



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

Created: 07/29/2015

Last updated: 08/01/2015

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

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1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

LEADERSHIP PREPARATORY CANARSIE CS (SUNY TRUSTEES) 331800860943

2. CHARTER AUTHORIZER

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

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 18

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	1001 East 100th St 3rd Floor Brooklyn, NY 11236	347-390-0570	718-534-3881	

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Rebecca Weinhold
Title	Director of Operations-Elementary Accademy
Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

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

6. DATE OF INITIAL CHARTER

2008-10-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2013-08-01 00:00:00

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

249

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

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

	Yes/No	Name of CMO/EMO
	Yes	Uncommon Schools Inc

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

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

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11. FACILITIES

Will the School maintain or operate multiple sites?

	Yes, 2 sites
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12. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	1001 East 100th St 3rd Fl Brooklyn, NY 11236	347-390-0570	CSD 18	K-1	No	DOE space
Site 2	1070 E. 104 Street 3rd Fl Brooklyn, NY 11236	347-390-0560	CSD 18	5-6	No	DOE space
Site 3						

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Emily Hoefling	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Rebecca Weinhold	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Rebecca Weinhold	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Rebecca Weinhold	[REDACTED]	[REDACTED]	[REDACTED]

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Adam Cobb	[REDACTED]		[REDACTED]
Operational Leader	Mary Katherine Flynn	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Mary Katherine Flynn	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Mary Katherine Flynn	[REDACTED]	[REDACTED]	[REDACTED]

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

No

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

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

Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Thank you.



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

Last updated: 07/30/2015

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Charter School Name:

1. NEW YORK STATE REPORT CARD

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

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

[http://data.nysed.gov/reportcard.php?
instid=800000063982&year=2014&createreport=1&enrollment=1&freelunch=1&attendance=1&teacherqual=1&staffcounts=1](http://data.nysed.gov/reportcard.php?instid=800000063982&year=2014&createreport=1&enrollment=1&freelunch=1&attendance=1&teacherqual=1&staffcounts=1)



Submitted to the SUNY Charter Schools Institute on:

September 15, 2015

By: Rebecca Weinhold and Mary Katherine Flynn

Elementary Academy
1001 East 100th St, 3rd Fl
Brooklyn, NY 11236
Ph: 347.390.0570
F: 718.534.3881

Middle Academy
1070 East 104th Street, 3rd Fl
Brooklyn, NY 11236
Ph: 347.390.0560
F: 718.535.5492

Mary Katherine Flynn (Director of Operations at Leadership Prep Canarise Middle Academy) and Rebecca Weinhold (Director of Operations at Leadership Prep Canarsie Elementary Academy) prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Full Name of Individual Trustees	Position on the Board (officer or Rep)	Committee Affiliation(s)
Carrie Abramson	Trustee	Governance
Caroline Curry	Treasurer	Finance
Ben Esner	Trustee	None
Michael Hall	Secretary	Governance
Matthew Klein	Trustee	None
Arvind Krishnamurthy	Chair	Finance, Joint HS
Dyrnest Sinckler	Trustee	Finance
Jeff Wetzler	Trustee/Vice Chair	Executive
John Kim	Trustee	None
Blonka Winkfield	Trustee	None
Julie Jackson	Trustee	None
Nadine Augusta	Trustee	None

Rebecca Weinhold serves as the Director of Operations for the Elementary Academy and Emily Hoefling-Crouch serves as the Principal. Mary Katherine Flynn serves as the Director of Operations at the Middle Academy and Adam Cobb serves as the Principal. They have each served in their respective positions 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 second year of operation in June 2015.

Enrollment & Demographics

During the 2014-2015 school year, Leadership Prep Canarsie served 246 scholars in Kindergarten, 1st Grade, 5th and 6th Grade. 82% percent of Leadership Prep Canarsie students were eligible for free or reduced price lunch. 15% were identified as requiring special education services. 92% of Leadership Prep students were African American, 3% were Latino, 1% were White, 4% 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 185 instructional days. Over the course of the school year, this is equivalent to at least 25% more instructional time than the New York City Department of Education's minimum of 5 hours of daily instruction over 181 school days in 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 or 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.

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

Staff

One Lead Teacher and one Teacher are assigned to each K-1 classroom and provide differentiated instruction in small groups and individually. Students in Grades 5-8 get similar differentiated instruction through each classroom's subject teachers in Reading, Writing, Math, Social Studies, and Science. In 2014-15, every teacher held a Bachelor's Degree and 100% either held or were working toward a Masters 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.

Upon enrollment, families are asked to sign an *Accountability Contract* in which families and the school pledge to support and engage one another in the joint effort of raising Leadership Prep Canarsie scholars.

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

In 2014-2015, Leadership Prep Canarsie hosted monthly Families Involvement Committee meetings, opportunities for families to gather together to learn more about the school's curriculum and learn ways in which they can extend the classroom through activities at home. Topics of the 2014-2015 Family Involvement Committee meetings included:

- Literacy Night
- Math Night
- Health and Wellness Night
- Academic Success at Home Night
- Cake Walk Social
- Roller Skating
- Enrichment Celebrations

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.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14	51					83								134
2014-15	51	49				78	69							247

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 ELA 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 of Kindergarten far below grade level.

In the key literacy-building years of Kindergarten through 2nd 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 6th Grade, each subject has its own teacher. By 5th Grade, students have two hours of literacy instruction each day.

Leadership Prep Canarsie administers several different assessments throughout the year for various grade levels. Commercial assessments include the STEP Program (see "Summary of ELA Goal" section). School-created assessments include: bimonthly compositions and quarterly Interim Assessments. The Special Education Coordinator and Director of Staff Development 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 proficiency on the New York State English language arts examination for grades 3-8.

