
6			29%	65	33%	66
7					46%	72
8						
All	0	0	28%	68	44%	146

Goal 1: Absolute Measure

ELEMENTARY AND MIDDLE SCHOOL GOALS

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 PLI value that equals or exceeds the 2015-16 English language arts AMO of **104**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

RESULTS

In 2015-2016, Leadership Prep Canarsie tested students had a PLI value of **110**, which exceeded the English language arts AMO of **104**.

English Language Arts 2015 16 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
250	22.4	45.2	26.4	6

$$\begin{array}{rcccccccc}
 \text{PI} & = & 45.2 & + & 26.4 & + & 6 & = & 77.6 \\
 & & & & 25.4 & + & 6 & = & \underline{32.4} \\
 & & & & & & \text{PLI} & = & 110
 \end{array}$$

EVALUATION

In 2015-2016, Leadership Prep Canarsie exceeded the English language arts AMO of 104 with a PLI value of 110. As can be gleaned from the table above, nearly half of students scored a Level 2 on the exam. Looking ahead, the school seeks to differentiate teacher professional enrichment and increase rigor in classrooms to drive students to the next level in proficiency. If all students scoring a Level 2 scored a level 3 in 2016-2017, over 75% of tested students would be proficient. With our focus on driving classroom rigor and teacher professional development around Common Core standards, we are confident that students will increase their performance level in the 2016-2017 school year.

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.

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

ELEMENTARY AND MIDDLE SCHOOL GOALS

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

RESULTS

In 2015-2016, Leadership Prep Canarsie tested students in at least their second year outperformed all tested students in the same grades in Community District 18 on the English Language Arts exam. The school had 44% of students perform at proficiency compared to the district's 27%.

2015-16 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 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	38%	8	29%	1286
6	33%	66	26%	1040
7	46%	72	26%	1161
All	44%	146	27%	3487

EVALUATION

In 2015-2016, Leadership Prep Canarsie had a greater percentage of all tested students enrolled in at least their second year perform at proficiency on the state English language arts exam than that of all students in the same tested grades in the local school district. The school outperformed Community District 18 across 5th, 6th and 7th grades and overall with 44% of tested students in at least their second year proficient compared with 27% of district students in the same grades.

ADDITIONAL EVIDENCE

Across 2014-2015 and 2015-2016, the two years for which Leadership Prep Canarsie has data with students in at least their second year, the school has outperformed the community district overall and across all grades on the English language arts exam. In 2014-2015, 28% of Leadership Prep Canarsie students in at least their second year scored proficient compared with 23% in Community District 18. By the same metric in 2015-2016, there were 44% of Leadership Prep Canarsie students and 27% of community district students scoring proficient.

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 Scoring at or
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³ 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](#).

ELEMENTARY AND MIDDLE SCHOOL GOALS

	Above Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	NA	NA	0%	23%	38%	29%
6	NA	NA	29%	24%	33%	26%
7	NA	NA	NA	NA	46%	26%
All	NA	NA	28%	23%	44%	27%

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 SUNY Charter Schools Institute (“Institute”) conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school’s 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

RESULTS

In 2014-2015, the aggregate effect size for Leadership Prep Canarsie was 0.34.

2014 15 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5	81.0	76	18%	18.7%	-0.7	-0.05
6	81.7	69	30%	18.9%	11.1	0.77
All	81.3	145	23.7%	18.8%	5	0.34

School’s Overall Comparative Performance:

Higher than expected to a meaningful degree.

ELEMENTARY AND MIDDLE SCHOOL GOALS

EVALUATION

In 2014-2015, Leadership Prep Canarsie's aggregate effect size exceeded 0.3. In the 5th grade, the effect size was slightly negative but in sixth grade, demonstrating that student achievement increases the longer students are enrolled at the school, the effect size jumped to 0.77.

ADDITIONAL EVIDENCE

Across 2013-2014 and 2014-2015, Leadership Prep Canarsie is encouraged by the significant increase in aggregate effect sizes. As the school continues to strengthen its English language program, the effect size is anticipated to increase.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	NA	NA	NA	NA	NA	NA
2013-14	5	85.2	81	17.3	18.63	-0.12
2014-15	5 and 6	81.3	145	23.7%	18.8%	0.34

Goal 1: Growth Measure⁴

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.⁵

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

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

ELEMENTARY AND MIDDLE SCHOOL GOALS

RESULTS

In 2014-2015, Leadership Prep Canarsie's unadjusted mean growth percentile of 53.3 exceeded the state's unadjusted median growth percentile.

2014-15 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
5	47.6	50.0
6	59.1	50.0
All	<u>53.3</u>	50.0

EVALUATION

In 2014-2015, Leadership Prep Canarsie's overall mean growth percentile was 53.3, which exceeded the state median of the 50th percentile.

ADDITIONAL EVIDENCE

There currently does not exist comparison data from past years as 2014-2015 is the first year Leadership Prep Canarsie had two years of test data.

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

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
5	NA	NA	47.6	50.0
6	NA	NA	59.1	50.0
All	NA	NA	53.3	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

In its third year of state testing, Leadership Prep Canarsie did not achieve the goal of having 75% of all tested students who are enrolled in at least their second year score proficient. However, the school exceeded the AMO stated goal of 104 points, scoring 110. Additionally, Leadership Prep Canarsie as a whole outperformed its district peers by 17 percentage points. The school had an effect size of .34, exceeding the goal of exceeding the predicted level of performance by an effect size of 0.3. Finally, Leadership Prep Canarsie exceeded the aggregate statewide growth percentile.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved

ELEMENTARY AND MIDDLE SCHOOL GOALS

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

Leadership Prep Canarsie supplements the core reading program for struggling readers through a targeted Guided Reading and Independent Reading program. These interventions allow Leadership Prep to provide highly specialized, intervention-based instruction to students identified as at-risk for academic failure in reading. There are additionally small group instruction supports provided by the school's special education teachers in reading classes across each grade.

Leadership Prep will also prioritize the implementation professional development programs targeted to the individual teacher as well as towards ELA instruction. In preparation for the 2016-2017 school year, all teachers will participate in guided and independent reading training, and all English language teachers will participate in three days of content/curriculum-specific training with teachers across the Uncommon Schools network. These trainings will be conducted by content experts and master teachers across Uncommon Schools. Moreover, Leadership Prep will continue to deliver professional development for all teachers on Evidence-Based Questions, interactive reading, Accountable Independent Reading and Habits of Discussion.

Beginning two years ago, Leadership Prep Canarsie began the modification of the schools' existing curricula for ELA, working to strengthen its reading instruction and align the ELA curriculum with the new Common Core learning standards. Leadership Prep Canarsie has continued this work since, as with the adoption of Common Core, we need to factor in the Lexile level of text. Furthermore, teachers will continue to make conversations more text-based, and students will continue using text-based evidence to support verbal and written responses.

While our narrative reading began aligning with Common Core in 2013-2014, the work that our experienced teachers and instructional leaders have been doing over the last two years will ensure that our informational reading is also Common Core aligned. In addition, teachers and instructional leaders are working 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 is furthered in future years.

Quarterly Interim Assessments, in which all Leadership Prep Canarsie students participate, have

ELEMENTARY AND MIDDLE SCHOOL GOALS

also been redesigned to be more aligned with Common Core. For example, passages are continually more rigorous and the questions require students to go back to the text to analyze and synthesize information. Additionally, passages used in both narrative and informational reading are 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 Canarsie 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. Leadership Prep Canarsie is energized by the challenge that more rigorous Common Core standards present. As part of the Uncommon Schools network, Leadership Prep Canarsie will continue to make changes to its curriculum and professional development program to be better prepared to address the increased rigor of the Common Core standards.

MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

Leadership Prep Canarsie 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.

Leadership Prep Canarsie executes Uncommon network-driven math lessons which align with Common Core standards. The Uncommon curriculum 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

Scholars at Leadership Prep Canarsie receive 60-90 minutes of math instruction each day. The math program in K-2 includes a 20 minute Math Meeting as well as a lesson and practice for 60 minutes in Kindergarten, 70 minutes in 1st grade, and 75 minutes in 2nd grade. The 3rd grade math program does not have math meeting but lasts 80 minutes. The math program in Grades 5, 6 and 7 include an independent practice section as part of 90 minutes of math instruction.

Leadership Prep Canarsie'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:

ELEMENTARY AND MIDDLE SCHOOL GOALS

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 Test in mathematics assessment to students in 5th through 7th grade in April 2016. 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.

2015 16 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
5	86				1	87
6	86				1	87
7	77			1		78
All	249	0	0	1	2	252

RESULTS

In 2015-2016, 49% of all Leadership Prep Canarsie tested students enrolled in at least their second year performed at proficiency on the New York State mathematics examination. This fell short of the goal for 75% of all tested students in at least their second year performing at proficiency.

Performance on 2015 16 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
5	42%	86	43%	7
6	37%	86	38%	66
7	49%	77	52%	71
All	43%	249	45%	144

⁶ 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.

ELEMENTARY AND MIDDLE SCHOOL GOALS

EVALUATION

In 2015-2016, Leadership Prep Canarsie fell short of its goal for 75% of all tested students in at least their second year performing at proficiency on the New York State mathematics examination. We look forward to implementing a higher level of rigor in our mathematics program going forward to better prepare our students to meet this bar. In evaluating our Middle Academy scholars' results, we are strengthening our math curriculum and teacher development to help bring all our scholars, not just those in at least their second year closer to meeting the 75% goal of proficiency.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	0%	0	0%	3	43%	7
6	NA	NA	57%	65	38%	66
7	NA	NA	NA	NA	52%	71
All	NA	NA	54%	68	45%	144

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 PLI value that equals or exceeds the 2015-16 mathematics AMO of 101. 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 200.⁷

RESULTS

Leadership Prep Canarsie scored a PLI of 129.2 in 2015-2016, which exceed the mathematics AMO of 101.

Mathematics 2015 16 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
249	13.3%	44.2%	30.5%	12%

⁷ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

ELEMENTARY AND MIDDLE SCHOOL GOALS

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 44.2\% & + & 30.5\% & + & 12\% & = & 86.7 \\
 & & & & 30.5\% & + & 12\% & = & \underline{42.5} \\
 & & & & & & \text{PLI} & = & 129.2
 \end{array}$$

EVALUATION

In 2015-2016, Leadership Prep Canarsie’s aggregate PLI on the state mathematics exam exceeded the AMO set forth in the state’s NCLB accountability system. With a PLI of 129.2, the school exceeded the AMO of 101 by 28.2.

As can be gleaned from the table above, nearly 75% of students scored either a 2 or 3 on the New York State mathematics exam. Looking ahead, the school seeks to differentiate teacher professional enrichment and increase rigor in classrooms to drive students to the next level in proficiency. If all students scoring a Level 2 scored a level 3 in 2016-2017, nearly 90% of tested students would be proficient. With our focus on driving classroom rigor and teacher professional development around Common Core standards, we are confident that students will increase their performance level in the 2016-2017 school year.

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.⁸

RESULTS

In 2015-2016, Leadership Prep Canarsie’s aggregate school performance of students with at least two years was 45% proficiency compared to 21.3% proficiency among students in the same tested grades in Community District 18.

2015 16 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
5	43%	7	22%	1300

⁸ 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](#).

ELEMENTARY AND MIDDLE SCHOOL GOALS

6	38%	66	23%	1042
7	52%	71	19%	1175
All	45%	144	21.3%	3617

EVALUATION

Leadership Prep Canarsie exceeded the aggregate district performance across all grades. In 5th, 6th and 7th grade, respectively, 43%, 38% and 52% of students with at least two years at the school achieved proficiency on the New York State mathematics exam. On the aggregate, 45% of school students with at least two years scored proficient on the exam compared with 21.3% of students in Community District 18.

ADDITIONAL EVIDENCE

Across 2014-2015 and 2015-2016, the two years for which Leadership Prep Canarsie has data with students in at least their second year, the school has outperformed the community district overall and across all grades on the Mathematics exam. In 2014-2015, 54% of Leadership Prep Canarsie students in at least their second year scored proficient compared with 19% in Community District 18. By the same metric in 2015-2016, there were 45% of Leadership Prep Canarsie students and 21% of community district students scoring proficient.

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					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	NA	NA	0%	19%	43%	22%
6	NA	NA	57%	19%	38%	23%
7	NA	NA	NA	NA	52%	19%
All	NA	NA	54%	19%	45%	21.3%

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 Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size.

ELEMENTARY AND MIDDLE SCHOOL GOALS

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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

RESULTS

In 2014-2015, Leadership Prep Canarsie's aggregate effect size on the New York State mathematics exam was 1.15.

2014-15 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5	81.0	76	41%	28.8%	12.2	0.66
6	81.7	69	57%	24.7%	32.3	1.69
All	81.3	145	48.6%	26.9%	21.7%	1.15

School's Overall Comparative Performance:

Higher than expected to a large degree.

EVALUATION

In 2014-2015, Leadership Prep Canarsie's aggregate effect size was on the New York State mathematics exam was 1.15, exceeding the 0.3 benchmark. The effect size in 5th grade was .66 and in 6th grade it was 1.69.

ADDITIONAL EVIDENCE

Across 2013-2014 and 2014-2015, Leadership Prep Canarsie saw a significant jump in the aggregate effect size. The effect size in 2013-2014 was slightly negative at -0.15 compared with 1.15 in 2014-2015.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	NA	NA	NA	NA	NA	NA
2013-14	5	85.4	82	24.4	27.04	-0.15
2014-15	5,6	81.3	145	48.6%	26.9%	1.15

ELEMENTARY AND MIDDLE SCHOOL GOALS

Goal 2: Growth Measure⁹

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 2014-15 and also have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.¹⁰

In 2014-2015, Leadership Prep Canarsie's unadjusted mean growth percentile of 73.7 exceeded the state's unadjusted median growth percentile.

2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
5	67.9	50.0
6	79.8	50.0
All	73.7	50.0

EVALUATION

In 2014-2015, Leadership Prep Canarsie's overall mean growth percentile of 73.7 exceeded the state median of the 50th percentile. In 5th and 6th grade, respectively, the mean growth percentiles were 67.9 and 79.8, both of which exceeded the statewide median.

ADDITIONAL EVIDENCE

There currently does not exist comparison data from past years as 2014-2015 is the first year Leadership Prep Canarsie had two years of test data.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile
-------	------------------------

⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹⁰ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

ELEMENTARY AND MIDDLE SCHOOL GOALS

	2012-13	2013-14	2014-15	Statewide Median
5	NA	NA	67.9	50.0
6	NA	NA	79.8	50.0
All	NA	NA	<u>73.7</u>	50.0

SUMMARY OF THE MATHEMATICS GOAL

Leadership Prep Canarsie did not achieve the absolute measure of at least 75% of tested students in at least their second year performing at proficiency. However, the school exceeded the AMO of 101 by 28.2 with a PLI of 129.2. Further, Leadership Prep Canarsie achieved the comparative measure of tested students performing at a greater level of proficiency than the local school district (54% compared with 45%). The school also met its goal of exceeding the predicted level of performance by an effect size of 0.3. The Leadership Prep Canarsie effect size was 1.15. Finally, Leadership Prep Canarsie exceeded the statewide median growth percentile with 73.7.

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

ACTION PLAN

Leadership Prep Canarsie will continue to employ the Uncommon 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 special education coordinator and learning support teachers to further address the needs of our student sub-populations. Leadership Prep Canarsie is committed to meeting its accountability plan goals related

ELEMENTARY AND MIDDLE SCHOOL GOALS

to mathematics as listed above.

