

I. SCHOOL INFORMATION AND COVER PAGE

Created Monday, July 21, 2014
Updated Thursday, July 31, 2014

Page 1

1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

310400860840 HARLEM PREP CS

2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 4

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
240 E 123rd St New York, NY 10035	212-876-9953	212-876-9926	info@democracyprep.org

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Benjamin Feit
Title	Chief of Staff
Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

www.democracyprep.org

6. DATE OF INITIAL CHARTER

2014-07-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2011-08-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

• K
• 1
• 2
• 3
• 4
• 5
• 6
• 7

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

Yes/No	Name of CMO/EMO
Yes	Democracy Prep Public Schools

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

	Name	Work Phone	Alternate Phone	Email Address	Contact this individual also in emergencies
CEO (e.g., network superintendent)	Katie Duffy	[REDACTED]		[REDACTED]	No
CFO (e.g., network CFO)	Howard Schnidman	[REDACTED]		[REDACTED]	No
Compliance Contact	Carlos Mojica	[REDACTED]		[REDACTED]	No
Complaint Contact	Ben Feit	[REDACTED]		[REDACTED]	Yes

11. FACILITIES

Will the School maintain or operate multiple sites?

Yes, 2 sites

12. SCHOOL SITES

Please list the sites where the school will operate in 2014-15.

	Physical Address	Phone Number	District/C SD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	240 East 123rd Street New York, NY 10035	212-876-9953	CSD 4	K-5	Yes	Rent/Lease
Site 2	410 East 100th Street New York, NY 10029	212-831-5394	CSD 4	6-8	Yes	DOE space

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Steve Cunning	[REDACTED]		[REDACTED]
Operational Leader	Jordan Stenzel	[REDACTED]		[REDACTED]
Compliance Contact	Carlos Mojica	[REDACTED]		[REDACTED]
Complaint Contact	Benjamin Feit	[REDACTED]		[REDACTED]

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Kimberly Dacres	[REDACTED]		[REDACTED]
Operational Leader	Michelle Herrera	[REDACTED]		
Compliance Contact	Carlos Mojica	[REDACTED]		[REDACTED]
Complaint Contact	Benjamin Feit	[REDACTED]		[REDACTED]

14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

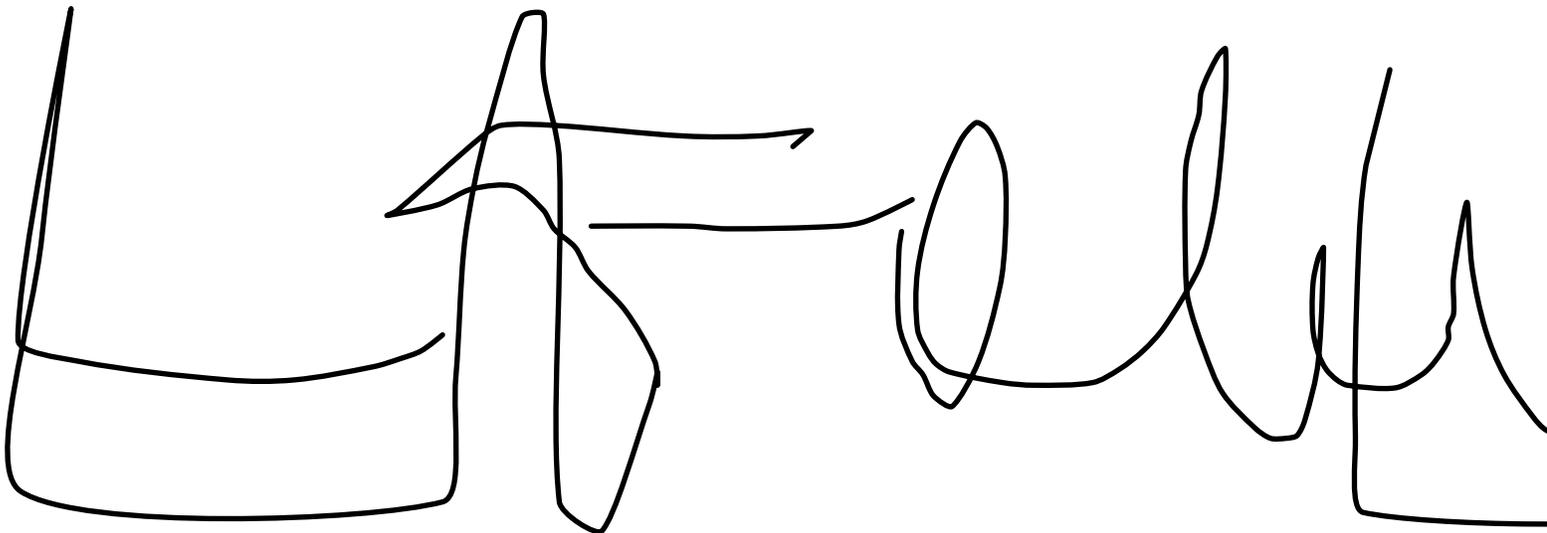
16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in 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).