Method

The school administered the New York State Testing Program English language arts assessment to students in 5th and 6th grade in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	76	0	0	0	78 ²
6	69	0	0	0	69
7					
8					
All	145	0	0	0	147

Results

The school administered the New York State Testing Program English language arts assessment to students in 5th and 6th-grade in April 2015. 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 (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4, which marks that the student is proficient. The percentage of students at Leadership Prep Canarsie Middle Academy who scored at a Level 3 or 4 is presented in the table below.

**Performance on 2014-15 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	18	76	0	3
6	30	69	29	65
7				
8				
All	24%	145	30%	72

Evaluation

This is the second year that Leadership Canarsie has administered the NYS ELA assessment and the first year administered to the sixth grade. We fell short of the measure by 45% as a whole school. It is still the school’s goal to see that at least 75% of tested students perform at proficiency on the

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.

² Two students opted out of the State Exams.

Common Core exam, and we are looking forward to implementing a higher level of rigor in our English Language Arts instruction going forward to better prepare our students to meet this bar.

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

- We are continuing to strengthen our curriculum’s alignment with the Common Core Standards, specifically in regards to Informational Reading, Science, and Social Studies. Over the 2014-15 school year we focused on improving our teaching practice and ensuring that teachers were educated and received professional development on the shift happening with Common Core prior to exams. We look forward to increasing our curricular alignment to the Common Core standards in the coming year, as well as our level of rigor in the classroom.
- Our school will focus more intently on writing instruction, specifically on best teaching practices in writing and the level of feedback on student work. We strongly believe with strengthened written responses more scholars will achieve at or above a Level 3 in the 2015-16 school year.

Goal 1: Absolute Measure

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

Method

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

Results

Leadership Prep Canarsie scored 87 on the ELA Performance Index, which falls short of the 2014-15 ELA AMO of 89.

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4

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

	37	39	21	3
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$$\begin{array}{rclclclclcl}
 \text{PI} & = & 39 & + & 21 & + & 3 & = & 63 \\
 & & & & 21 & + & 3 & = & 24 \\
 & & & & & & \text{PLI} & = & 87
 \end{array}$$

Evaluation

Leadership Prep Canarsie scored 87 on the ELA Performance Index, which is slightly below the 2014-15 ELA AMO of 89. We look forward to seeing the PLI increase in the next year as we revise curriculum and work to ensure all students are prepared for the rigor of the new exams.

Goal 1: Comparative Measure

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

Method

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

Results

Leadership Canarsie students in at least their second year outperformed peers in Community School District 18 by 6 percentage points. Specifically, in sixth grade, Leadership Prep Canarsie students outperformed their peers in CSD 18 by 6 percentage points. This trend supports our belief that the longer our students are with us, the better they will perform. We are eager to see our students continue to achieve in 2015-2016.

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

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	0%	3	23%	1189
6	29%	65	24%	1193
7	NA	NA	19%	1341
8	NA	NA	28%	1338
All	29%	68	23%	5061

Evaluation

Leadership Prep Canarsie students outperformed their peers in District 18 in ELA by 6% percentage points.

Goal 1: Comparative Measure

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

Method

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

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

Results

After the 2013-2014 school year, Leadership Prep Canarsie had assessment results for only the 5th grade. Therefore, the grade level and overall results are the same.

2013-14 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	85.2	81	17.3	18.63	1.33	-0.12
6						
7						
8						
All						

School's Overall Comparative Performance:

Lower than expected.

Evaluation

In 2013-2014, Leadership Prep Canarsie did not exceed the Effect Size of 0.3. The Effect Size was -0.12. We believe that with the additional strengthening of our ELA department and programming, the comparative data for the 2014-2015 school year will improve and we will reach at a minimum, a positive Effect Size.

Goal 1: Growth Measure⁵

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also

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

have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

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

Results

Leadership Prep Canarsie's Mean Growth Percentile exceeded the statewide median in both Grades 5 and 6.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5	50.5	50.0
6	60.5	50.0
7		50.0
8		50.0
All		50.0

Evaluation

Leadership Prep Canarsie's Mean Growth Percentile exceeded the statewide median in both Grades 5 and 6.

Summary of the English Language Arts Goal

In its first 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. Leadership Prep Canarsie fell short of the AMO stated goal of 89 points, scoring 87. Leadership Prep Canarsie as a whole outperformed its district peers by 6 percentage points. Leadership Prep did not meet its goal of exceeding the predicted level of performance by an Effect Size of 0.3. The Leadership Prep Canarsie Effect Size was -0.12 Finally, Leadership Prep Canarsie exceeded the statewide growth percentile in both 5th and 6th grade.

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

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

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

Action Plan

Leadership Prep Canarsie supplements our 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. Additionally, the Middle Academy redesigned their daily schedule to maximize the amount of ELA instruction and allow for more targeted small group instruction.

Leadership Prep will also implement professional development programs targeted towards ELA instruction. In preparation for the 2015-16 school year. New teachers will participate in two days of Reading Mastery, Guided Reading and STEP training. These trainings will be conducted by content experts and master teachers from the Uncommon Schools network. Moreover, Leadership Prep will continued to deliver professional development for all teachers on Evidence-Based Questions, interactive reading, Accountable Independent Reading and Habits of Discussion.

Beginning last year, Leadership Prep Canarsie began to modify the schools’ existing curricula for English Language Arts (ELA), working to strengthen its Reading Instruction and align the ELA curriculum with the new Common Core learning standards. Leadership Prep Canarsie Elementary Academy will continue to make adjustments to its ELA curriculum. With the adoption of Common Core, we need to factor in the Lexile level of text, and so while 90% of the books used at Leadership Prep Canarsie EA were aligned, we continue to adjust other books, with some books moving down in reading level or grade. 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 last year, the work that our experienced teachers and instructional leaders have been doing this summer 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 increased in future years.