As in ELA, as part of the Uncommon Schools network, Leadership Prep Canarsie will continue to make changes to its math curriculum to be better prepared to address the increased rigor of the Common Core standards. Beginning two years ago, Leadership Prep Canarsie has been modifying the schools' existing curricula for math, ensuring that those curricula are aligned to the Common Core Learning Standards. 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 have been, and are continuously being revised so that student activities more closely align to the objective, and the independent practices are as rigorous as the lessons being taught to students. Scope and sequences are also being revised to ensure that math meeting in grades Kindergarten through 3rd grade, and fact practices in grades 5-7 are focused solely on reviewing difficult to master material throughout the school year.

Additionally, quarterly Interim Assessments will also continue to be redesigned ensuring that each Common Core Learning Standard is taught, assessed and ultimately mastered.

Finally, across all subjects Leadership Prep Canarsie is prioritizing differentiated teacher development to define goals and accountability metrics for student achievement in the classroom. We are also focused on increasing the level of rigor in classrooms will result in increased student achievement.

ELEMENTARY AND MIDDLE SCHOOL GOALS

SCIENCE

Goal 3: Science

Leadership Prep Canarsie students, enrolled in at least their second year, will meet or exceed New York State Elementary Learning Standards in Science.

BACKGROUND

Leadership Prep Canarsie curricula in Science and Social Studies are based on a combination of the NYS Science and Social Studies Standards and the Core Knowledge curriculum, designed by Professor E. D. Hirsch, Jr., author of *Cultural Literacy* and *The Schools We Need*. The school meets all New York City and State Standards and will go beyond them in our coverage of some units, such as Science Biographies for each grade level.

The Leadership Prep Canarsie curriculum for Core Knowledge (Science and Social Studies) is created within the Uncommon Schools Network. Lesson plans, associated multi-media resource materials and assessments are aligned to NYS standards. The curricula is designed with minute-by-minute plans for teachers to execute in their classrooms. The plans include a variety of activities: hands-on experiments, reading and responding to complex non-fiction texts, classroom discussion and debate of key issues, vocabulary instruction, and student presentations.

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

Given that Leadership Prep Canarsie enrolled only Kindergarten, 1st, 2nd, 5th, 6th and 7th grade students during 2015-2016, the school did not administer the New York State Science Exam.

RESULTS

N/A

Charter School Performance on 2015 16 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	NA	NA	NA	NA
8	NA	NA	NA	NA
All	NA	NA	NA	NA

ELEMENTARY AND MIDDLE SCHOOL GOALS

EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2013-14		2014-15		2015-16	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	NA	NA	NA	NA	NA	NA
8	NA	NA	NA	NA	NA	NA
All	NA	NA	NA	NA	NA	NA

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

Given that Leadership Prep Canarsie enrolled only Kindergarten, 1st, 2nd, 5th, 6th and 7th grade students during 2015-2016, the school did not administer the New York State Science Exam.

2015-16 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	NA	NA	NA	NA
8	NA	NA	NA	NA
All	NA	NA	NA	NA

ELEMENTARY AND MIDDLE SCHOOL GOALS

EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

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					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	NA	NA	NA	NA	NA	NA
8	NA	NA	NA	NA	NA	NA
All	NA	NA	NA	NA	NA	NA

SUMMARY OF THE SCIENCE GOAL

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.	N/A
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

N/A

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress.

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 Canarsie 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 in our first three years of testing and we will maintain this going forward.

EVALUATION

Leadership Prep Canarsie is currently in “Good Standing” under the NCLB accountability system and will continue to work diligently to meet each NCLB requirement and comply with all stated guidelines.

NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing

HIGH SCHOOL GOALS: COLLEGE PREPARATION

Given that Leadership Prep Canarsie enrolled only Kindergarten, 1st, 2nd, 5th, 6th and 7th grade students during 2015-2016 and no students have matriculated to high school, the school does not have data for this section.



Entry 4 Expenditures per Child

Created: 07/26/2016

Last updated: 07/27/2016

Page 1

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 2015-16 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: *The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:* <http://www.p12.nysed.gov/psc/AuditGuide.html>

Line 1: Total Expenditures	7530210
Line 2: Year End FTE student enrollment	477
Line 3: Divide Line 1 by Line 2	15787

2. Administrative Expenditures per Child

To calculate '**Administrative Expenditures per Child**' To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2015-16 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. 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 officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. 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. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:

The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:

<http://www.p12.nysed.gov/psc/AuditGuide.html>.

Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	1328905
Line 2: Management and General Cost (Column)	993440
Line 3: Sum of Line 1 and Line 2	2322345
Line 5: Divide Line 3 by the Year End FTE student enrollment	4868

Thank you.



Entry 6a Audited Statements

Created: 10/27/2016

Last updated: 10/28/2016

Regents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information requested and upload the independent auditor's report and internal controls reports as one combined file.

Page 1

School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Christopher D'Amato	[REDACTED]	

Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Ryan Snyder	[REDACTED]		5

If Applicable:

	Outsourced Financial Services Firm Name	Outsourced Financial Services Contact	Outsourced Financial Services Email	Outsourced Financial Services Phone	Years Working With This Firm

Please upload as one combined file:

- a. the independent auditor's report on financial statements and notes; and
- b. reports on internal controls over financial reporting and compliance

<https://nysed-cso-reports.fluidreview.com/media/assets/survey-uploads/84001/7060620-F7wWrRhhE3/UNCOMMON%20NEW%20YORK%20CITY%20CHARTER%20SCHOOL%20->

**UNCOMMON NEW YORK CITY
CHARTER SCHOOLS**

BROOKLYN, NEW YORK

AUDITED FINANCIAL STATEMENTS

OTHER FINANCIAL INFORMATION

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2016



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

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INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Uncommon New York City Charter Schools

Report on the Financial Statements

We have audited the accompanying financial statements of Uncommon New York City Charter Schools which comprise the statement of financial position as of June 30, 2016, and the related statements of activities and changes in net assets, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Uncommon New York City Charter Schools as of June 30, 2016, 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.

Mengel, Metzger, Barw & Co. LLP

Rochester, New York
October 18, 2016

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2016

ASSETS

CURRENT ASSETS

Cash	\$ 20,045,644
Certificates of deposit	1,488,033
Grants and other receivables	3,251,506
Accounts receivable	1,478,683
Prepaid expenses and other current assets	<u>626,187</u>
TOTAL CURRENT ASSETS	26,890,053

PROPERTY AND EQUIPMENT, net 7,594,963

CASH IN ESCROW 375,433

TOTAL ASSETS \$ 34,860,449

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES

Accounts payable and accrued expenses	\$ 3,846,060
Deferred revenue	<u>1,500</u>
TOTAL CURRENT LIABILITIES	3,847,560

NET ASSETS

Unrestricted:	
Undesignated	25,238,889
Designated for stability fund	<u>5,774,000</u>
	<u>31,012,889</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 34,860,449</u>

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS
YEAR ENDED JUNE 30, 2016

Revenue, gains and other support:		
Public school district:		
Resident student enrollment		\$ 88,039,670
Students with disabilities		5,125,283
Grants and contracts:		
Federal - Title and IDEA		3,085,785
Federal - Other		<u>1,114,784</u>
	TOTAL REVENUE, GAINS AND OTHER SUPPORT	97,365,522
Expenses:		
Program services		
Regular education		78,279,531
Special education		<u>4,996,563</u>
	TOTAL PROGRAM SERVICES EXPENSES	83,276,094
General and administrative		<u>9,824,398</u>
	TOTAL OPERATING EXPENSES	<u>93,100,492</u>
	SURPLUS FROM SCHOOL OPERATIONS	4,265,030
Support and other revenue:		
Contributions:		
Foundations		1,958,620
Corporate		1,342
Miscellaneous income		<u>439,247</u>
	TOTAL SUPPORT AND OTHER REVENUE	<u>2,399,209</u>
	CHANGE IN NET ASSETS	6,664,239
Net assets at beginning of year		<u>24,348,650</u>
	NET ASSETS AT END OF YEAR	<u>\$ 31,012,889</u>

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2016

	No. of positions	Program Services			Support Services	
		Regular education	Special education	Total	Management and General	Total
Personnel services costs:						
Administrative staff personnel	178	\$ 11,233,133	\$ 717,008	\$ 11,950,141	\$ 3,673,865	\$ 15,624,006
Instructional personnel	454	35,539,092	2,268,453	37,807,545	-	37,807,545
Non-instructional personnel	9	240,386	15,344	255,730	179,592	435,322
Total salaries and staff	641	47,012,611	3,000,805	50,013,416	3,853,457	53,866,873
Fringe benefits and payroll taxes		6,681,222	426,461	7,107,683	593,167	7,700,850
Retirement		1,060,626	67,700	1,128,326	-	1,128,326
Management fees		6,609,800	421,902	7,031,702	1,240,891	8,272,593
Legal services		-	-	-	76,858	76,858
Accounting and audit services		-	-	-	180,827	180,827
Other professional and consulting services		2,160,423	137,899	2,298,322	161,487	2,459,809
Building rent		6,001	383	6,384	-	6,384
Repairs and maintenance		962,767	61,453	1,024,220	-	1,024,220
Insurance		-	-	-	808,596	808,596
Utilities		342,959	21,891	364,850	235,024	599,874
Supplies and materials		2,101,377	134,130	2,235,507	-	2,235,507
Equipment/Furnishings		335,288	21,401	356,689	226,118	582,807
Professional development		2,613,706	166,832	2,780,538	-	2,780,538
Marketing and recruitment		459,398	29,323	488,721	-	488,721
Technology		1,843,399	117,664	1,961,063	637,499	2,598,562
Food service		392,769	25,070	417,839	-	417,839
Student services		2,931,695	187,129	3,118,824	-	3,118,824
Office expense		624,372	39,853	664,225	1,601,848	2,266,073
Depreciation and amortization		2,135,860	136,331	2,272,191	22,221	2,294,412
Other		5,258	336	5,594	186,405	191,999
		<u>\$ 78,279,531</u>	<u>\$ 4,996,563</u>	<u>\$ 83,276,094</u>	<u>\$ 9,824,398</u>	<u>\$ 93,100,492</u>

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2016

CASH FLOWS - OPERATING ACTIVITIES

Change in net assets	\$ 6,664,239
Adjustments to reconcile change in net assets to net cash provided from operating activities:	
Bad debt expense	5,594
Depreciation and amortization	2,294,412
Changes in certain assets and liabilities affecting operations:	
Grants and contracts receivable	(2,051,285)
Accounts receivable	(1,247,479)
Prepaid expenses and other current assets	206,021
Accounts payable and accrued expenses	726,954
Deferred revenue	<u>1,500</u>
NET CASH PROVIDED FROM OPERATING ACTIVITIES	6,599,956

CASH FLOWS - INVESTING ACTIVITIES

Purchases of property and equipment	(4,700,692)
Sales of certificates of deposit	230,287
Cash in escrow	<u>(375,433)</u>
NET CASH USED FOR INVESTING ACTIVITIES	<u>(4,845,838)</u>

NET INCREASE IN CASH 1,754,118

Cash at beginning of year	<u>18,291,526</u>
CASH AT END OF YEAR	<u>\$ 20,045,644</u>

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

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2016

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

The Charter School

Uncommon New York City Charter Schools (the “Charter School”), is an educational corporation operating as a group of charter schools in the borough of Brooklyn, New York City. 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.

In December 2014, the Board of Trustees of Leadership Preparatory Bedford Stuyvesant Charter School approved a merger of the 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 Brownsville 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 was effective July 1, 2015. In conjunction with this merger, the individual charter schools named above were dissolved.

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, 2016.

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, 2016.

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.

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2016

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

Cont'd

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.

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 Deposits 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.

Certificates of deposit

Certificates of deposit represent certificates of deposit with maturities of twelve months or less. The School has certificates of deposit which mature in 2016. The fair value of the certificates of deposit was determined based on the original cost basis. In the normal course of business, the 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 certificates of deposit.

Grants and other receivables and accounts receivable

Grants and other receivables and accounts receivable 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, 2016.

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.

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2016

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

Cont'd

Cash in escrow

Cash is held by the Charter School as an escrow account in accordance with the terms of their charter agreement. The amount in escrow as of June 30, 2016 was \$375,433. The escrow account is restricted to fund legal and other costs should the Charter School cease operations and dissolve.

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.

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 year ended June 30, 2016 totaling \$419,439. Such in-kind contributions are included in miscellaneous income on the accompanying statement of activities and changes in net assets for the year ended June 30, 2016.

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.

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 18, 2016 which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted.

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2016

NOTE B: COMMITMENTS AND 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, 2015, 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 based on the number of years a given school within the Charter School is in operation, and ranges from 8% to 10%. The fee incurred for the year ended June 30, 2016 was approximately \$8,272,600. Included in accounts payable and accrued expenses at June 30, 2016 was approximately \$1,895,500 related to this fee due to USI.

The Charter School is related to Williamsburg Collegiate Charter School (“Williamsburg”) through common Board representation. As neither of the schools have an economic interest in the net assets of the other school, the facts do not require consolidation of this school with the Charter School in accordance with GAAP. See Note I regarding merger.

At June 30, 2016, there were certain related party receivables of approximately \$19,000, due from Williamsburg to the Charter School.

In November 2013, a wholly-owned subsidiary of USI was created, Uncommon Crown Heights, LLC (“Crown Heights”), to manage a high school facility shared between an unrelated charter school and Williamsburg Collegiate Charter School and the Charter School. All schools located in the shared high school entered into an administrative costs management agreement and advanced Crown Heights funds to operate the location. The Schools will be charged an annual service fee of 0.5% of the combined facility budget by Crown Heights. There was no fee charged for the year ended June 30, 2016. Actual expenses are tracked and allocated to each party based on metrics developed by management. Depending on the actual expenses incurred, a prepaid balance or payable could exist at any given time. At June 30, 2016 approximately \$70,000 was included in accounts payable and accrued expenses related to Crown Heights.

NOTE C: SCHOOL FACILITIES

The Charter School is located in various New York City Department of Education facilities. During the year ended June 30, 2016 the Charter School paid a fee to the New York City Department of Education for additional after-school and weekend usage amounting to approximately \$6,400. At June 30, 2016, the Board of Trustees has designated \$5,774,000 as a stability fund to meet future needs of the Charter School.

The Charter School’s high school occupies space with a related charter school per a verbal agreement with a third party at no charge. At June 30, 2016, the Charter School paid certain utility and maintenance services on a square footage basis amounting to approximately \$596,000.

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2016

NOTE D: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

Furniture and fixtures	\$ 1,233,723
Computer software	8,858,624
Leasehold improvements	<u>8,109,918</u>
	18,202,265
Less accumulated depreciation and amortization	<u>10,607,302</u>
	<u>\$ 7,594,963</u>

NOTE E: OPERATING LEASES

The Charter School leases office equipment under certain non-cancelable lease agreements expiring through June 2019. The future minimum payments on these agreements are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2017	\$ 417,837
2018	244,349
2019	<u>19,040</u>
	<u>\$ 681,226</u>

NOTE F: 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 year ended June 30, 2016 approximated \$1,128,300.

NOTE G: 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.

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2016

NOTE H: CONCENTRATIONS

At June 30, 2016 approximately 74% of grants and other receivables are due from New York State. At June 30, 2016 approximately 24% of grants and other receivables are due from a grantor.