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

Leadership Prep 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 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 teacher-created math lessons which utilize the Investigations math curriculum. Investigations is a curriculum that allows scholars to deep dive into mathematical conceptual understanding. Through the use of cognitively guided instruction children have the opportunity to explore using a variety of different strategies. Some of these strategies are:

- Base tens
- Pictures
- Algorithms

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 which begins each day as well as a lesson and practice for 60 minutes. The math program in Grades 5 and 6 include an independent practice section as well as 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:

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in grades 5 and 6 in April 2015. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested ⁷			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	76	0	0	0	78 ⁸
6	69	0	0	0	69
7					
8					
All	145	0	0	0	147

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

⁸ Two students opted out of the State Exam.

Results

This is the second year that Leadership Canarsie has administered the NYS Math assessment and the first year administered to the sixth grade. We fell short of the measure by 18% as a whole school. It is still the school's goal to see that at least 75% of tested students perform at proficiency on the Common Core exam, and we are looking forward to implementing a higher level of rigor in our Mathematics instruction going forward to better prepare our students to meet this bar.

Performance on 2014-15 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
3				
4				
5	41%	76	0%	3
6	57%	69	57%	65
7				
8				
All	48%	145	57%	68

Evaluation

With 57% of scholars in their second year scoring at or above a Level 3 on the New York State Math exam, Leadership Prep Canarsie did not meet the absolute measure of 75%.

We are proud of the growth that our scholars demonstrated in the second year of administering the NYS Common Core Exam. In evaluating our middle academy scholars' results we are strengthening our Math curriculum to help bring all our 5th grade scholars, not just those in at least their second year closer to meeting the 75% goal of proficiency.

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁹

Results

Leadership Prep Canarsie scored 126 on the Math Performance Index. This exceeds the 2014-15 mathematics AMO of 86.

Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	22	30	34	14

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 30 & + & 34 & + & 14 & = & 78 \\
 & & & & 34 & + & 14 & = & 48 \\
 & & & & & & \text{PLI} & = & 126
 \end{array}$$

Evaluation

Leadership Prep Canarsie exceeded the AMO of 86, scoring a 126 on the Performance Index. Leadership Prep Canarsie’s dedicated and structured math time played a part in exceeding the AMO. Additionally, the increased rigor of the math department as we further align to the common core is contributing to our scholars’ achievement.

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

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

results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹⁰

Results

In sixth grade, Leadership Prep Canarsie students outperformed their CDS 18 peers by 38 percentage points.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	0%	3	19%	1543
6	57%	65	19%	1399
7	NA	NA	15%	1465
8	NA	NA	N/A	N/A
All	57%	89	17%	4407

Evaluation

Leadership Prep Canarsie students outperformed their peers in District 18 in Math. Specifically, 57% of Leadership Prep Canarsie 6th grade students scored proficient, outperforming their CSD 18 peers by 38 percentage points. Leadership Prep Canarsie exceeded the measure.

Goal 2: Comparative Measure

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a

¹⁰ 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](#).

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

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

Results

After the 2013-2014 school year, Leadership Prep Canarsie had assessment results for only the 5th grade. Therefore, the grade level and overall results are the same.

2013-14 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	85.4	82	24.4	27.04	2.64	-0.15
6						
7						
8						
All						

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

Evaluation

In 2013-2014, Leadership Prep Canarsie did not exceed the Effect Size of 0.3. The Effect Size was - 0.15. We believe that with the additional strengthening of our Math department and programming, the comparative data for the 2014-2015 school year will improve and we will reach at a minimum, a positive Effect Size.

Goal 2: Growth Measure¹¹

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

Method

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

Given the timing of the state’s release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.¹²

Leadership Prep Canarsie’s Mean Growth Percentile exceeded the statewide median in both Grades 5 and 6.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5	71.5	50.0
6	79	50.0
7		50.0
8		50.0
All		50.0

Evaluation

Leadership Prep Canarsie’s Mean Growth Percentile exceeded the statewide median in both Grades 5 and 6.

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. Leadership Prep Canarsie exceeded the AMO of

¹¹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹² Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

86 with a PLI of 126. Further, Leadership Prep Canarsie achieved the comparative measure of tested students performing at a greater level of proficiency than the local school district. Leadership Prep did not meet its goal of exceeding the predicted level of performance by an Effect Size of 0.3. The Leadership Prep Canarsie Effect Size was -0.15. Finally, Leadership Prep Canarsie exceeded the statewide median growth percentile.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State 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.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

Action Plan

Leadership Prep Canarsie will continue to employ the Investigations math curriculum and differentiated instruction, methodologies and approaches to move students towards competency in the understanding and application of mathematical computation and problem solving. The school will also continue to provide additional push-in and pull-out support through our Learning Support Coordinator and Learning Support Teacher to further address the needs of our student sub-populations. Leadership Prep is committed to meeting its accountability plan goals related 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 last year, Leadership Prep Canarsie began to modify the schools' existing curricula for Math, ensuring that those curricula are aligned to the Common Core Learning Standards. One significant change is reflected in Leadership Prep Canarsie's switch from using Saxon to Math Investigations to address Common Core which will be rooted in conceptual math. Consequently, math lessons will continue to be adjusted so that the structure and the work students complete are aligned to Common Core standards. Math lessons are currently 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 2nd grade, and fact practices in grades 5-6 are focused solely on reviewing difficult to master material throughout the school year. Additionally, Interim Assessments will also continue to be redesigned ensuring that each Common Core Learning Standard is taught, assessed and ultimately mastered.

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.

Given that Leadership Prep Canarsie enrolled only Kindergarten, 1st, 5th and 6th grade students during 2014-2015, the school did not administer the New York State Science Exam.

Results

N/A

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	NA	NA	NA	NA
8	NA	NA	NA	NA

Evaluation

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

NA

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	NA	NA	NA	NA
8	NA	NA	NA	NA

Evaluation

NA

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

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

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.	NA
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.	NA

Action Plan

NA

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 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 for our first year 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

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

This appendix is not applicable. During 2014-2015, Leadership Prep Canarsie served Kindergarten, 1st Grade, 5th Grade and 6th Grade Students.



Appendix I: Teacher and Administrator Attrition

Created: 10/29/2015

Last updated: 10/30/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name:

Instructions for completing the Teacher and Administrator Attrition Tables

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

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	11	12	0

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	4	0	0

Thank you



Appendix B: Total Expenditures and Administrative Expenditures per Child

Last updated: 07/31/2015

Page 1

Charter School Name:

B. Financial Information

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

1. Total Expenditures Per Child

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

Line 1: Total Expenditures	4540718
Line 2: Year End Per Pupil Count	249
Line 3: Divide Line 1 by Line 2	18236

2. Administrative Expenditures per Child

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

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

Please note the following:

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

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

Line 1: Relevant Personnel Services Cost (Row)	578756
Line 2: Management and General Cost (Column)	637360
Line 3: Sum of Line 1 and Line 2	1216116
Line 4: Year End Per Pupil Count	249
Line 5: Divide Line 3 by the Year End Per Pupil Count	4884

Thank you.



Appendix E: Disclosure of Financial Interest Form

Created: 10/29/2015

Last updated: 10/30/2015

Page 1

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

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

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

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

Yes

Thank you.



Audited Financial Statement Checklist

Created: 10/06/2015

Last updated: 10/29/2015

Page 1

Charter School Name:

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

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

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

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

Thank you.



Appendix F: BOT Membership Table

Created: 07/30/2015

Last updated: 07/31/2015

Page 1

1. Current Board Member Information

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

19						
20						

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

0

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

0

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

15

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

5

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

5

Thank you.

Plan for Meeting Enrollment and Retention Targets

As a public school, Leadership Prep Canarsie Charter School (LPC) 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, LPC, 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. In particular, Leadership Prep Canarsie will work with early childhood development centers in the community, including Head Start centers.
- Uncommon Schools will continue to identify other Head Starts and daycares. While slightly farther away from our schools, each center will still receive a call from our admissions office to introduce Uncommon Schools NYC as well as to offer to have an Uncommon Schools NYC staff member visit the preschool in person to provide more information. These preschools will also receive a mailing that contains brochures, flyers and Kindergarten and 5th grade applications.
- Leadership Prep Canarsie will continue to reach out to schools in our CSD, and talk about the supports we offer students. Leadership Prep Canarsie will ask if they have any referrals for students that would benefit from our programmatic support.
- 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, and particularly, given the neighborhood in which our school is located, Spanish-speaking populations. 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 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 (in English and in Spanish) to spread the word about our schools.
- We will continue to translate all our outreach materials that are distributed by our schools. Materials that will be produced and disseminated in English and Spanish will include our enrollment website and online lottery and waitlist applications, paper lottery applications, full color brochures and flyers, posters, informational packets, and tear away information sheets.
- We will continue to utilize the New York City Charter School Center's Common Application, which is available to families in six different languages.
- We will continue to identify high priority local community organizations to reach out to based on factors including location, age group served and proximity to high non-English speaking populations. Each organization will receive a call from our admissions office by a fluent Spanish speaking staff member and a mailing including brochures, flyers and applications in both English and Spanish.
- We will continue to meet with the Committee for Hispanic Children and Families, a non-profit referral service which helps Hispanic families find daycares, schools and enrichment programs for their students, to ensure that they are aware of our schools for an option for their families and provide them with outreach materials that they could share with the families that they serve.
- A Spanish speaking staff member will continue to be available at our admissions office by phone and email 40 hours a week. Not only will he/she be available to take incoming calls, he/she will also follow up with all Spanish speaking families to encourage them to send in documentation to qualify for all admissions preferences to ensure they had the best possible chance of acceptance into our schools.
- We will continue to take advantage of the DOE's Over-the-phone Interpretation Services, which allows our school staff members to communicate with a parent with the assistance of an interpreter on the phone. This service has increased our capacity to connect with families who speak a wider range of languages.

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

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

In order to meet enrollment targets for students who are eligible for free and reduced price lunch, Leadership Prep 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 has recently restructured its External Relations team to take on two, full-time Community Engagement Coordinators. These Community Engagement Coordinators will be assisting in the development and implementation of a comprehensive community outreach strategy in order to improve our reach to targeted populations. Outreach and community development will be a year round priority for our schools, and we plan to hold more events to help inform school communities about the work that we are doing and the opportunities that exist within our schools. This includes partnering with local elected officials and community members and holding larger scale events that are open to the general public as well as the families that we serve directly.

II. Admissions

Leadership Prep Canarsie Elementary Academy provides admissions preference in their Kindergarten lotteries for students who qualify for free or reduced price lunch and live within our 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 Bedford Stuyvesant'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.

**LEADERSHIP PREPARATORY CANARSIE CHARTER
SCHOOL**

BROOKLYN, NEW YORK

AUDITED FINANCIAL STATEMENTS

OTHER FINANCIAL INFORMATION

**REPORT REQUIRED BY
GOVERNMENT AUDITING STANDARDS**

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2015

(With Comparative Totals for 2014)



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

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INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Leadership Preparatory Canarsie Charter School

Report on the Financial Statements

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

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of 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 Leadership Preparatory Canarsie Charter School as of June 30, 2015, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited Leadership Preparatory Canarsie Charter School's June 30, 2014 financial statements, and we expressed an unmodified opinion on those audited financial statements in our report dated October 16, 2014. In our opinion, the summarized comparative information presented herein as of June 30, 2014 and for the period from October 28, 2008 (date of inception) to June 30, 2014 is consistent, in all material respects, with the financial statements from which it has been derived.

Other Report Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 20, 2015 on our consideration of Leadership Preparatory Canarsie Charter School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Leadership Preparatory Canarsie Charter School's internal control over financial reporting and compliance.