During the year ended June 30, 2016, 96% of total revenue, gains and other 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.

NOTE I: MERGER

In December 2014, the Board of Trustees of Williamsburg approved a merger of Williamsburg and in February 2016, the Board of Regents of the University of the State of New York approved the merger into the Charter School. The merger is effective July 1, 2016.

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2016

NOTE J: PRIOR YEAR INFORMATION

As stated in Note A above, in December 2014, the Board of Trustees of Leadership Preparatory Bedford Stuyvesant Charter School approved a merger of the school, as the successor Charter School, under the name Uncommon New York City Charter Schools. Below is a summary of the opening balances, as of July 1, 2015, of the charter schools approved under this merger:

	<u>Brooklyn East Collegiate Charter School</u>	<u>Bedford Stuyvesant Collegiate Charter School</u>	<u>Brownsville Collegiate Charter School</u>	<u>Excellence Charter Schools</u>	<u>Ocean Hill Collegiate Charter School</u>	<u>Kings Collegiate Charter School</u>	<u>Leadership Preparatory Bedford Stuyvesant Charter School</u>	<u>Leadership Preparatory Brownsville Charter School</u>	<u>Leadership Preparatory Ocean Hill Charter School</u>	<u>Leadership Preparatory Canarsie Charter School</u>	<u>Total</u>
<u>ASSETS</u>											
<u>CURRENT ASSETS</u>											
Cash	\$ 810,338	\$ 1,514,238	\$ 1,308,123	\$ 5,126,509	\$ 423,058	\$ 2,091,688	\$ 2,598,952	\$ 2,029,932	\$ 2,340,627	\$ 48,061	\$ 18,291,526
Certificates of deposit	-	-	-	202,831	-	264,189	1,251,300	-	-	-	1,718,320
Grants and other receivables	87,113	94,666	100,214	339,573	106,308	95,226	88,881	122,279	72,925	329,774	1,436,959
Prepaid expenses and other current assets	<u>24,504</u>	<u>25,518</u>	<u>107,290</u>	<u>37,865</u>	<u>26,454</u>	<u>150,925</u>	<u>142,818</u>	<u>7,923</u>	<u>91,901</u>	<u>217,070</u>	<u>832,268</u>
TOTAL CURRENT ASSETS	921,955	1,634,422	1,515,627	5,706,778	555,820	2,602,028	4,081,951	2,160,134	2,505,453	594,905	22,279,073
<u>PROPERTY AND EQUIPMENT, net</u>	<u>352,506</u>	<u>727,804</u>	<u>550,733</u>	<u>812,576</u>	<u>294,042</u>	<u>353,938</u>	<u>411,612</u>	<u>702,701</u>	<u>558,709</u>	<u>424,062</u>	<u>5,188,683</u>
TOTAL ASSETS	<u>\$ 1,274,461</u>	<u>\$ 2,362,226</u>	<u>\$ 2,066,360</u>	<u>\$ 6,519,354</u>	<u>\$ 849,862</u>	<u>\$ 2,955,966</u>	<u>\$ 4,493,563</u>	<u>\$ 2,862,835</u>	<u>\$ 3,064,162</u>	<u>\$ 1,018,967</u>	<u>\$ 27,467,756</u>
<u>LIABILITIES AND NET ASSETS</u>											
<u>CURRENT LIABILITIES</u>											
Accounts payable and accrued expenses	<u>200,496</u>	<u>282,174</u>	<u>301,725</u>	<u>652,094</u>	<u>304,140</u>	<u>227,533</u>	<u>410,393</u>	<u>241,686</u>	<u>314,263</u>	<u>184,602</u>	<u>3,119,106</u>
TOTAL CURRENT LIABILITIES	200,496	282,174	301,725	652,094	304,140	227,533	410,393	241,686	314,263	184,602	3,119,106
<u>NET ASSETS</u>											
Unrestricted:											
Undesignated	813,965	1,215,052	1,029,635	5,867,260	305,722	1,459,433	2,952,912	2,071,149	2,139,899	719,365	18,574,392
Designated for stability fund	260,000	865,000	735,000	-	240,000	1,269,000	1,130,000	550,000	610,000	115,000	5,774,000
Temporarily restricted	-	-	-	-	-	-	258	-	-	-	258
	<u>1,073,965</u>	<u>2,080,052</u>	<u>1,764,635</u>	<u>5,867,260</u>	<u>545,722</u>	<u>2,728,433</u>	<u>4,083,170</u>	<u>2,621,149</u>	<u>2,749,899</u>	<u>834,365</u>	<u>24,348,650</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 1,274,461</u>	<u>\$ 2,362,226</u>	<u>\$ 2,066,360</u>	<u>\$ 6,519,354</u>	<u>\$ 849,862</u>	<u>\$ 2,955,966</u>	<u>\$ 4,493,563</u>	<u>\$ 2,862,835</u>	<u>\$ 3,064,162</u>	<u>\$ 1,018,967</u>	<u>\$ 27,467,756</u>

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

OTHER FINANCIAL INFORMATION

INDEPENDENT AUDITOR'S REPORT ON OTHER FINANCIAL INFORMATION

Board of Trustees
Uncommon New York City Charter Schools

We have audited the financial statements of Uncommon New York City Charter Schools as of and for the year ended June 30, 2016, and we have issued our report thereon dated October 18, 2016, which expressed 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 2016 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, 2016, as a whole.

Mengel, Metzger, Barr & Co. LLP

Rochester, New York
October 18, 2016

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

COMBINING SCHEDULE OF ACTIVITIES

YEAR ENDED JUNE 30, 2016

	Bedford Stuyvesant	Brooklyn East	Brownsville	Ocean Hill	King's Collegiate			Excellence Boys		
	Collegiate Middle School	Collegiate Middle School	Collegiate Middle School	Collegiate Middle School	Elementary School	Middle School	Total	Elementary School	Middle School	Total
Revenue, gains and other support:										
Public school district:										
Resident student enrollment	\$ 4,527,007	\$ 4,439,966	\$ 4,559,466	\$ 4,412,502	\$ -	\$ 4,614,543	\$ 4,614,543	\$ 6,177,619	\$ 4,026,447	\$ 10,204,066
Students with disabilities	494,699	344,169	588,853	465,472	-	433,003	433,003	215,530	374,300	589,830
Grants and contracts:										
Federal - Title and IDEA	197,512	142,867	196,308	134,238	-	215,469	215,469	311,658	143,988	455,646
Federal - Other	67,845	48,425	75,786	77,843	-	75,106	75,106	110,207	4,347	114,554
TOTAL REVENUE, GAINS AND OTHER SUPPORT	5,287,063	4,975,427	5,420,413	5,090,055	-	5,338,121	5,338,121	6,815,014	4,549,082	11,364,096
Personnel services costs:										
Administrative staff personnel	857,159	845,620	877,169	679,431	2,556	943,290	945,846	902,851	740,141	1,642,992
Instructional personnel	2,127,945	1,842,389	1,836,576	2,284,110	-	1,841,283	1,841,283	2,539,879	1,836,541	4,376,420
Non-instructional personnel	-	-	128,808	-	-	-	-	217,582	88,932	306,514
TOTAL STAFF AND SALARIES	2,985,104	2,688,009	2,842,553	2,963,541	2,556	2,784,573	2,787,129	3,660,312	2,665,614	6,325,926
Fringe benefits and payroll taxes	446,578	390,862	412,044	458,713	233	390,949	391,182	551,252	374,271	925,523
Retirement	63,518	69,699	61,876	72,956	-	61,930	61,930	72,015	39,940	111,955
Management fees	417,537	418,795	427,570	426,038	-	421,041	421,041	536,385	363,579	899,964
Legal services	542	7,246	9,813	5,269	-	3,498	3,498	9,840	10,370	20,210
Accounting and audit services	14,382	12,442	17,142	8,182	-	14,527	14,527	20,804	12,754	33,558
Other professional and consulting services	127,828	120,616	120,714	110,679	115	179,261	179,376	223,647	131,629	355,276
Building rent	247	247	247	247	-	427	427	-	247	247
Repairs and maintenance	21,849	10,188	- 8,237	2,655	-	25,816	25,816	353,166	169,375	522,541
Insurance	37,656	22,566	37,073	39,217	-	38,587	38,587	102,104	63,342	165,446
Utilities	9,555	16,123	16,566	13,693	-	16,556	16,556	117,471	81,316	198,787
Supplies and materials	96,809	121,176	76,973	130,529	-	62,636	62,636	271,571	112,036	383,607
Equipment/Furnishings	14,923	8,479	14,402	7,833	-	3,528	3,528	39,366	46,603	85,969
Professional development	137,516	115,358	113,898	125,812	1,492	122,028	123,520	290,205	151,912	442,117
Marketing and recruitment	24,620	29,686	29,326	18,139	925	22,734	23,659	37,060	24,340	61,400
Technology	146,413	127,832	137,709	136,119	-	138,271	138,271	151,721	89,383	241,104
Food service	23,755	15,478	(5,808)	10,117	-	2,665	2,665	70,599	9,669	80,268
Student services	232,511	363,766	214,829	251,317	-	293,112	293,112	81,449	151,837	233,286
Office expense	144,772	135,181	136,593	158,635	-	105,324	105,324	139,480	100,836	240,316
Depreciation and amortization	124,376	74,660	116,046	93,387	-	109,213	109,213	162,480	55,951	218,431
Other	26,226	6,050	9,809	10,869	-	8,840	8,840	26,452	2,412	28,864
TOTAL EXPENSES	5,096,717	4,754,459	4,797,612	5,043,947	5,321	4,805,516	4,810,837	6,917,379	4,657,416	11,574,795
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	190,346	220,968	622,801	46,108	(5,321)	532,605	527,284	(102,365)	(108,334)	(210,699)
Support and other revenue:										
Contributions:										
Foundations	-	-	-	-	-	-	-	-	-	-
Corporate	-	-	-	-	-	-	-	78	-	78
Miscellaneous income	20,267	23,172	14,566	51,173	-	23,521	23,521	28,957	18,871	47,828
TOTAL SUPPORT AND OTHER REVENUE	20,267	23,172	14,566	51,173	-	23,521	23,521	29,035	18,871	47,906
CHANGE IN NET ASSETS	\$ 210,613	\$ 244,140	\$ 637,367	\$ 97,281	\$ (5,321)	\$ 556,126	\$ 550,805	\$ (73,330)	\$ (89,463)	\$ (162,793)

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

COMBINING SCHEDULE OF ACTIVITIES, Cont'd

YEAR ENDED JUNE 30, 2016

	Excellence Girls			Leadership Preparatory Bedford Stuyvesant			Leadership Preparatory Brownsville		
	Elementary School	Middle School	Total	Elementary School	Middle School	Total	Elementary School	Middle School	Total
Revenue, gains and other support:									
Public school district:									
Resident student enrollment	\$ 6,264,664	\$ 3,493,341	\$ 9,758,005	\$ 6,183,431	\$ 4,211,979	\$ 10,395,410	\$ 5,835,022	\$ 3,506,044	\$ 9,341,066
Students with disabilities	150,260	125,210	275,470	74,808	218,969	293,777	157,408	301,570	458,978
Grants and contracts:									
Federal - Title and IDEA	367,597	10,188	377,785	394,310	17,582	411,892	282,013	40,090	322,103
Federal - Other	62,789	57,193	119,982	52,367	34,646	87,013	55,815	44,160	99,975
TOTAL REVENUE, GAINS AND OTHER SUPPORT	6,845,310	3,685,932	10,531,242	6,704,916	4,483,176	11,188,092	6,330,258	3,891,864	10,222,122
Personnel services costs:									
Administrative staff personnel	723,056	666,043	1,389,099	784,962	853,782	1,638,744	994,627	655,648	1,650,275
Instructional personnel	2,579,710	1,447,576	4,027,286	2,301,718	1,737,342	4,039,060	2,443,429	1,594,880	4,038,309
Non-instructional personnel	-	-	-	-	-	-	-	-	-
TOTAL STAFF AND SALARIES	3,302,766	2,113,619	5,416,385	3,086,680	2,591,124	5,677,804	3,438,056	2,250,528	5,688,584
Fringe benefits and payroll taxes	480,036	286,835	766,871	571,643	186,674	758,317	484,624	307,729	792,353
Retirement	56,428	51,415	107,843	52,720	63,761	116,481	57,316	36,802	94,118
Management fees	542,602	362,874	905,476	532,204	378,125	910,329	500,916	384,770	885,686
Legal services	1,313	2,924	4,237	3,108	2,659	5,767	2,141	1,003	3,144
Accounting and audit services	549	5,729	6,278	7,527	9,293	16,820	(3,204)	7,023	3,819
Other professional and consulting services	116,659	90,384	207,043	126,552	106,604	233,153	119,957	105,789	225,746
Building rent	-	247	247	-	247	247	-	247	247
Repairs and maintenance	770	15,199	15,969	32,338	14,999	47,337	19,285	4,657	23,942
Insurance	50,373	29,145	79,518	53,385	38,698	92,083	43,288	29,144	72,432
Utilities	1,309	10,778	12,087	10,592	9,937	20,529	11,174	9,576	20,750
Supplies and materials	162,969	50,603	213,572	161,761	98,966	260,727	130,205	78,964	209,169
Equipment/Furnishings	11,932	62,844	74,776	40,632	24,350	64,982	20,101	39,944	60,045
Professional development	175,923	93,654	269,577	191,122	129,317	320,439	205,789	106,698	312,487
Marketing and recruitment	28,414	22,752	51,166	36,576	33,350	69,926	23,292	28,156	51,448
Technology	119,284	163,002	282,286	111,024	103,318	214,342	143,832	160,505	304,337
Food service	69,016	13,643	82,659	48,724	13,360	62,084	37,037	10,664	47,701
Student services	86,404	170,477	256,881	77,664	318,319	395,983	69,041	130,192	199,233
Office expense	139,720	107,827	247,547	87,977	108,357	196,334	109,105	114,979	224,084
Depreciation and amortization	119,825	129,319	249,144	136,035	99,048	235,083	154,445	105,485	259,930
Other	10,016	10,311	20,327	30,373	1,659	32,032	6,760	7,651	14,411
TOTAL EXPENSES	5,476,308	3,793,581	9,269,889	5,398,637	4,332,162	9,730,799	5,573,160	3,920,506	9,493,666
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	1,369,002	(107,649)	1,261,353	1,306,279	151,014	1,457,293	757,098	(28,642)	728,456
Support and other revenue:									
Contributions:									
Foundations	-	7,500	7,500	-	-	-	-	-	-
Corporate	864	-	864	400	-	400	-	-	-
Miscellaneous income	29,002	15,717	44,719	32,765	19,478	52,243	27,197	16,307	43,504
TOTAL SUPPORT AND OTHER REVENUE	29,866	23,217	53,083	33,165	19,478	52,643	27,197	16,307	43,504
CHANGE IN NET ASSETS	\$ 1,398,868	\$ (84,432)	\$ 1,314,436	\$ 1,339,444	\$ 170,492	\$ 1,509,936	\$ 784,295	\$ (12,335)	\$ 771,960