Mengel, Metzger, Barw & Co. LLP

Rochester, New York
October 20, 2015

LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2015

(With Comparative Totals for 2014)

<u>ASSETS</u>	<u>June 30,</u>	
	<u>2015</u>	<u>2014</u>
<u>CURRENT ASSETS</u>		
Cash	\$ 48,061	\$ 467,323
Grants and other receivables	329,774	341,185
Prepaid expenses	217,070	109,882
TOTAL CURRENT ASSETS	594,905	918,390
<u>PROPERTY AND EQUIPMENT, net</u>	424,062	437,338
TOTAL ASSETS	<u>\$ 1,018,967</u>	<u>\$ 1,355,728</u>
 <u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 184,602	\$ 555,099
TOTAL CURRENT LIABILITIES	184,602	555,099
 <u>NET ASSETS, unrestricted</u>		
Designated for stability fund	115,000	115,000
Undesignated	719,365	685,629
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 1,018,967</u>	<u>\$ 1,355,728</u>

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

LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

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

	<u>Year ended June 30, 2015</u>	<u>Period from October 28, 2008 (date of inception) to June 30, 2014</u>
Operating revenue and support:		
State and local per pupil operating revenue	\$ 3,699,782	\$ 2,039,089
Government grants	274,391	591,248
Contributions	560,000	1,317,319
Other income	<u>14,207</u>	<u>7,755</u>
TOTAL OPERATING REVENUE AND SUPPORT	4,548,380	3,955,411
Expenses:		
Program services - education	3,780,490	2,424,707
General and administrative	<u>734,154</u>	<u>730,075</u>
TOTAL EXPENSES	<u>4,514,644</u>	<u>3,154,782</u>
CHANGE IN NET ASSETS	33,736	800,629
Unrestricted net assets at beginning of year	<u>800,629</u>	-
UNRESTRICTED NET ASSETS AT END OF YEAR	<u>\$ 834,365</u>	<u>\$ 800,629</u>

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

LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

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

	<u>Year ended June 30, 2015</u>			<u>Period from</u>
	<u>Program</u>	<u>General</u>		<u>October 28,</u>
	<u>services -</u>	<u>and</u>		<u>2008 (date of</u>
	<u>education</u>	<u>administrative</u>	<u>Total</u>	<u>inception) to</u>
				<u>June 30, 2014</u>
				<u>Total</u>
Salaries	\$ 2,127,893	\$ 317,325	\$ 2,445,218	\$ 1,610,397
Payroll taxes and employee benefits	341,019	54,713	395,732	220,310
Repairs and maintenance	89,625	25,864	115,489	80,210
Textbooks	36,349	-	36,349	76,563
Occupancy	-	-	-	10,952
Instructional supplies and assessments	111,123	-	111,123	76,391
Computer and technology support	216,969	-	216,969	147,942
Student enrichment and services	113,371	-	113,371	62,678
Professional development	194,067	-	194,067	165,881
Professional services	-	17,687	17,687	20,900
Telephone	-	107,311	107,311	74,034
Insurance	-	37,608	37,608	24,428
Management fees	329,557	58,158	387,715	228,430
Office expense	25,416	110,091	135,507	100,295
Depreciation and amortization	195,101	329	195,430	141,231
Loss on disposal of equipment	-	-	-	105,669
Other	-	5,068	5,068	8,471
	<u>\$ 3,780,490</u>	<u>\$ 734,154</u>	<u>\$ 4,514,644</u>	<u>\$ 3,154,782</u>

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

LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL

STATEMENT OF CASH FLOWS

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

	<u>Year ended</u> <u>June 30, 2015</u>	<u>Period from</u> <u>October 28,</u> <u>2008 (date of</u> <u>inception) to</u> <u>June 30, 2014</u>
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ 33,736	800,629
Adjustments to reconcile change in net assets to net cash (used for) provided from operating activities:		
Depreciation and amortization	195,430	141,231
Loss on disposal of equipment	-	105,669
Changes in certain assets and liabilities affecting operations:		
Grants and other receivables	11,411	(341,185)
Prepaid expenses	(107,188)	(109,882)
Accounts payable and accrued expenses	<u>(370,497)</u>	<u>555,099</u>
NET CASH (USED FOR) PROVIDED FROM OPERATING ACTIVITIES	(237,108)	1,151,561
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	<u>(182,154)</u>	<u>(684,238)</u>
NET CASH USED FOR INVESTING ACTIVITIES	<u>(182,154)</u>	<u>(684,238)</u>
NET (DECREASE) INCREASE IN CASH	(419,262)	467,323
Cash at beginning of year	<u>467,323</u>	<u>-</u>
CASH AT END OF YEAR	<u>\$ 48,061</u>	<u>\$ 467,323</u>

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

LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

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

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

The Charter School

Leadership Preparatory Canarsie Charter School (the “Charter School”), is an educational corporation operating as a charter school in the borough of Brooklyn, New York City. On October 28, 2008, the Board of Regents of the University of the State of New York granted the Charter School a provisional charter valid for a term of five years which was renewed for an additional five years effective October 27, 2013 and renewable upon expiration.

The Board of Trustees approved a change in the name of the Charter School on December 4, 2012 to Leadership Preparatory Canarsie Charter School. The Charter School was formerly known as Leadership Preparatory Flatbush Charter School. Management was in the process of formally amending the Charter School’s charter. See Note I regarding merger and charter status.

The Charter School’s mission is to teach students the academic skills, knowledge, and personal traits necessary to succeed in high school, college, and beyond. Through academic achievement students prepare to contribute as leaders in their communities.

Financial Statement presentation

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

These classes of net assets are defined as follows:

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

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

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

LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

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

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

Cont'd

Revenue 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 FDIC up to \$250,000 at each institution. In the normal course of business, the cash account balances at any given time may exceed insured limits. However, the Charter School has not experienced any losses in such accounts and does not believe it is exposed to significant risk in cash.

Grants and other receivables

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

Property and equipment

Property and equipment are recorded at cost. Depreciation and amortization 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.

LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

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

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

Cont'd

Tax exempt status

The Charter School has applied for and is currently awaiting tax-exempt status under section 501(c)(3) of the Internal Revenue Code and applicable state regulations. The Charter School believes it will be awarded tax-exempt status and, therefore, has not recorded any income tax expense for the period ended June 30, 2015 or 2014.

The Charter School files Form 990 tax returns in the U.S. federal jurisdiction. The tax return for the years ended June 30, 2013 through June 30, 2015 are still subject to potential audit by the IRS. There were no tax returns filed for the periods ended June 30, 2009 through 2012. Management of the Charter School believes it has no material uncertain tax positions and, accordingly it will not recognize any liability for unrecognized tax benefits.

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 totaling \$14,133 and \$7,676 in the year and period ended June 30, 2015 and 2014, respectively, and are included in other income in the accompanying statements of activities and changes in net assets for the periods then ended.

Comparatives for year ended June 30, 2014

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

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 20, 2015, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted.

LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

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

NOTE B: RELATED PARTY TRANSACTIONS

Uncommon Schools, Inc. ("USI"), a not-for-profit organization dedicated to helping start and run charter schools, provides management and other administrative support services to the Charter School. The Charter School entered into a five year agreement with USI, dated July 1, 2013, under which the Charter School pays USI a service fee of a set percentage of the average number of students enrolled at the Charter School during the school year multiplied by the approved per pupil operating expenses for the school year, and a percentage of all other public entitlement funding receivable during the fiscal year, excluding in-kind contributions and funds from competitive public grants. This percentage is fixed at 10% for years 1-5. The fee incurred for the year and period ended June 30, 2015 and 2014, was approximately \$388,000 and \$228,000, respectively. At June 30, 2015 and 2014, approximately \$126,000 and \$448,000, respectively, is included in accounts payable, relating to USI. At June 30, 2015 and 2014, approximately \$3,000 is included in accounts receivable, relating to USI.

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

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

NOTE C: SCHOOL FACILITY

The Charter School is located in a New York City Department of Education facility. During the year ended June 30, 2015, the Charter School did not pay any fees to the New York City Department of Education for additional after-school and weekend usage. During the period ended June 30, 2014, the Charter School paid a fee to the New York City Department of Education for additional after-school and weekend usage amounting to approximately \$11,000. At June 30, 2015 and 2014, the Board of Trustees has designated \$115,000 as a stability fund to meet future needs of the Charter School.

LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

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

NOTE D: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	June 30,	
	2015	2014
Furniture and fixtures	\$ 15,452	\$ 15,452
Computers and software	542,258	455,865
Leasehold improvements	203,013	107,252
	<u>760,723</u>	<u>578,569</u>
Less accumulated depreciation and amortization	336,661	141,231
	<u>\$ 424,062</u>	<u>\$ 437,338</u>

NOTE E: RETIREMENT PLAN

The Charter School sponsors a defined contribution 403(b) plan covering most employees. The Charter School matches employees' contributions up to the lesser of 3% of gross payroll or \$3,500. The Charter School's total contribution to the plan for the year and period ended June 30, 2015 and 2014 approximated \$58,600 and \$19,400, respectively.

NOTE F: CONTINGENCY

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

NOTE G: CONCENTRATIONS

At June 30, 2015, approximately 40% of accounts receivable are due from New York State and 27% is due from a grantor. At June 30, 2014, approximately 47% of accounts receivable are due from New York State, 31% and 21% of accounts receivable are due from two grantors, respectively.

During the year ended June 30, 2015, 81% of total operating revenue and support came from per-pupil funding provided by New York State and 10% came from a grantor. During the period ended June 30, 2014, 52% of total operating revenue and support came from per-pupil funding provided by New York State. The per-pupil rate is set annually by the State based on the school district in which the Charter School is located.

LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

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

NOTE H: OPERATING LEASE

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

<u>Year ending June 30,</u>	<u>Amount</u>
2016	\$ 38,388
2017	16,176
2018	<u>10,784</u>
	<u>\$ 65,348</u>

NOTE I: MERGER

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

LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL

OTHER FINANCIAL INFORMATION

INDEPENDENT AUDITOR'S REPORT ON OTHER FINANCIAL INFORMATION

Board of Trustees
Leadership Preparatory Canarsie Charter School

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

We have audited the financial statements of Leadership Preparatory Canarsie Charter School as of and for the period from October 28, 2008 (date of inception) to June 30, 2014, and have issued our report thereon dated October 16, 2014, which contained an unmodified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The 2014 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 period from October 28, 2008 (date of inception) to June 30, 2014 taken as a whole.

Mengel, Metzger, Barr & Co. LLP

Rochester, New York
October 20, 2015

- 16 -

LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL

SCHEDULE OF ACTIVITIES

YEAR ENDED JUNE 30, 2015 AND 2014,
THE PERIOD FROM OCTOBER 28, 2008 (DATE OF INCEPTION) TO JUNE 30, 2013, AND
THE PERIOD FROM OCTOBER 28, 2008 (DATE OF INCEPTION) TO JUNE 30, 2014