UNCOMMON NEW YORK CITY CHARTER SCHOOLS

COMBINING SCHEDULE OF ACTIVITIES, Cont'd

YEAR ENDED JUNE 30, 2016

	Leadership Preparatory Ocean Hill			Leadership Preparatory Canarsie			Uncommon Charter High School	Uncommon Collegiate Charter High School	Uncommon Preparatory Charter High School	Total
	Elementary School	Middle School	Total	Elementary School	Middle School	Total				
Revenue, gains and other support:										
Public school district:										
Resident student enrollment	\$ 6,236,271	\$ 3,505,578	\$ 9,741,849	\$ 3,233,076	\$ 3,562,055	\$ 6,795,131	\$ 3,482,768	\$ 3,676,250	\$ 2,091,641	\$ 88,039,670
Students with disabilities	150,769	235,770	386,539	37,830	299,700	337,530	185,524	158,188	113,251	5,125,283
Grants and contracts:										
Federal - Title and IDEA	308,295	83,724	392,019	3,063	206,774	209,837	14,529	11,932	3,648	3,085,785
Federal - Other	40,154	37,073	77,227	67,810	58,873	126,683	39,344	59,045	45,956	1,114,784
TOTAL REVENUE, GAINS AND OTHER SUPPORT	6,735,489	3,862,145	10,597,634	3,341,779	4,127,402	7,469,181	3,722,165	3,905,415	2,254,496	97,365,522
Personnel services costs:										
Administrative staff personnel	771,936	670,403	1,442,339	614,620	724,350	1,338,970	607,443	1,108,465	600,454	15,624,006
Instructional personnel	2,431,098	1,455,939	3,887,037	1,493,129	1,432,068	2,925,197	1,639,346	1,948,603	993,984	37,807,545
Non-instructional personnel	-	-	-	-	-	-	-	-	-	435,322
TOTAL STAFF AND SALARIES	3,203,034	2,126,342	5,329,376	2,107,749	2,156,418	4,264,167	2,246,789	3,057,068	1,594,438	53,866,873
Fringe benefits and payroll taxes	461,397	269,678	731,075	290,187	303,980	594,167	359,670	455,153	218,342	7,700,850
Retirement	53,878	50,749	104,627	43,664	54,796	98,460	57,767	69,933	37,163	1,128,326
Management fees	569,103	382,507	951,610	327,397	406,853	734,250	288,038	365,405	220,854	8,272,593
Legal services	773	992	1,765	1,779	5,929	7,708	3,022	2,031	2,606	76,858
Accounting and audit services	9,015	11,305	20,320	10,340	9,979	20,319	3,764	2,437	6,837	180,827
Other professional and consulting services	102,285	90,220	192,505	91,209	97,855	189,064	147,990	124,606	125,213	2,459,809
Building rent	-	247	247	3,372	362	3,734	-	-	-	6,384
Repairs and maintenance	4,243	9,826	14,069	4,169	14,210	18,379	270,257	456	42,525	1,024,220
Insurance	44,688	26,645	71,333	24,944	16,133	41,077	55,482	36,451	19,675	808,596
Utilities	10,549	1,785	12,334	15,998	16,537	32,535	200,228	10,757	19,374	599,874
Supplies and materials	136,111	57,579	193,690	122,532	46,150	168,682	93,658	126,267	98,012	2,235,507
Equipment/Furnishings	5,778	30,984	36,762	66,557	38,515	105,072	7,696	53,887	44,453	582,807
Professional development	167,113	115,243	282,356	96,178	102,347	198,525	87,987	172,196	78,750	2,780,538
Marketing and recruitment	26,693	24,027	50,720	21,734	20,954	42,688	10,781	14,613	10,549	488,721
Technology	91,668	100,371	192,039	114,075	117,892	231,967	107,353	225,509	113,281	2,598,562
Food service	36,990	18,070	55,060	24,697	12,563	37,260	3,517	-	3,083	417,839
Student services	65,955	223,679	289,634	16,588	143,138	159,726	76,284	100,140	52,122	3,118,824
Office expense	144,576	93,716	238,292	66,581	92,528	159,109	76,915	127,688	75,283	2,266,073
Depreciation and amortization	104,696	104,114	208,810	164,064	113,711	277,775	49,894	166,710	110,953	2,294,412
Other	3,105	16,925	20,030	2,458	3,387	5,845	2,278	3,253	3,165	191,999
TOTAL EXPENSES	5,241,650	3,755,004	8,996,654	3,616,272	3,774,237	7,390,509	4,149,370	5,114,560	2,876,678	93,100,492
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	1,493,839	107,141	1,600,980	(274,493)	353,165	78,672	(427,205)	(1,209,145)	(622,182)	4,265,030
Support and other revenue:										
Contributions:										
Foundations	-	-	-	-	3,000	3,000	493,120	915,000	540,000	1,958,620
Corporate	-	-	-	-	-	-	-	-	-	1,342
Miscellaneous income	28,163	15,799	43,962	6,787	7,409	14,196	26,554	14,113	19,429	439,247
TOTAL SUPPORT AND OTHER REVENUE	28,163	15,799	43,962	6,787	10,409	17,196	519,674	929,113	559,429	2,399,209
CHANGE IN NET ASSETS	\$ 1,522,002	\$ 122,940	\$ 1,644,942	\$ (267,706)	\$ 363,574	\$ 95,868	\$ 92,469	\$ (280,032)	\$ (62,753)	\$ 6,664,239



GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

TEMPLATE TABS

1- GRAY tab contains the Instructions

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

2- BLUE tabs require input of information

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

CELL COLORS & GUIDANCE COMMENTS

 = Enter information into the light BLUE shaded cells.

 = Cells labeled in ORANGE 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 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
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ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Leadership Preparatory Canarsie Charter School -

SCHOOL

Name:	Leadership Preparatory Canarsie Charter School
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CONTACT INFORMATION -

Contact Name:	Michael Good
Contact Title:	Senior Associate Director of Finance
Contact Email:	
Contact Phone:	

REPORT PERIOD -

Current Academic Year:	2016-17
Prior Academic Year:	Err:508

POSTER SCHOOL

STAFFING PLAN F

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

***NOTE:** If there are NO budget revisions at the time of quarterly submittal leave blank. If budget revisions ARE made, the entire "REVISED" budget columns for the affected

ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR Err:508 ACTUAL	ANNUAL BUDGETED FTE				
		Q1		Q2		Q3
		Original	Revised	Original	Revised	Original
Executive Management						
Instructional Management		2.0		2.0		2.0
Deans, Directors & Coordinators		9.0		9.0		9.0
CFO / Director of Finance						
Operation / Business Manager						
Administrative Staff		5.3		5.3		5.3
TOTAL ADMINISTRATIVE STAFF	0.0	16.3	0.0	16.3	0.0	16.3

INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR Err:508 ACTUAL	ANNUAL BUDGETED FTE				
		Q1		Q2		Q3
		Original	Revised	Original	Revised	Original
Teachers - Regular		44.0		44.0		44.0
Teachers - SPED		5.0		5.0		5.0
Substitute Teachers						
Teaching Assistants		3.0		3.0		3.0
Specialty Teachers		3.0		3.0		3.0
Aides						
Therapists & Counselors		2.0		2.0		2.0
Other						
TOTAL INSTRUCTIONAL	0.0	57.0	0.0	57.0	0.0	57.0

NON INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR Err:508 ACTUAL	ANNUAL BUDGETED FTE				
		Q1		Q2		Q3
		Original	Revised	Original	Revised	Original
Nurse						
Librarian						
Custodian						
Security						
Other						
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	0.0

TOTAL PERSONNEL SERVICE FTE	0.0	73.3	0.0	73.3	0.0	73.3
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**TORY CANARSIE CHARTER SCHOOL
2016-17**

FULL TIME EQUIVALENT ("FTE")

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

The 'REVISED' Column(s) COMPLETELY BLANK. The quarter(s) must be completed on tabs 2, 3

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

ADMINISTRATIVE PERSONNEL FTE			
	3	Q4	
	Revised	Original	Revised
Executive Management			
Instructional Management		2.0	
Deans, Directors & Coordinators		9.0	
CFO / Director of Finance			
Operation / Business Manager			
Administrative Staff		5.3	
TOTAL ADMINISTRATIVE STAFF	0.0	16.3	0.0

ACTUAL QUARTERLY FTE			
Q1	Q2	Q3	Q4
Actual	Actual	Actual	Actual
0.0	0.0	0.0	0.0

INSTRUCTIONAL PERSONNEL FTE			
	3	Q4	
	Revised	Original	Revised
Teachers - Regular		44.0	
Teachers - SPED		5.0	
Substitute Teachers			
Teaching Assistants		3.0	
Specialty Teachers		3.0	
Aides			
Therapists & Counselors		2.0	
Other			
TOTAL INSTRUCTIONAL	0.0	57.0	0.0

ACTUAL QUARTERLY FTE			
Q1	Q2	Q3	Q4
Actual	Actual	Actual	Actual
0.0	0.0	0.0	0.0

NON INSTRUCTIONAL PERSONNEL FTE			
	3	Q4	
	Revised	Original	Revised
Nurse			
Librarian			
Custodian			
Security			
Other			
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0

ACTUAL QUARTERLY FTE			
Q1	Q2	Q3	Q4
Actual	Actual	Actual	Actual
0.0	0.0	0.0	0.0

TOTAL PERSONNEL SERVICE FTE	0.0	73.3	0.0
------------------------------------	-----	------	-----

0.0	0.0	0.0	0.0
-----	-----	-----	-----

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

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

ADMINISTRATIVE PERSONNEL FTE	Description of Assumptions
Executive Management	
Instructional Management	
Deans, Directors & Coordinators	
CFO / Director of Finance	
Operation / Business Manager	
Administrative Staff	
TOTAL ADMINISTRATIVE STAFF	

INSTRUCTIONAL PERSONNEL FTE	Description of Assumptions
Teachers - Regular	
Teachers - SPED	
Substitute Teachers	
Teaching Assistants	
Specialty Teachers	
Aides	
Therapists & Counselors	
Other	
TOTAL INSTRUCTIONAL	

NON INSTRUCTIONAL PERSONNEL FTE	Description of Assumptions
Nurse	
Librarian	
Custodian	
Security	
Other	
TOTAL NON-INSTRUCTIONAL	

TOTAL PERSONNEL SERVICE FTE	
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LEADERSHIP PREPARATORY CANARSIE CHAR
Budget / Operating Plan -
2016-17 -

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	2,482,379	#NAME?	#NAME?	2,482,379	#NAME?	#NAME?	2,482,379
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	660	-	-	660	-	-	660

	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	Err:508	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Avg. No. of Positions

Executive Management	-			#NAME?			#NAME?		
Instructional Management	2.00	60,118		#NAME?	60,118		#NAME?	60,118	
Deans, Directors & Coordinators	9.00	199,174		#NAME?	199,174		#NAME?	199,174	
CFO / Director of Finance	-			#NAME?			#NAME?		
Operation / Business Manager	-			#NAME?			#NAME?		
Administrative Staff	5.25	73,750		#NAME?	73,750		#NAME?	73,750	
TOTAL ADMINISTRATIVE STAFF	16.25	-	333,042	-	#NAME?	333,042	-	#NAME?	333,042

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	44.00	786,399		#NAME?	786,399		#NAME?	786,399	
Teachers - SPED	5.00	86,152		#NAME?	86,152		#NAME?	86,152	
Substitute Teachers	-			#NAME?			#NAME?		
Teaching Assistants	3.00	37,900		#NAME?	37,900		#NAME?	37,900	
Specialty Teachers	3.00	51,812		#NAME?	51,812		#NAME?	51,812	
Aides	-			#NAME?			#NAME?		
Therapists & Counselors	2.00	38,569		#NAME?	38,569		#NAME?	38,569	
Other	-	51,762		#NAME?	51,762		#NAME?	51,762	
TOTAL INSTRUCTIONAL	57.00	-	1,052,594	-	#NAME?	1,052,594	-	#NAME?	1,052,594

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-			#NAME?			#NAME?		
Librarian	-			#NAME?			#NAME?		
Custodian	-			#NAME?			#NAME?		
Security	-			#NAME?			#NAME?		
Other	-	17,688		#NAME?	17,688		#NAME?	17,688	
TOTAL NON-INSTRUCTIONAL	-	-	17,688	-	#NAME?	17,688	-	#NAME?	17,688

SUBTOTAL PERSONNEL SERVICE COSTS

73.25	-	1,403,323	-	#NAME?	1,403,323	-	#NAME?	1,403,323
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PAYROLL TAXES AND BENEFITS

Payroll Taxes		109,854		#NAME?	109,854		#NAME?	109,854	
Fringe / Employee Benefits		96,503		#NAME?	96,503		#NAME?	96,503	
Retirement / Pension		41,569		#NAME?	41,569		#NAME?	41,569	
TOTAL PAYROLL TAXES AND BENEFITS	-	-	247,926	-	#NAME?	247,926	-	#NAME?	247,926

TOTAL PERSONNEL SERVICE COSTS

73.25	-	1,651,248	-	#NAME?	1,651,248	-	#NAME?	1,651,248
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CONTRACTED SERVICES

Accounting / Audit		2,500		#NAME?	2,500		#NAME?	2,500	
Legal		1,125		#NAME?	1,125		#NAME?	1,125	
Management Company Fee		237,977		#NAME?	237,977		#NAME?	237,977	
Nurse Services		250		#NAME?	250		#NAME?	250	
Food Service / School Lunch				#NAME?			#NAME?		
Payroll Services				#NAME?			#NAME?		
Special Ed Services				#NAME?			#NAME?		
Titlement Services (i.e. Title I)				#NAME?			#NAME?		
Other Purchased / Professional / Consulting		117,638		#NAME?	117,638		#NAME?	117,638	
TOTAL CONTRACTED SERVICES	-	-	359,490	-	#NAME?	359,490	-	#NAME?	359,490

		TER SCHOOL				
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		#NAME?	#NAME?	2,482,379	#NAME?	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		-	-	660	-	-
		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		-	#NAME?			#NAME?
Instructional Management		2.00	#NAME?	60,118		#NAME?
Deans, Directors & Coordinators		9.00	#NAME?	199,174		#NAME?
CFO / Director of Finance		-	#NAME?			#NAME?
Operation / Business Manager		-	#NAME?			#NAME?
Administrative Staff		5.25	#NAME?	73,750		#NAME?
TOTAL ADMINISTRATIVE STAFF		16.25	-	333,042	-	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular		44.00	#NAME?	786,399		#NAME?
Teachers - SPED		5.00	#NAME?	86,152		#NAME?
Substitute Teachers		-	#NAME?			#NAME?
Teaching Assistants		3.00	#NAME?	37,900		#NAME?
Specialty Teachers		3.00	#NAME?	51,812		#NAME?
Aides		-	#NAME?			#NAME?
Therapists & Counselors		2.00	#NAME?	38,569		#NAME?
Other		-	#NAME?	51,762		#NAME?
TOTAL INSTRUCTIONAL		57.00	-	1,052,594	-	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse		-	#NAME?			#NAME?
Librarian		-	#NAME?			#NAME?
Custodian		-	#NAME?			#NAME?
Security		-	#NAME?			#NAME?
Other		-	#NAME?	17,688		#NAME?
TOTAL NON-INSTRUCTIONAL		-	-	17,688	-	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS		73.25	-	1,403,323	-	#NAME?
PAYROLL TAXES AND BENEFITS						
Payroll Taxes			#NAME?	109,854		#NAME?
Fringe / Employee Benefits			#NAME?	96,503		#NAME?
Retirement / Pension			#NAME?	41,569		#NAME?
TOTAL PAYROLL TAXES AND BENEFITS			-	247,926	-	#NAME?
TOTAL PERSONNEL SERVICE COSTS		73.25	-	1,651,248	-	#NAME?
CONTRACTED SERVICES						
Accounting / Audit			#NAME?	2,500		#NAME?
Legal			#NAME?	1,125		#NAME?
Management Company Fee			#NAME?	237,977		#NAME?
Nurse Services			#NAME?	250		#NAME?
Food Service / School Lunch			#NAME?			#NAME?
Payroll Services			#NAME?			#NAME?
Special Ed Services			#NAME?			#NAME?
Titlement Services (i.e. Title I)			#NAME?			#NAME?
Other Purchased / Professional / Consulting			#NAME?	117,638		#NAME?
TOTAL CONTRACTED SERVICES			-	359,490	-	#NAME?