	<u>Year ended June 30,</u>		Period from	Period from
	<u>2015</u>	<u>2014</u>	October 28,	October 28,
			2008 (date of	2008 (date of
			inception) to	inception) to
			<u>June 30, 2013</u>	<u>June 30, 2014</u>
State and local per pupil operating revenue	\$ 3,699,782	\$ 2,039,089	\$ -	\$ 2,039,089
Government grants	274,391	367,254	223,994	591,248
Contributions	560,000	1,080,369	236,950	1,317,319
Other income	<u>14,207</u>	<u>7,696</u>	<u>59</u>	<u>7,755</u>
TOTAL OPERATING REVENUE AND SUPPORT	4,548,380	3,494,408	461,003	3,955,411
Salaries	2,445,218	1,456,410	153,987	1,610,397
Payroll taxes and employee benefits	395,732	219,839	471	220,310
Repairs and maintenance	115,489	59,503	20,707	80,210
Textbooks	36,349	28,560	48,003	76,563
Occupancy	-	10,952	-	10,952
Instructional supplies and assessments	111,123	75,892	499	76,391
Computer and technology supplies	216,969	147,242	700	147,942
Student enrichment and services	113,371	62,678	-	62,678
Professional development	194,067	140,956	24,925	165,881
Professional services	17,687	18,900	2,000	20,900
Telephone	107,311	73,317	717	74,034
Insurance	37,608	24,428	-	24,428
Management fees	387,715	228,430	-	228,430
Office expense	135,507	99,882	413	100,295
Depreciation and amortization	195,430	141,060	171	141,231
Loss on disposal of equipment	-	105,669	-	105,669
Other	<u>5,068</u>	<u>8,387</u>	<u>84</u>	<u>8,471</u>
TOTAL EXPENSES	<u>4,514,644</u>	<u>2,902,105</u>	<u>252,677</u>	<u>3,154,782</u>
CHANGE IN NET ASSETS	<u>\$ 33,736</u>	<u>\$ 592,303</u>	<u>\$ 208,326</u>	<u>\$ 800,629</u>

LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL

SCHEDULE OF ELEMENTARY AND MIDDLE SCHOOL ACTIVITIES

YEAR ENDED JUNE 30, 2015

	<u>Elementary School</u>	<u>Middle School</u>	<u>Total</u>
State and local per pupil operating revenue	\$ 1,428,145	\$ 2,271,637	\$ 3,699,782
Government grants	118,601	155,790	274,391
Contributions	395,000	165,000	560,000
Other income	<u>5,813</u>	<u>8,394</u>	<u>14,207</u>
TOTAL OPERATING REVENUE AND SUPPORT	1,947,559	2,600,821	4,548,380
Salaries	1,037,356	1,407,862	2,445,218
Payroll taxes and employee benefits	174,011	221,721	395,732
Repairs and maintenance	52,470	63,019	115,489
Textbooks	26,102	10,247	36,349
Occupancy	-	-	-
Instructional supplies and assessments	70,639	40,484	111,123
Computer and technology supplies	99,814	117,155	216,969
Student enrichment and services	20,509	92,862	113,371
Professional development	102,902	91,165	194,067
Professional services	10,666	7,021	17,687
Telephone	48,882	58,429	107,311
Insurance	20,567	17,041	37,608
Management fees	150,051	237,664	387,715
Office expense	33,455	102,052	135,507
Depreciation and amortization	110,787	84,643	195,430
Other	<u>1,813</u>	<u>3,255</u>	<u>5,068</u>
TOTAL EXPENSES	<u>1,960,024</u>	<u>2,554,620</u>	<u>4,514,644</u>
CHANGE IN NET ASSETS	<u>\$ (12,465)</u>	<u>\$ 46,201</u>	<u>\$ 33,736</u>

LEADERSHIP PREPARATORY CANARSIE CHARTER SCHOOL

REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS

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

Board of Trustees
Leadership Preparatory Canarsie Charter School

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

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

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

We noted certain matters that we reported to management of Leadership Preparatory Canarsie Charter School in a separate letter dated October 20, 2015.

Purpose of This Report

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

Mengel, Metzger, Barw & Co. LLP

Rochester, New York
October 20, 2015

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

Created Friday, October 02, 2015

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

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	John	Greenstein

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

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

No, I am not.

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

BEDFORD STUYVESANT COLLEGIATE CS (SUNY TRUSTEES) 331600860918

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

(check all that apply)

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

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

No

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

No

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

No

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

No

Signature of Trustee

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

Thank you.

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

Created Friday, October 02, 2015

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

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Julie	Kennedy

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

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

No, I am not.

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

BEDFORD STUYVESANT COLLEGIATE CS (SUNY TRUSTEES) 331600860918

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

(check all that apply)

(No response)

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

No

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

No

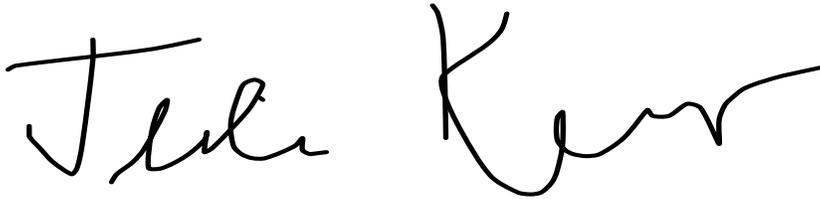
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

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

Thank you.

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

Created Saturday, October 03, 2015

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

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	John	Kim

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

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

Uncommon New York City Charter Schools (Ed Corp)

Bedford Stuyvesant Collegiate Charter School

Brooklyn East Collegiate Charter School

Brownsville Collegiate Charter School Excellence

Boys Charter School of Bedford Stuyvesant Excellence

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

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

(check all that apply)

(No response)

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

No

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

No

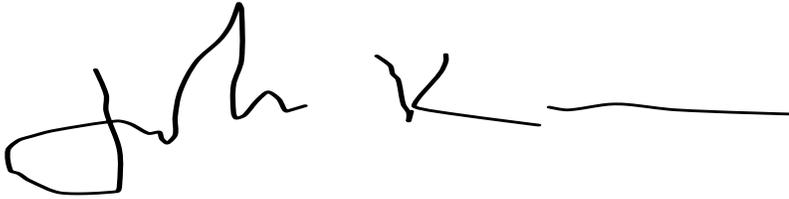
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of a stylized first name followed by a last name, written in a cursive or semi-cursive style.

Thank you.

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

Created Monday, October 05, 2015

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

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	stuart	linde

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

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

No, I am not.