		TER SCHOOL				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Total Expenses	#NAME?	#NAME?	2,482,379	#NAME?	#NAME?	
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Actual Student Enrollment	-	-	660	-	-	
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Revised Budget	Variance	Original Budget	Revised Budget	
					Variance	
SCHOOL OPERATIONS						
Board Expenses		#NAME?	226		#NAME?	
Classroom / Teaching Supplies & Materials		#NAME?	38,507		#NAME?	
Special Ed Supplies & Materials		#NAME?	2,500		#NAME?	
Textbooks / Workbooks		#NAME?	6,500		#NAME?	
Supplies & Materials other		#NAME?			#NAME?	
Equipment / Furniture		#NAME?			#NAME?	
Telephone		#NAME?			#NAME?	
Technology		#NAME?	126,410		#NAME?	
Student Testing & Assessment		#NAME?	9,359		#NAME?	
Field Trips		#NAME?	2,250		#NAME?	
Transportation (student)		#NAME?	1,750		#NAME?	
Student Services - other		#NAME?	2,279		#NAME?	
Office Expense		#NAME?			#NAME?	
Staff Development		#NAME?	70,669		#NAME?	
Staff Recruitment		#NAME?	5,250		#NAME?	
Student Recruitment / Marketing		#NAME?	5,052		#NAME?	
School Meals / Lunch		#NAME?	15,186		#NAME?	
Travel (Staff)		#NAME?			#NAME?	
Fundraising		#NAME?			#NAME?	
Other		#NAME?	131,380		#NAME?	
TOTAL SCHOOL OPERATIONS	-	#NAME?	417,316	-	#NAME?	
FACILITY OPERATION & MAINTENANCE						
Insurance		#NAME?			#NAME?	
Janitorial		#NAME?	1,281		#NAME?	
Building and Land Rent / Lease / Facility Finance Interest		#NAME?	31,640.63		#NAME?	
Repairs & Maintenance		#NAME?	4,025		#NAME?	
Equipment / Furniture		#NAME?	17,377		#NAME?	
Security		#NAME?			#NAME?	
Utilities		#NAME?			#NAME?	
TOTAL FACILITY OPERATION & MAINTENANCE	-	#NAME?	54,324	-	#NAME?	
DEPRECIATION & AMORTIZATION						
		#NAME?			#NAME?	
RESERVES / CONTINGENCY						
		#NAME?			#NAME?	
TOTAL EXPENSES	-	#NAME?	2,482,379	-	#NAME?	
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	

		LEADERSHIP PREPARATORY CANA Budget / Operating Plan 2016-17				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Total Expenses	9,929,516	#NAME?	#NAME?	(9,929,516)	#NAME?	
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Actual Student Enrollment						
		Total Year			VARIANCE	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
REVENUE						
REVENUES FROM STATE SOURCES		2016-17				
Per Pupil Revenue		Per Pupil Rate				
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	
ALL OTHER School Districts: (Weighted Avg)	#N/A	#N/A	#NAME?	#NAME?	#N/A	
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Special Education Revenue	457,160	#NAME?	#NAME?	457,160	#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?	#NAME?	
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs	11,158	#NAME?	#NAME?	11,158	#NAME?	
Title I	283,250	#NAME?	#NAME?	283,250	#NAME?	
Title Funding - Other	10,702	#NAME?	#NAME?	10,702	#NAME?	
School Food Service (Free Lunch)	-	#NAME?	#NAME?	-	#NAME?	
Grants						
Charter School Program (CSP) Planning & Implementation	-	#NAME?	#NAME?	-	#NAME?	
Other	-	#NAME?	#NAME?	-	#NAME?	
Other	107,220	#NAME?	#NAME?	107,220	#NAME?	
TOTAL REVENUE FROM FEDERAL SOURCES	412,330	#NAME?	#NAME?	412,330	#NAME?	
LOCAL and OTHER REVENUE						
Contributions and Donations	-	#NAME?	#NAME?	-	#NAME?	
Fundraising	-	#NAME?	#NAME?	-	#NAME?	
Erate Reimbursement	-	#NAME?	#NAME?	-	#NAME?	
Earnings on Investments	-	#NAME?	#NAME?	-	#NAME?	
Interest Income	-	#NAME?	#NAME?	-	#NAME?	
Food Service (Income from meals)	-	#NAME?	#NAME?	-	#NAME?	
Text Book	-	#NAME?	#NAME?	-	#NAME?	
OTHER	-	#NAME?	#NAME?	-	#NAME?	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	#NAME?	#NAME?	-	#NAME?	
TOTAL REVENUE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	

LEADERSHIP PREPARATORY CANA
Budget / Operating Plan -
2016-17 -

Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		9,929,516	#NAME?	#NAME?	(9,929,516)
Net Income		#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment					
		Total Year		VARIANCE	
		Original Budget	Revised Budget	Variance	
				Original Budget vs. PY Budget	Revised Budget vs. PY Budget
EXPENSES					
ADMINISTRATIVE STAFF PERSONNEL COSTS					
	Avg. No. of Positions				
Executive Management	-	-	#NAME?	#NAME?	-
Instructional Management	2.00	240,470	#NAME?	#NAME?	(240,470)
Deans, Directors & Coordinators	9.00	796,696	#NAME?	#NAME?	(796,696)
CFO / Director of Finance	-	-	#NAME?	#NAME?	-
Operation / Business Manager	-	-	#NAME?	#NAME?	-
Administrative Staff	5.25	295,000	#NAME?	#NAME?	(295,000)
TOTAL ADMINISTRATIVE STAFF	16.25	1,332,166	#NAME?	#NAME?	(1,332,166)
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	44.00	3,145,596	#NAME?	#NAME?	(3,145,596)
Teachers - SPED	5.00	344,607	#NAME?	#NAME?	(344,607)
Substitute Teachers	-	-	#NAME?	#NAME?	-
Teaching Assistants	3.00	151,600	#NAME?	#NAME?	(151,600)
Specialty Teachers	3.00	207,248	#NAME?	#NAME?	(207,248)
Aides	-	-	#NAME?	#NAME?	-
Therapists & Counselors	2.00	154,278	#NAME?	#NAME?	(154,278)
Other	-	207,046	#NAME?	#NAME?	(207,046)
TOTAL INSTRUCTIONAL	57.00	4,210,375	#NAME?	#NAME?	(4,210,375)
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	-	-	#NAME?	#NAME?	-
Librarian	-	-	#NAME?	#NAME?	-
Custodian	-	-	#NAME?	#NAME?	-
Security	-	-	#NAME?	#NAME?	-
Other	-	70,750	#NAME?	#NAME?	(70,750)
TOTAL NON-INSTRUCTIONAL	-	70,750	#NAME?	#NAME?	(70,750)
SUBTOTAL PERSONNEL SERVICE COSTS	73.25	5,613,291	#NAME?	#NAME?	(5,613,291)
PAYROLL TAXES AND BENEFITS					
Payroll Taxes		439,416	#NAME?	#NAME?	(439,416)
Fringe / Employee Benefits		386,011	#NAME?	#NAME?	(386,011)
Retirement / Pension		166,276	#NAME?	#NAME?	(166,276)
TOTAL PAYROLL TAXES AND BENEFITS		991,703	#NAME?	#NAME?	(991,703)
TOTAL PERSONNEL SERVICE COSTS	73.25	6,604,994	#NAME?	#NAME?	(6,604,994)
CONTRACTED SERVICES					
Accounting / Audit		10,000	#NAME?	#NAME?	(10,000)
Legal		4,500	#NAME?	#NAME?	(4,500)
Management Company Fee		951,909	#NAME?	#NAME?	(951,909)
Nurse Services		1,000	#NAME?	#NAME?	(1,000)
Food Service / School Lunch		-	#NAME?	#NAME?	-
Payroll Services		-	#NAME?	#NAME?	-
Special Ed Services		-	#NAME?	#NAME?	-
Titlement Services (i.e. Title I)		-	#NAME?	#NAME?	-
Other Purchased / Professional / Consulting		470,553	#NAME?	#NAME?	(470,553)
TOTAL CONTRACTED SERVICES		1,437,962	#NAME?	#NAME?	(1,437,962)

LEADERSHIP PREPARATORY CANA					
Budget / Operating Plan					
2016-17					
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	9,929,516	#NAME?	#NAME?	(9,929,516)	#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	904	#NAME?	#NAME?	(904)	#NAME?
Classroom / Teaching Supplies & Materials	154,026	#NAME?	#NAME?	(154,026)	#NAME?
Special Ed Supplies & Materials	10,000	#NAME?	#NAME?	(10,000)	#NAME?
Textbooks / Workbooks	26,000	#NAME?	#NAME?	(26,000)	#NAME?
Supplies & Materials other	-	#NAME?	#NAME?	-	#NAME?
Equipment / Furniture	-	#NAME?	#NAME?	-	#NAME?
Telephone	-	#NAME?	#NAME?	-	#NAME?
Technology	505,640	#NAME?	#NAME?	(505,640)	#NAME?
Student Testing & Assessment	37,436	#NAME?	#NAME?	(37,436)	#NAME?
Field Trips	9,000	#NAME?	#NAME?	(9,000)	#NAME?
Transportation (student)	7,000	#NAME?	#NAME?	(7,000)	#NAME?
Student Services - other	9,115	#NAME?	#NAME?	(9,115)	#NAME?
Office Expense	-	#NAME?	#NAME?	-	#NAME?
Staff Development	282,675	#NAME?	#NAME?	(282,675)	#NAME?
Staff Recruitment	21,000	#NAME?	#NAME?	(21,000)	#NAME?
Student Recruitment / Marketing	20,209	#NAME?	#NAME?	(20,209)	#NAME?
School Meals / Lunch	60,742	#NAME?	#NAME?	(60,742)	#NAME?
Travel (Staff)	-	#NAME?	#NAME?	-	#NAME?
Fundraising	-	#NAME?	#NAME?	-	#NAME?
Other	525,518	#NAME?	#NAME?	(525,518)	#NAME?
TOTAL SCHOOL OPERATIONS	1,669,266	#NAME?	#NAME?	(1,669,266)	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	-	#NAME?	#NAME?	-	#NAME?
Janitorial	5,125	#NAME?	#NAME?	(5,125)	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	126,563	#NAME?	#NAME?	(126,563)	#NAME?
Repairs & Maintenance	16,100	#NAME?	#NAME?	(16,100)	#NAME?
Equipment / Furniture	69,507	#NAME?	#NAME?	(69,507)	#NAME?
Security	-	#NAME?	#NAME?	-	#NAME?
Utilities	-	#NAME?	#NAME?	-	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	217,294	#NAME?	#NAME?	(217,294)	#NAME?
DEPRECIATION & AMORTIZATION	-	#NAME?	#NAME?	-	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	#NAME?	-	#NAME?
TOTAL EXPENSES	9,929,516	#NAME?	#NAME?	(9,929,516)	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

Total Revenue
 Total Expenses
 Net Income
 Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions
Executive Management	-
Instructional Management	2.00
Deans, Directors & Coordinators	9.00
CFO / Director of Finance	-
Operation / Business Manager	-
Administrative Staff	5.25
TOTAL ADMINISTRATIVE STAFF	16.25

INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	44.00
Teachers - SPED	5.00
Substitute Teachers	-
Teaching Assistants	3.00
Specialty Teachers	3.00
Aides	-
Therapists & Counselors	2.00
Other	-
TOTAL INSTRUCTIONAL	57.00

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

SUBTOTAL PERSONNEL SERVICE COSTS	73.25
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PAYROLL TAXES AND BENEFITS	
Payroll Taxes	
Fringe / Employee Benefits	
Retirement / Pension	
TOTAL PAYROLL TAXES AND BENEFITS	

TOTAL PERSONNEL SERVICE COSTS	73.25
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CONTRACTED SERVICES	
Accounting / Audit	
Legal	
Management Company Fee	
Nurse Services	
Food Service / School Lunch	
Payroll Services	
Special Ed Services	
Titlement Services (i.e. Title I)	
Other Purchased / Professional / Consulting	
TOTAL CONTRACTED SERVICES	

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

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

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

**DEPRECIATION & AMORTIZATION -
RESERVES / CONTINGENCY -**

TOTAL EXPENSES
NET INCOME

**LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL
BALANCE SHEET
2016-17**

	<u>Prior Year</u>	Q1	Q2	Q3	Q4
	<u>Err:508</u>	<u>As of 9/30</u>	<u>As of 12/31</u>	<u>As of 3/31</u>	<u>As of 6/30</u>
<u>ASSETS</u>					
CURRENT ASSETS					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
PROPERTY, BUILDING AND EQUIPMENT, net	-	-	-	-	-
OTHER ASSETS	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
CURRENT LIABILITIES					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
LONG-TERM DEBT and NOTES PAYABLE, net current maturities	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
NET ASSETS					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

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

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

REVENUE

REVENUES FROM STATE SOURCES

	CY Per Pupil Rate	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
Per Pupil Revenue								
NYC CHANCELLOR'S OFFICE	#NAME?		#NAME?	-		#NAME?	-	
-	#N/A		#NAME?	-		#NAME?	-	
-	#N/A		#NAME?	-		#NAME?	-	
-	#N/A		#NAME?	-		#NAME?	-	
-	#N/A		#NAME?	-		#NAME?	-	
-	#N/A		#NAME?	-		#NAME?	-	
-	#N/A		#NAME?	-		#NAME?	-	
-	#N/A		#NAME?	-		#NAME?	-	
-	#N/A		#NAME?	-		#NAME?	-	
-	#N/A		#NAME?	-		#NAME?	-	
-	#N/A		#NAME?	-		#NAME?	-	
-	#N/A		#NAME?	-		#NAME?	-	
-	#N/A		#NAME?	-		#NAME?	-	
-	#N/A		#NAME?	-		#NAME?	-	
-	#N/A		#NAME?	-		#NAME?	-	
-	#N/A		#NAME?	-		#NAME?	-	
-	#N/A		#NAME?	-		#NAME?	-	
-	#N/A		#NAME?	-		#NAME?	-	
ALL OTHER School Districts: (Count = 0)	#N/A		#NAME?	-		#NAME?	-	
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	-	#NAME?	-	-	#NAME?	-	-
Special Education Revenue			#NAME?	-		#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?	-	-

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs			#NAME?	-		#NAME?	-	
Title I			#NAME?	-		#NAME?	-	
Title Funding - Other			#NAME?	-		#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?	-	-	#NAME?	-	-

LOCAL and OTHER REVENUE

Contributions and Donations			#NAME?	-		#NAME?	-	
Fundraising			#NAME?	-		#NAME?	-	
Erate Reimbursement			#NAME?	-		#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?	-	-	#NAME?	-	-

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

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

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

Total Revenue	-	#NAME?	-	-	#NAME?	-	-
Total Expenses	-	#NAME?	-	-	#NAME?	-	-
Net Income	-	#NAME?	-	-	#NAME?	-	-
Actual Student Enrollment	-	#NAME?	-	-	#NAME?	-	-
2016-17							
*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 Q
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
SCHOOL OPERATIONS							
Board Expenses		#NAME?	-		#NAME?	-	
Classroom / Teaching Supplies & Materials		#NAME?	-		#NAME?	-	
Special Ed Supplies & Materials		#NAME?	-		#NAME?	-	
Textbooks / Workbooks		#NAME?	-		#NAME?	-	
Supplies & Materials other		#NAME?	-		#NAME?	-	
Equipment / Furniture		#NAME?	-		#NAME?	-	
Telephone		#NAME?	-		#NAME?	-	
Technology		#NAME?	-		#NAME?	-	
Student Testing & Assessment		#NAME?	-		#NAME?	-	
Field Trips		#NAME?	-		#NAME?	-	
Transportation (student)		#NAME?	-		#NAME?	-	
Student Services - other		#NAME?	-		#NAME?	-	
Office Expense		#NAME?	-		#NAME?	-	
Staff Development		#NAME?	-		#NAME?	-	
Staff Recruitment		#NAME?	-		#NAME?	-	
Student Recruitment / Marketing		#NAME?	-		#NAME?	-	
School Meals / Lunch		#NAME?	-		#NAME?	-	
Travel (Staff)		#NAME?	-		#NAME?	-	
Fundraising		#NAME?	-		#NAME?	-	
Other		#NAME?	-		#NAME?	-	
TOTAL SCHOOL OPERATIONS	-	#NAME?	-	-	#NAME?	-	-
FACILITY OPERATION & MAINTENANCE							
Insurance		#NAME?	-		#NAME?	-	
Janitorial		#NAME?	-		#NAME?	-	
Building and Land Rent / Lease / Facility Finance Interest		#NAME?	-		#NAME?	-	
Repairs & Maintenance		#NAME?	-		#NAME?	-	
Equipment / Furniture		#NAME?	-		#NAME?	-	
Security		#NAME?	-		#NAME?	-	
Utilities		#NAME?	-		#NAME?	-	
TOTAL FACILITY OPERATION & MAINTENANCE	-	#NAME?	-	-	#NAME?	-	-
DEPRECIATION & AMORTIZATION -		#NAME?	-		#NAME?	-	
RESERVES / CONTINGENCY -		#NAME?	-		#NAME?	-	
TOTAL EXPENSES	-	#NAME?	-	-	#NAME?	-	-
NET INCOME	-	#NAME?	-	-	#NAME?	-	-

CHARTER SCHOOL

n

Total Revenue	#NAME?	-	-	#NAME?	-
Total Expenses	#NAME?	-	-	#NAME?	-
Net Income	#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
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Quarter 0

No. of Positions

Executive Management	#NAME?	#NAME?	-	#NAME?	-
Instructional Management	#NAME?	#NAME?	-	#NAME?	-
Deans, Directors & Coordinators	#NAME?	#NAME?	-	#NAME?	-
CFO / Director of Finance	#NAME?	#NAME?	-	#NAME?	-
Operation / Business Manager	#NAME?	#NAME?	-	#NAME?	-
Administrative Staff	#NAME?	#NAME?	-	#NAME?	-
TOTAL ADMINISTRATIVE STAFF	#NAME?	#NAME?	-	#NAME?	-

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	#NAME?	#NAME?	-	#NAME?	-
Teachers - SPED	#NAME?	#NAME?	-	#NAME?	-
Substitute Teachers	#NAME?	#NAME?	-	#NAME?	-
Teaching Assistants	#NAME?	#NAME?	-	#NAME?	-
Specialty Teachers	#NAME?	#NAME?	-	#NAME?	-
Aides	#NAME?	#NAME?	-	#NAME?	-
Therapists & Counselors	#NAME?	#NAME?	-	#NAME?	-
Other	#NAME?	#NAME?	-	#NAME?	-
TOTAL INSTRUCTIONAL	#NAME?	#NAME?	-	#NAME?	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	#NAME?	#NAME?	-	#NAME?	-
Librarian	#NAME?	#NAME?	-	#NAME?	-
Custodian	#NAME?	#NAME?	-	#NAME?	-
Security	#NAME?	#NAME?	-	#NAME?	-
Other	#NAME?	#NAME?	-	#NAME?	-
TOTAL NON-INSTRUCTIONAL	#NAME?	#NAME?	-	#NAME?	-

SUBTOTAL PERSONNEL SERVICE COSTS

#NAME?	#NAME?	-	#NAME?	-
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	#NAME?	-	#NAME?	-
Fringe / Employee Benefits	#NAME?	-	#NAME?	-
Retirement / Pension	#NAME?	-	#NAME?	-
TOTAL PAYROLL TAXES AND BENEFITS	#NAME?	-	#NAME?	-

TOTAL PERSONNEL SERVICE COSTS

#NAME?	#NAME?	-	#NAME?	-
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CONTRACTED SERVICES

Accounting / Audit	#NAME?	-	#NAME?	-
Legal	#NAME?	-	#NAME?	-
Management Company Fee	#NAME?	-	#NAME?	-
Nurse Services	#NAME?	-	#NAME?	-
Food Service / School Lunch	#NAME?	-	#NAME?	-
Payroll Services	#NAME?	-	#NAME?	-
Special Ed Services	#NAME?	-	#NAME?	-
Titlement Services (i.e. Title I)	#NAME?	-	#NAME?	-
Other Purchased / Professional / Consulting	#NAME?	-	#NAME?	-
TOTAL CONTRACTED SERVICES	#NAME?	-	#NAME?	-

CHARTER SCHOOL

n

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

LEADERSHIP PREPARATORY CANARSIE CH

Budget / Operating Plan

2016-17

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

TOTALS AND VARIANCE ANALYSIS

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

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

LEADERSHIP PREPARATORY CANARSIE CH

Budget / Operating Plan

2016-17

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

TOTALS AND VARIANCE ANALYSIS

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

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

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

TOTALS AND VARIANCE ANALYSIS

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

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

ARTER SCHOOL

Total Revenue	#NAME?	#NAME?	-	-
Total Expenses	9,929,516	9,929,516	-	-
Net Income	#NAME?	#NAME?	-	-
Actual Student Enrollment			-	-

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

EXPENSES		Quarter 0				
ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions				
Executive Management	#NAME?		-	-	-	-
Instructional Management	#NAME?		240,470	240,470	-	-
Deans, Directors & Coordinators	#NAME?		796,696	796,696	-	-
CFO / Director of Finance	#NAME?		-	-	-	-
Operation / Business Manager	#NAME?		-	-	-	-
Administrative Staff	#NAME?		295,000	295,000	-	-
TOTAL ADMINISTRATIVE STAFF	#NAME?		1,332,166	1,332,166	-	-
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	#NAME?		3,145,596	3,145,596	-	-
Teachers - SPED	#NAME?		344,607	344,607	-	-
Substitute Teachers	#NAME?		-	-	-	-
Teaching Assistants	#NAME?		151,600	151,600	-	-
Specialty Teachers	#NAME?		207,248	207,248	-	-
Aides	#NAME?		-	-	-	-
Therapists & Counselors	#NAME?		154,278	154,278	-	-
Other	#NAME?		207,046	207,046	-	-
TOTAL INSTRUCTIONAL	#NAME?		4,210,375	4,210,375	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	#NAME?		-	-	-	-
Librarian	#NAME?		-	-	-	-
Custodian	#NAME?		-	-	-	-
Security	#NAME?		-	-	-	-
Other	#NAME?		70,750	70,750	-	-
TOTAL NON-INSTRUCTIONAL	#NAME?		70,750	70,750	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	#NAME?		5,613,291	5,613,291	-	-
PAYROLL TAXES AND BENEFITS						
Payroll Taxes			439,416	439,416	-	-
Fringe / Employee Benefits			386,011	386,011	-	-
Retirement / Pension			166,276	166,276	-	-
TOTAL PAYROLL TAXES AND BENEFITS			991,703	991,703	-	-
TOTAL PERSONNEL SERVICE COSTS	#NAME?		6,604,994	6,604,994	-	-
CONTRACTED SERVICES						
Accounting / Audit			10,000	10,000	-	-
Legal			4,500	4,500	-	-
Management Company Fee			951,909	951,909	-	-
Nurse Services			1,000	1,000	-	-
Food Service / School Lunch			-	-	-	-
Payroll Services			-	-	-	-
Special Ed Services			-	-	-	-
Titlement Services (i.e. Title I)			-	-	-	-
Other Purchased / Professional / Consulting			470,553	470,553	-	-
TOTAL CONTRACTED SERVICES			1,437,962	1,437,962	-	-

ARTER SCHOOL

Total Revenue	#NAME?	#NAME?	-	-
Total Expenses	9,929,516	9,929,516	-	-
Net Income	#NAME?	#NAME?	-	-
Actual Student Enrollment			-	-
5				
<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>				
	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	904	904	-	-
Classroom / Teaching Supplies & Materials	154,026	154,026	-	-
Special Ed Supplies & Materials	10,000	10,000	-	-
Textbooks / Workbooks	26,000	26,000	-	-
Supplies & Materials other	-	-	-	-
Equipment / Furniture	-	-	-	-
Telephone	-	-	-	-
Technology	505,640	505,640	-	-
Student Testing & Assessment	37,436	37,436	-	-
Field Trips	9,000	9,000	-	-
Transportation (student)	7,000	7,000	-	-
Student Services - other	9,115	9,115	-	-
Office Expense	-	-	-	-
Staff Development	282,675	282,675	-	-
Staff Recruitment	21,000	21,000	-	-
Student Recruitment / Marketing	20,209	20,209	-	-
School Meals / Lunch	60,742	60,742	-	-
Travel (Staff)	-	-	-	-
Fundraising	-	-	-	-
Other	525,518	525,518	-	-
TOTAL SCHOOL OPERATIONS	1,669,266	1,669,266	-	-
FACILITY OPERATION & MAINTENANCE				
Insurance	-	-	-	-
Janitorial	5,125	5,125	-	-
Building and Land Rent / Lease / Facility Finance Interest	126,563	126,563	-	-
Repairs & Maintenance	16,100	16,100	-	-
Equipment / Furniture	69,507	69,507	-	-
Security	-	-	-	-
Utilities	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	217,294	217,294	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-
RESERVES / CONTINGENCY	-	-	-	-
TOTAL EXPENSES	9,929,516	9,929,516	-	-
NET INCOME	#NAME?	#NAME?	-	-

ARTER SCHOOL

Total Revenue	#NAME?	#NAME?	-	-
Total Expenses	9,929,516	9,929,516	-	-
Net Income	#NAME?	#NAME?	-	-
Actual Student Enrollment			-	-

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

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 CANARSIE CHARTER SCHOOL
2016-17

Administrative
expenditures per pupil:

\$0.00

Per NYS Statute

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

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

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

 Laura Blankfein

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

 Uncommon New York City Charter Schools

- List all positions held on the education corporation board (e.g., president, treasurer, parent representative). none
- Is the trustee an employee of any school operated by the Education Corporation?
 Yes X No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

- Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes X No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Caroline Curry

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Uncommon New York City Charter Schools

- List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Chair of the Audit Committee
- Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

- Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

		<i>none</i>	
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5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest

none

Uncommon NYC on behalf of Caroline Curry _____ 7/29/2016 _____
 Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telepho _____

Business Address _____

E-mail Address: _____

Home Telephone _____

Home Address: _____

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

John Greenstein

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Uncommon New York City Charter Schools

- List all positions held on the education corporation board (e.g., president, treasurer, parent representative). None
- Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

- Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

		<i>none</i>	
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5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
		<i>none</i>		

Uncommon NYC on behalf of John Greenstein _____ 7/29/2016 _____
 Signature Date

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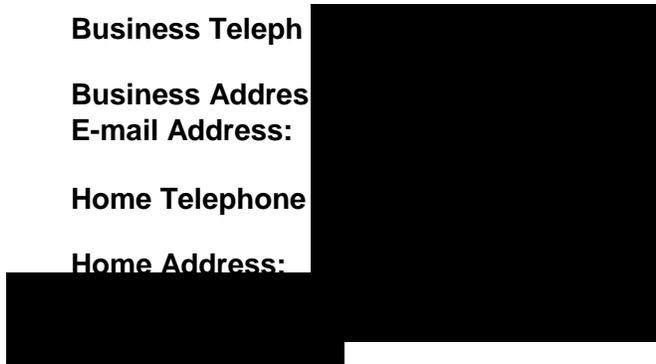
Business Teleph

Business Address

E-mail Address:

Home Telephone

Home Address:



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Alison Mass

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Uncommon New York City Charter Schools

- List all positions held on the education corporation board (e.g., president, treasurer, parent representative). None
- Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

- Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

		<i>none</i>	
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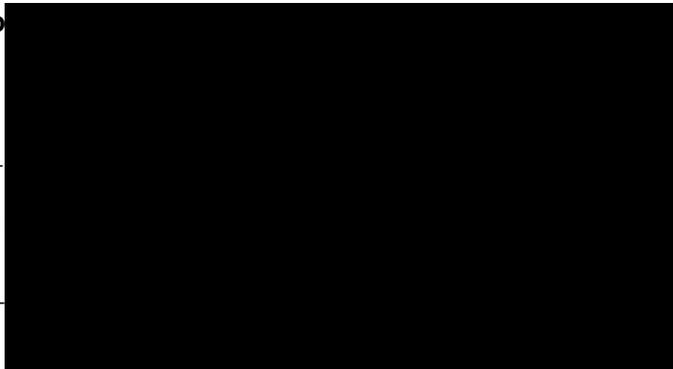
5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
		<i>none</i>		

Uncommon NYC on behalf of Alison Mass _____ 7/29/2016 _____
 Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____
Business Address: _____
E-mail Address: _____
Home Telephone: _____
Home Address: _____



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Jeffrey Wetzler

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Uncommon New York City Charter Schools

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). None

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

		<i>none</i>	
--	--	-------------	--

5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
		<i>none</i>		

Uncommon NYC on behalf of Jeffrey Wetzler 7/29/2016
 Signature Date

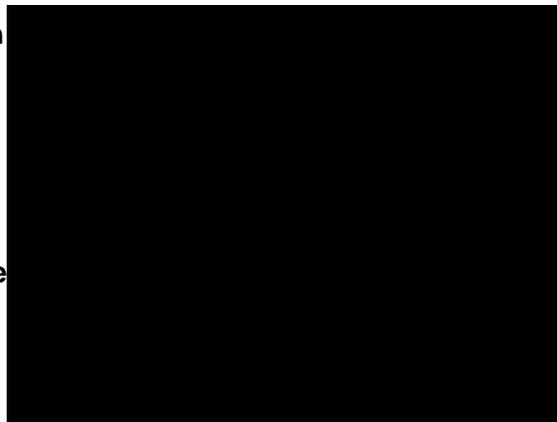
Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone:

**Business Address:
E-mail Address:**

Home Telephone:

Home Address: _____



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Chrystal Stokes Williams

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Uncommon New York City Charter Schools

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). None

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

		<i>none</i>	
--	--	-------------	--

5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
		<i>none</i>		

Uncommon NYC on behalf of Chrystal Stokes Williams 7/29/2016 _____
 Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

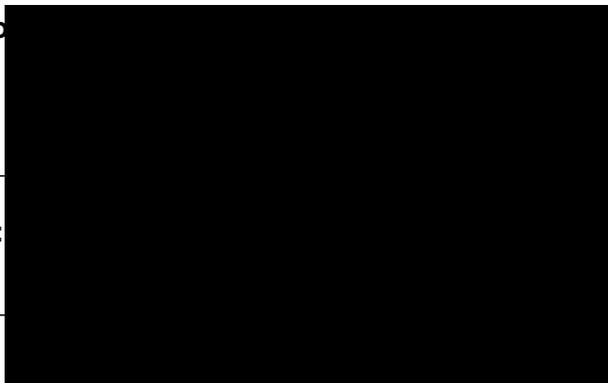
Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____



**Disclosure of Financial Interest by a Current or Proposed Charter School
Education Corporation Trustee**

Trustee Name: John Kim

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Uncommon New York City Charter Schools

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). TRUSTEE

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Please write "None" if applicable. Do not leave this space blank.