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

BEDFORD STUYVESANT COLLEGIATE CS (SUNY TRUSTEES) 331600860918

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

(check all that apply)

(No response)

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

No

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

No

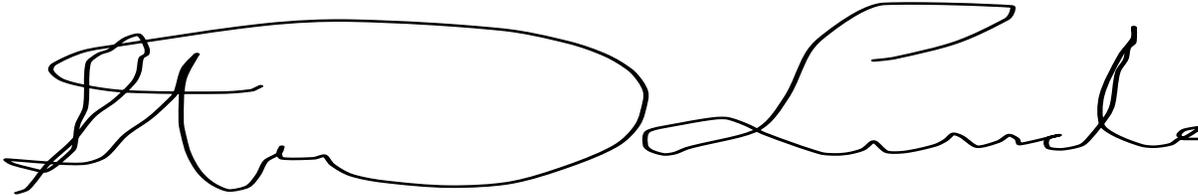
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

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

Thank you.

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

Created Thursday, October 15, 2015

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

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Robert	Howitt

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

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

No, I am not.

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

BEDFORD STUYVESANT COLLEGIATE CS (SUNY TRUSTEES) 331600860918

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

(check all that apply)

(No response)

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

No

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

No

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

No

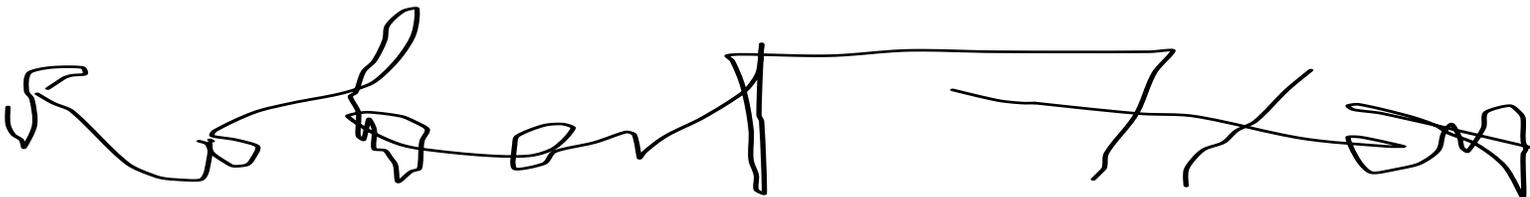
12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest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

(No response)

12a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

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

Signature of Trustee



Thank you.

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

Created Monday, November 02, 2015

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

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Brett	Peiser

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

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

Uncommon New York City Charter Schools (Ed Corp)

Bedford Stuyvesant Collegiate Charter School

Brooklyn East Collegiate Charter School

Brownsville Collegiate Charter School Excellence

Boys Charter School of Bedford Stuyvesant Excellence

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

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

(check all that apply)

(No response)

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

No

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

Yes

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

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

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

No

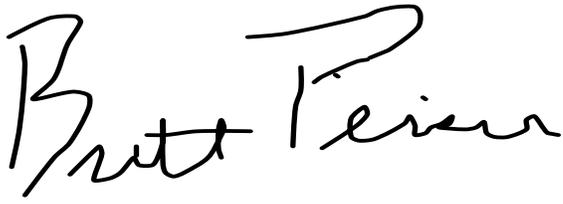
12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest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

Yes

12a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

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

Signature of Trustee

A handwritten signature in black ink that reads "Brett Peiser". The signature is written in a cursive style with a large, looping initial "B" and a long horizontal stroke at the end.

Thank you.

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

Created Thursday, November 05, 2015

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

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Ekwutozia	Nwabuzor

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

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

No, I am not.

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

BEDFORD STUYVESANT COLLEGIATE CS (SUNY TRUSTEES) 331600860918

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

(check all that apply)

-
- Secretary
-

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

No

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

No

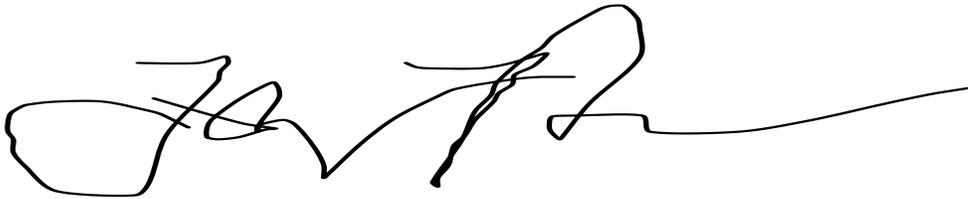
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

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

Thank you.

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

Created Friday, November 13, 2015

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

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Joseph	Wayland

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

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

Uncommon New York City Charter Schools (Ed Corp)

Bedford Stuyvesant Collegiate Charter School

Brooklyn East Collegiate Charter School

Brownsville Collegiate Charter School Excellence

Boys Charter School of Bedford Stuyvesant Excellence

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

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

(check all that apply)

(No response)

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

No

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

No

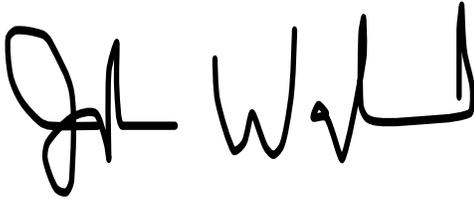
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "JH Wald". The signature is written in a cursive, somewhat stylized font.

Thank you.

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

Created Sunday, November 01, 2015

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

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Linton	Mann III

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

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

No, I am not.

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

BROWNSVILLE COLLEGIATE CS (SUNY TRUSTEES) 332300860939

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

(check all that apply)

-
- Vice Chair/Vice President
-

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

No

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

No

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

No

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

No

Signature of Trustee

Thank you.

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

Created Wednesday, October 28, 2015

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

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	St. Claire	Gerald

2. *Your Home Address:

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

3. *Your Business Address

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

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

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

No, I am not.

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

BEDFORD STUYVESANT COLLEGIATE CS (SUNY TRUSTEES) 331600860918

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

(check all that apply)

-
- Parent Representative
-

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

No

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

No

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

No

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

No

Signature of Trustee

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

Thank you.