— NONE —

5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center;">— NONE —</p>				

Signature John DeC... Date 7/25/16

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: [REDACTED]

Business Address: [REDACTED]

E-mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

**Disclosure of Financial Interest by a Current or Proposed Charter School
Education Corporation Trustee**

Trustee Name:

ARVIND KRISHNAMURTHY

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Uncommon New York City Charter Schools

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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

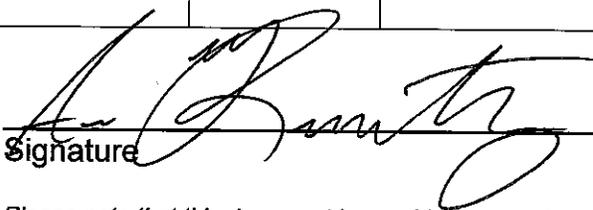
Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Please write "None" if applicable. Do not leave this space blank.

NONE

5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p>NONE</p>				

Signature  Date 7/26/16

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

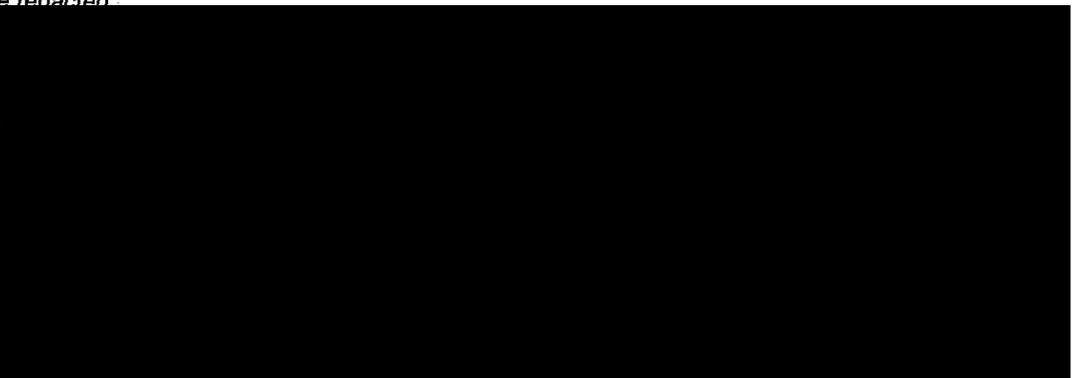
Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Linton Mann III

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Uncommon New York City Charter Schools

- List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Chair
- Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

- Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

None			
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5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None				



Signature

07/25/2016

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

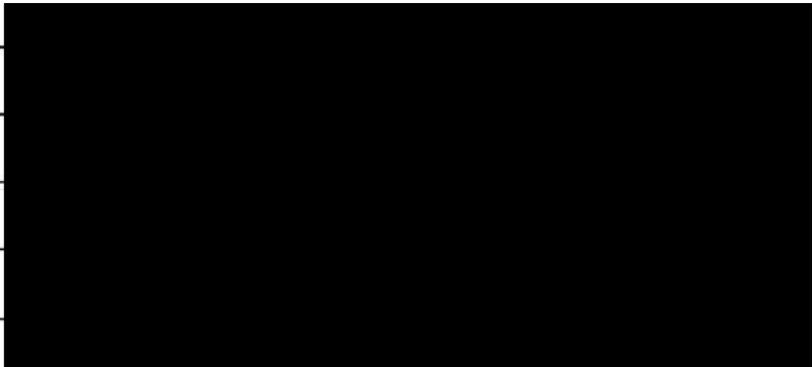
Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:
Michael Hall

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Uncommon New York City Charter Schools

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Governance committee member

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes x **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

 Yes x **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Please write "None" if applicable. Do not leave this space blank.

5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

Michael Hall

Signature

7.28.16

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

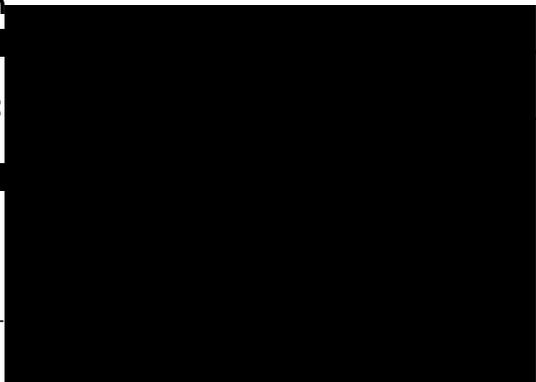
Business Telephone: _____

Business Address: _____

E-mail: _____

Home Telephone: _____

Home Address: _____



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

JAN SACKS

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Uncommon New York City Charter Schools

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name: **St. Claire Gerald**

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Uncommon New York City Charter Schools

- List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Trustee
- Is the trustee an employee of any school operated by the Education Corporation?
 Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

- Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None	None		
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p>None <i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

St. Claire Gerald
Signature

7/23/16
Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

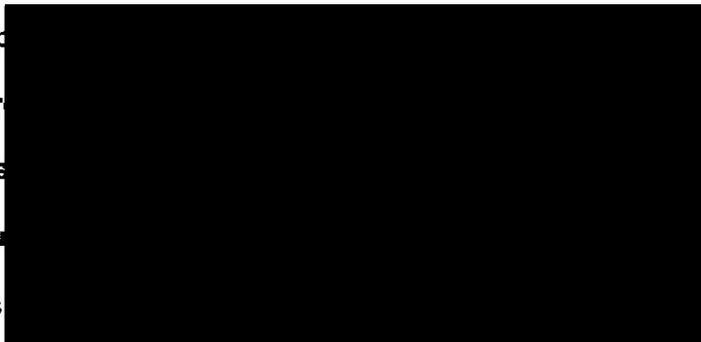
Business Telephone

Business Address

E-mail Address

Home Telephone

Home Address



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

DAVID SALTZMAN

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Uncommon New York City Charter Schools

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). CHAIR

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes No, BUT I SERVE AS THE EXECUTIVE DIRECTOR OF ROBIN HOOD, AN ORGANIZATION THAT FUNDS UNCOMMON

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Please write "None" if applicable. Do not leave this space blank.

NONE

5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>ROBIN HOOD</i>	<i>FUNDER</i>			<i>I DO NOT VOTE ON ANY GRANTS, INCLUDING THOSE TO UNCOMMON</i>

[Handwritten Signature]

 Signature

8/20/16

 Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Shakima Jones

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Uncommon New York City Charter Schools

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Trustee

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Ekwutozia Nwabuzor

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Uncommon New York City Charter Schools

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). **N/A**

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

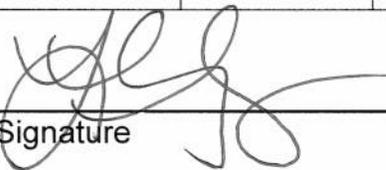
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None	None	None	None

Please write "None" if applicable. Do not leave this space blank.

5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None	None	None	None	None
<i>Please write "None" if applicable. Do not leave this space blank.</i>				



 Signature

7/28/16

 Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____

**Disclosure of Financial Interest by a Current or Proposed Charter School
Education Corporation Trustee**

Trustee Name: Joseph Wayland

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Uncommon New York City Charter Schools

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Treasurer

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

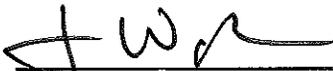
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

	NONE		
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5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
	NONE			


Signature

7/26/16
Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

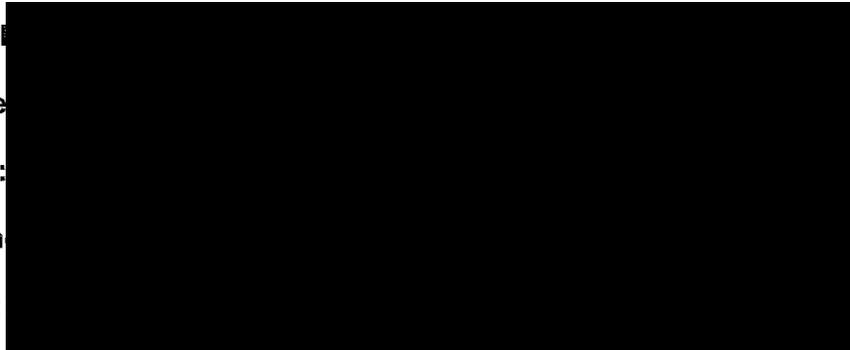
Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Brett Peiser _____

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Uncommon New York City Charter Schools

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date. Chief Executive Officer, Uncommon Schools, \$275,000, 7/1/05.

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to

			yourself
<i>Please write "None" if applicable. Do not leave this space blank.</i>	I am the CEO of Uncommon Schools, the schools' management partner.	I recuse myself from any conversations related to the Board's relationship with Uncommon.	Myself.

5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Uncommon Schools.	I am the CEO of Uncommon Schools, the schools' management partner.		Myself.	I recuse myself from any conversations related to the Board's relationship with Uncommon.

Bruce Rosa

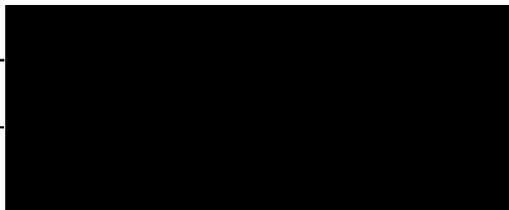
Signature

July 19, 2016
Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____

Business Address: _____

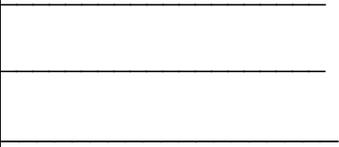


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H



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

TONY PASQUARIELLO

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Uncommon New York City Charter Schools

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). CO-VICE CHAIR

2. Is the trustee an ~~employee~~ of any school operated by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of ~~the charter~~ school(s) governed by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	<u>NONE</u>		

Please write "None" if applicable. Do not leave this space blank.

5. 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(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="font-size: 2em; color: blue;">None</p>				

A. W. P.
Signature

7/27/16
Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

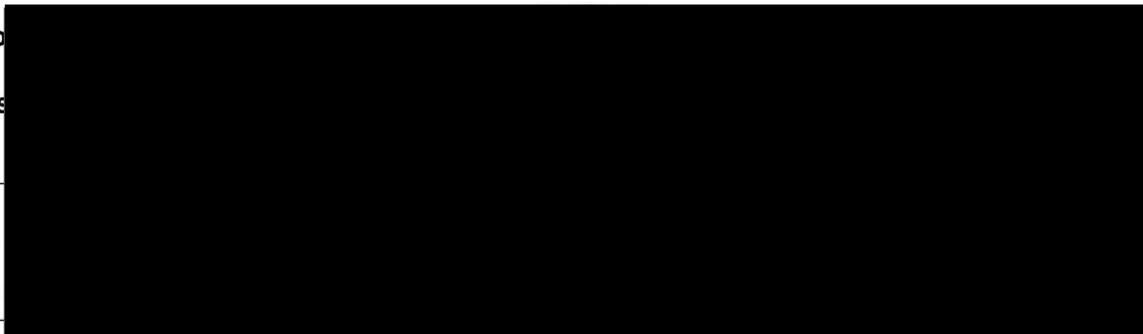
Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____





Entry 9 BOT Table

Created: 07/26/2016

Last updated: 07/27/2016

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Position on the Board	Committee Affiliations	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 (Include election date and term expiration)
1	Linton Mann III		Chair/Board President	Executive, Academic	Yes	Legal	1 - Elected June 2016, Term Expires June 2019
2	David Saltzman		Other		Yes	Program	1 - Elected June 2016, Term Expires June 2019
3	Tony Pasquariello		Vice Chair/Vice President	Executive	Yes	Finance	1 - Elected June 2016, Term Expires June 2019
4	Laura Blankfein		Other	Academic, Development	Yes	Program	1 - Elected June 2016, Term Expires June 2019
5	Caroline Curry		Other	Audit (Committee Chair)	Yes	Finance	1 - Elected June 2016, Term Expires June 2019

6	St. Claire Gerald		Other	Finance	Yes	Parent Representative, Organization Management	1 - Elected June 2016, Term Expires June 2019
7	John Greenstein		Other	Finance	Yes	Finance	1 - Elected June 2016, Term Expires June 2019
8	Michael Hall		Other	Development	Yes	Finance	1 - Elected June 2016, Term Expires June 2019
9	Shakima Jones		Other	Academic	Yes	Parent Representative	1 - Elected June 2016, Term Expires June 2019
10	John Kim		Other	Academic	Yes	Finance	1 - Elected June 2016, Term Expires June 2019
11	Arvind Krishnamurthy		Other	Academic, Audit	Yes	Finance	1 - Elected June 2016, Term Expires June 2019
12	Alison Mass		Other	Finance, Development	Yes	Finance	1 - Elected June 2016, Term Expires June 2019
13	Ekwutozia U. Nwabuzor		Other	Finance, Audit	Yes	Legal, Finance	1 - Elected June 2016, Term Expires June 2019
14	Brett Peiser		Other		No	Program	1 - Elected June 2016, Term Expires June 2019

15	Ian Sacks		Other	Academic, Development	Yes	Finance	1 - Elected June 2016, Term Expires June 2019
16	Joseph F. Wayland		Treasurer	Executive, Finance (Committee Chair)	Yes	Legal	1 - Elected June 2016, Term Expires June 2019
17	Jeffrey Wetzler		Other	Academic	Yes	Program	1 - Elected June 2016, Term Expires June 2019
18	Chrystal Stokes Williams		Other	Development	Yes	Finance	1 - Elected June 2016, Term Expires June 2019
19							
20							

2. Total Number of Members on June 30, 2015

18

3. Total Number of Members Joining the Board 2015-16 School Year

0

4. Total Number of Members Departing the Board during the 2015-16 School Year

0

5. Number of Voting Members 2015-16, as set by the by-laws, resolution or minutes

Between 5-25 (Actual: 18)

6. Number of Board Meetings Conducted in the 2015-16 School Year

5

7. Number of Board Meetings Scheduled for the 2016-17 School Year

5

Thank you.

Plan for Meeting Enrollment and Retention Targets

As a public school, Leadership Preparatory Canarsie Charter School (Leadership Prep Canarsie) 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 Canarsie 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 Canarsie 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 Canarsie 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 Canarsie 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 Canarsie 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 Canarsie, 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 Canarsie 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 Canarsie 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 Canarsie 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.
- 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 Canarsie 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 Canarsie 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 Canarsie will continue to put a strong emphasis on recruiting students who are English language learners. Leadership Prep Canarsie 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 for Leadership Prep Canarsie 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 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 Canarsie will continue to place a high priority on recruiting students who qualify for free and reduced price lunch. Leadership Prep Canarsie 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 Canarsie 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 Canarsie 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 Canarsie 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 employs two full-time Community Engagement Coordinators. These Community Engagement Coordinators assist 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 Canarsie Elementary Academy provides admissions preference in their Kindergarten lotteries for students who qualify for free or reduced price lunch and for students who live within the school's CSD. 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 Canarsie 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 Canarsie's CSD are admitted.

Because Leadership Prep Canarsie 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 Canarsie should match that of the school's CSD.

III. Evaluation of Recruitment and Enrollment Efforts

Leadership Prep Canarsie 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 Canarsie 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 Canarsie 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 Canarsie 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 Canarsie 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 Canarsie can determine if it is making progress toward meeting the proposed enrollment targets for the entire school population.

Uncommon Schools and Leadership Prep Canarsie 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 Canarsie 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 Canarsie 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 Canarsie'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 Canarsie 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 Canarsie 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.



Entry 12 Teacher and Administrator Attrition

Created: 07/26/2016

Last updated: 07/28/2016

Report changes in teacher and administrator staffing.

Page 1

Instructions for completing the Teacher and Administrator Attrition Tables

The following tables reflect formatting in the online portal required for Regents authorized charter schools. Schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2015; the FTE for added staff from July 1, 2015 through June 30, 2016; and the FTE for any departed staff from July 1, 2015 through June 30, 2016 using the two tables provided.

2015-16 Teacher Attrition Table

	FTE Teachers on June 30, 2015	FTE Teachers Departed 7/1/15 - 6/30/16	FTE Teachers Filling Vacant Positions 7/1/15 - 6/30/16	FTE Teachers Added in New Positions 7/1/15-6/30/16	FTE of Teachers on June 30, 2016
	34	2	1	9	42

2015-16 Administrator Position Attrition Table

	FTE Administrative Positions on June 30, 2015	FTE Administrators Departed 7/1/15 - 6/30/16	FTE Administrators Filling Vacant Positions 7/1/15 - 6/30/16	FTE Administrators Added in New Positions 7/1/15-6/30/16	FTE Administrative Positions on June 30, 2016
	7	1	1	1	8

Thank you

August 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16 Kindergarten Back to School Night	17	18 Gr. 1-3 Back to School Night	19	20
21	22	23 K First Day Dismissal @12:30	24 Dismissal @12:30	25 Gr. 1-3 First Day Dismissal @12:30	26 Dismissal @12:30	27
28	29 Regular dismissal starts Dismissal @ 3:55	30	31			

September 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2 Dismissal @ 12:30	3
4	5 Labor Day No School!	6	7	8	9 Dismissal @ 12:30	10
11	12	13	14	15	16 Dismissal @ 12:30	17
18	19	20	21	22	23 Dismissal @ 12:30	24
25	26	27	28	29	30 Dismissal @ 12:30	

October 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7 Dismissal @12:30	8
9	10 Columbus Day No School!	11	12	13	14 Dismissal @12:30	15
16	17	18	19	20	21 Dismissal @12:30	22
23 30	24 31	25	26	27	28 Dismissal @12:30	29

November 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4 Dismissal @12:30	5
6	7	8 Election Day No School!	9	10	11 Dismissal @12:30	12
13	14	15	16	17 Report Card Conferences Dismissal @12:30	18 Dismissal @12:30	19
20	21	22	23 No School Thanksgiving Break!	24 No School Thanksgiving Break!	25 No School Thanksgiving Break!	26
27	28	29	30			

December 2016

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2 Dismissal @12:30	3
4	5	6	7	8	9 Dismissal @12:30	10
11	12	13	14	15	16 Dismissal @12:30	17
18	19 No School Winter Break!	20 No School Winter Break!	21 No School Winter Break!	22 No School Winter Break!	23 No School Winter Break!	24
25	26 No School Winter Break!	27 No School Winter Break!	28 No School Winter Break!	29 No School Winter Break!	30 No School Winter Break!	31

January 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 No School Winter Break!	3	4	5	6 Dismissal @12:30	7
8	9	10	11	12	13 Dismissal @12:30	14
15	16 MLK Day No School!	17	18	19	20 Dismissal @12:30	21
22	23	24	25	26	27 Dismissal @12:30	28
29	30	31				

February 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Dismissal @12:30	2	3 Dismissal @12:30	4
5	6	7	8	9	10 Dismissal @12:30	11
12	13	14	15	16 Report Card Conferences Dismissal @12:30	17 Dismissal @12:30	18
19	20 No School February Break!	21 No School February Break!	22 No School February Break!	23 No School February Break!	24 No School February Break!	25
26	27	28				

March 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3 Dismissal @12:30	4
5	6	7	8 Dismissal @ 12:30	9	10 Dismissal @12:30	11
12	13	14	15	16	17 Dismissal @12:30	18
19	20	21	22	23	24 Dismissal @12:30	25
26	27	28	29	30	31 Dismissal @12:30	

April 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7 Dismissal @12:30	8
9	10 No School Spring Break!	11 No School Spring Break!	12 No School Spring Break!	13 No School Spring Break!	14 No School Spring Break!	15
16	17	18	19	20 Dismissal @12:30	21 Dismissal @12:30	22
23	24	25	26	27	28 Dismissal @12:30	29
30						

May 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29 Memorial Day No School!	30	31			

June 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2 Dismissal @12:30	3
4	5	6	7	8	9 Dismissal @12:30	10
11	12	13	14	15 Last Day of School EOY Celebration for K-1	16 EOY Celebration for 2-3	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

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

Charter School Name:	Leadership Preparatory Canarsie Charter School
Audit Period:	2015-16
Prior Period:	2014-15
Report Due Date:	Tuesday, November 01, 2016
Date Submitted:	Tuesday, October 25, 2016
School Fiscal Contact Name:	Christopher D'Amato
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Mengel, Metzger, Barr & Co, LLP
School Audit Contact Name:	Ryan Snyder
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

Please submit the following items to the SUNY Charter Schools Institute via email or online portal:

Email: charters@suny.edu
Online Portal: <http://www.newyorkcharters.org/operate/existing-schools/reporting-deadlines>

Required Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) 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 \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

And, if applicable:

Item	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
Management Letter	[REDACTED]
Management Letter Response	[REDACTED]
Form 990	The school's Form 990 will be available in February 2017
Federal Single Audit (A-133) ¹	[REDACTED]
Corrective Action Plan	[REDACTED]

Please also submit the following items to the New York State Education Department via online portal:

Online Portal: <https://nysed-cso.fluidreview.com>

Required Items:

- 1) This transmittal form (a copy of the Excel file containing the four schedules Does NOT need to be included)
- 2) Audited Financial Report;

And, if applicable:

- 3) Management Letter and Response;
- 4) Federal Single Audit (A-133).

¹ A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to the current "OMB Circ" [link](#)

LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2016

<u>ASSETS</u>	<u>2015-16</u>
<u>CURRENT ASSETS</u>	
Cash and cash equivalents	\$20,045,644
Grants and contracts receivable	3,251,506
Accounts receivables	1,478,683
Prepaid expenses	626,187
Contributions and other receivables	<u>1,488,033</u>
TOTAL CURRENT ASSETS	26,890,053
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	<u>7,594,963</u>
<u>OTHER ASSETS</u>	<u>375,433</u>
TOTAL ASSETS	<u>34,860,449</u>
<u>LIABILITIES AND NET ASSETS</u>	
<u>CURRENT LIABILITIES</u>	
Accounts payable and accrued expenses	\$3,846,060
Accrued payroll and benefits	-
Deferred Revenue	1,500
Current maturities of long-term debt	-
Short Term Debt - Bonds, Notes Payable	-
Other	<u>-</u>
TOTAL CURRENT LIABILITIES	3,847,560
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	-
TOTAL LIABILITIES	<u>3,847,560</u>
<u>NET ASSETS</u>	
Unrestricted	25,238,889
Temporarily restricted	<u>5,774,000</u>
TOTAL NET ASSETS	<u>31,012,889</u>
TOTAL LIABILITIES AND NET ASSETS	<u>34,860,449</u>

LEADERSHIP PREPARATORY CANARSOJL
Statement of Financial P
as of June 30, 201

<u>ASSETS</u>	<u>2014-15</u>	<u>101</u> nu
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$48,061	
Grants and contracts receivable	329,774	
Accounts receivables	-	
Prepaid expenses	217,070	
Contributions and other receivables	-	
TOTAL CURRENT ASSETS	594,905	
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	<u>424,062</u>	
<u>OTHER ASSETS</u>	<u>-</u>	
TOTAL ASSETS	<u>1,018,967</u>	
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$184,602	
Accrued payroll and benefits	-	
Deferred Revenue	-	
Current maturities of long-term debt	-	
Short Term Debt - Bonds, Notes Payable	-	
Other	-	
TOTAL CURRENT LIABILITIES	184,602	
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	<u>-</u>	
TOTAL LIABILITIES	<u>184,602</u>	
<u>NET ASSETS</u>		
Unrestricted	719,365	
Temporarily restricted	<u>115,000</u>	
TOTAL NET ASSETS	<u>834,365</u>	
TOTAL LIABILITIES AND NET ASSETS	<u>1,018,967</u>	

LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL
Statement of Activities
as of June 30, 2016

	2015-16		
	Unrestricted	Temporarily Restricted	Total
REVENUE, GAINS AND OTHER SUPPORT			
Public School District			
Resident Student Enrollment	\$88,039,670	\$-	\$88,039,670
Students with disabilities	5,125,283	-	5,125,283
Grants and Contracts			
State and local	-	-	-
Federal - Title and IDEA	3,085,785	-	3,085,785
Federal - Other	1,114,784	-	1,114,784
Other	-	-	-
Food Service/Child Nutrition Program	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	97,365,522	-	97,365,522
EXPENSES			
Program Services			
Regular Education	\$78,279,531	\$-	\$78,279,531
Special Education	4,996,563	-	4,996,563
Other Programs	-	-	-
Total Program Services	83,276,094	-	83,276,094
Management and general	9,824,398	-	9,824,398
Fundraising	-	-	-
TOTAL OPERATING EXPENSES	93,100,492	-	93,100,492
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	4,265,030	-	4,265,030
SUPPORT AND OTHER REVENUE			
Contributions			
Foundations	\$1,958,620	\$-	\$1,958,620
Individuals	-	-	-
Corporations	1,342	-	1,342
Fundraising	-	-	-
Interest income	-	-	-
Miscellaneous income	439,247	-	439,247
Net assets released from restriction	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	2,399,209	-	2,399,209
CHANGE IN NET ASSETS	6,664,239	-	6,664,239
NET ASSETS BEGINNING OF YEAR	24,348,650	-	24,348,650
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-
NET ASSETS END OF YEAR	\$31,012,889	\$-	\$31,012,889

2014-15	IOI
	nu
Total	

\$3,408,775
291,007
-
177,375
97,016
-
-
3,974,173

\$3,780,490
-
-
3,780,490
734,154
-
4,514,644
(540,471)

\$560,000
-
-
-
-
14,207
-
574,207
33,736
800,629
-

\$834,365

LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL
Statement of Cash Flows
as of June 30, 2016

	<u>2015-16</u>	<u>2014-15</u>	<u>101</u>
			*Please briefly explain any nu
CASH FLOWS - OPERATING ACTIVITIES			
Increase (decrease) in net assets	\$6,664,239	\$33,736	
Revenues from School Districts	-	-	
Accounts Receivable	(1,247,479)	-	
Due from School Districts	-	-	
Depreciation	2,294,412	195,430	
Grants Receivable	(2,051,285)	11,411	
Due from NYS	-	-	
Grant revenues	-	-	
Prepaid Expenses	206,021	(107,188)	
Accounts Payable	726,954	(370,497)	
Accrued Expenses	-	-	
Accrued Liabilities	-	-	
Contributions and fund-raising activities	-	-	
Miscellaneous sources	-	-	
Deferred Revenue	1,500	-	
Interest payments	-	-	
Bad debt expense	5,594	-	
Other	-	-	
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$6,599,956	\$(237,108)	
CASH FLOWS - INVESTING ACTIVITIES	\$	\$	
Purchase of equipment	(4,700,692)	(182,154)	
Other	(145,146)	-	
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$(4,845,838)	\$(182,154)	
CASH FLOWS - FINANCING ACTIVITIES	\$	\$	
Principal payments on long-term debt	-	-	
Other	-	-	
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$-	\$-	
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$1,754,118	\$(419,262)	
Cash at beginning of year	18,291,526	467,323	
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$20,045,644	\$48,061	

LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2016

2015-16									
	No. of Positions	Program Services				Supporting Services			Total
		Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total	
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	178.00	11,233,133	717,008	-	11,950,141	-	3,673,865	3,673,865	15,624,006
Instructional Personnel	454.00	35,539,092	2,268,453	-	37,807,545	-	-	-	37,807,545
Non-Instructional Personnel	9.00	240,386	15,344	-	255,730	-	179,592	179,592	435,322
Total Salaries and Staff	641.00	47,012,611	3,000,805	-	50,013,416	-	3,853,457	3,853,457	53,866,873
Fringe Benefits & Payroll Taxes		6,681,222	426,461	-	7,107,683	-	593,167	593,167	7,700,850
Retirement		1,060,626	67,700	-	1,128,326	-	-	-	1,128,326
Management Company Fees		6,609,800	421,902	-	7,031,702	-	1,240,891	1,240,891	8,272,593
Legal Service		-	-	-	-	-	76,858	76,858	76,858
Accounting / Audit Services		-	-	-	-	-	180,827	180,827	180,827
Other Purchased / Professional / Consulting Services		2,160,423	137,899	-	2,298,322	-	161,487	161,487	2,459,809
Building and Land Rent / Lease / Facility Finance Interest		6,001	383	-	6,384	-	-	-	6,384
Repairs & Maintenance		962,767	61,453	-	1,024,220	-	-	-	1,024,220
Insurance		-	-	-	-	-	808,596	808,596	808,596
Utilities		342,959	21,891	-	364,850	-	235,024	235,024	599,874
Supplies / Materials		2,101,377	134,130	-	2,235,507	-	-	-	2,235,507
Equipment / Furnishings		335,288	21,401	-	356,689	-	226,118	226,118	582,807
Staff Development		2,613,706	166,832	-	2,780,538	-	-	-	2,780,538
Marketing / Recruitment		459,398	29,323	-	488,721	-	-	-	488,721
Technology		1,843,399	117,664	-	1,961,063	-	637,499	637,499	2,598,562
Food Service		392,769	25,070	-	417,839	-	-	-	417,839
Student Services		2,931,695	187,129	-	3,118,824	-	-	-	3,118,824
Office Expense		624,372	39,853	-	664,225	-	1,601,848	1,601,848	2,266,073
Depreciation		2,135,860	136,331	-	2,272,191	-	22,221	22,221	2,294,412
OTHER		5,258	336	-	5,594	-	186,405	186,405	191,999
Total Expenses		\$78,279,531	\$4,996,563	\$-	\$83,276,094	\$-	\$9,824,398	\$9,824,398	\$93,100,492

2014-15

\$

1,003,453

1,441,765

-

2,445,218

395,732

-

387,715

-

-

17,687

-

115,489

37,608

-

147,472

-

194,067

324,280

113,371

135,507

195,430

5,068

\$4,514,644