• Yes

Signature, Head of Charter School

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke at the end.

Signature, President of the Board of Trustees

A handwritten signature in black ink, featuring a large initial 'L' followed by several loops and a long horizontal stroke.

Thank you.

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

Created Tuesday, July 22, 2014

Page 1

Charter School Name: 310400860840 HARLEM PREP CS

1. NEW YORK STATE REPORT CARD

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

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

<http://data.nysed.gov/profile.php?instid=800000034143>



Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By Benjamin Feit, Chief of Staff

240 E 123rd St. 1st Fl
New York, NY 10035
P: (212) 281-1248
F: (212) 283-4202

Benjamin Feit, Chief of Staff, Carlos Mojica, Director of Accountability, and Katrina Ballard, Regional Manager, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Doug Snyder	Board Chair Governance, Development, Financial, Academic, Community/Family, Executive
Colin Beirne	Treasurer Academic, Finance Chair
Roger Berg	Trustee Governance
Jamal Epps	Trustee Governance, Financial, Academic
Jake Foley	Vice-Chair Co-Chair of Development
Preston Henske	Trustee Development, Academic
Chris Jackson	Secretary Co-Chair Development, Academic
Tom Kearney	Trustee Co-Chair of Academic, Governance, Financial
Anthony Manley	Trustee Co-Chair of Academic
Kellie Zesch	Trustee Community/Family, Development, Academic
Trevor Gibbons	Trustee Governance, Academic, Community/Family
Katie Duffy	Ex Officio

Steven Cunning has served as Harlem Prep's Executive Director since July 1, 2014.

INTRODUCTION

Harlem Prep Charter School's (Harlem Prep) mission is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship. The Harlem Prep academic program maintains core components of Democracy Prep Public Schools' rigorous academic elementary program and school culture across all grades. Harlem Prep was formerly known as Harlem Day Charter School, and Democracy Prep was granted the opportunity to manage the restructured renewal that SUNY authorized.

The elementary curriculum and academic program at Harlem Prep is built on the success and best practices of the highest-performing no-excuses elementary schools nationwide. As such, Harlem Prep embraces the common elements of no-excuses high expectations elementary schools. In addition to incorporating the traditional attributes that researchers have proven to be correlated with improved student learning outcomes — extended school days and years, rigorous college-prep academics, ongoing use of data to inform instructional decisions and resource allocation, consistent cultural and academic expectations, and exceptional talent at all levels — Harlem Prep's strategic vision requires the infusion of three unique elements. Harlem Prep commits to educating all scholars, providing authentic civic engagement, and operating solely on public funds.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11	42	46	41	43	40	37								249
2011-12	53	50	52	55	34	25								269
2012-13	90	61	60	64	60	58	112							415
2013-14	75	81	58	60	61	53	108	102						598

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Harlem Prep students will demonstrate proficiency in English Language Arts.

Background

Literacy is the key academic skill on which all future skill and knowledge acquisition is based. Low-income children hear two-thirds fewer words in the home each hour than children of more affluent families, based on several research studies.

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 7th grade in April 2014. 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.

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	60	0	0	0	60
4	60	0	0	1	61
5	53	0	0	0	53
6	106	0	0	2	108
7	100	0	0	2	102
8					
All	593	0	0	5	598

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.

Results

Harlem Prep did not meet the goal set forth in its accountability plan. Grade 3 students performed better than the returning students subgroup with 52 percent of students performing at proficiency versus 33 percent. Grade 4 students performed best among returners.

Performance on 2013-14 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	Number Tested	Percent	Number Tested
3	52	60	33	42
4	40	60	43	55
5	28	53	28	35
6	12	106	11	45
7	24	100	28	64
8				
All	28	379	28	242

Evaluation

Harlem Prep's returning students, on the whole, performed as well as newly enrolled students across the board, excepting 3rd grade which has a small sample size of returners. Harlem Prep is continuing to adjust to Common Core Standards while enrolling students in all applicable grades.

Additional Evidence

As indicated above, Harlem Prep continues to adjust to the Common Core aligned exams rolled out in 2012-13. Scores for students at the school rose five percentage points, while the number of returners nearly doubled.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	87	30	34	47	33	42
4	88	33	57	30	43	55
5	88	17	13	23	28	35
6			13	8	11	45
7					28	64
8						
All	88	80	23	118	28	242

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 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

Results

Harlem Prep's PLI value of 102 meets the state's listed ELA AMO of 89.

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
379	26	46	25	3

$$\begin{array}{rcccccccc} \text{PI} & = & 46 & + & 25 & + & 3 & = & 74 \\ & & & & 25 & + & 3 & = & \underline{28} \\ & & & & & & \text{PLI} & = & 102 \end{array}$$

Evaluation

Harlem Prep reduced the number of students performing at level 1 while raising the number of students who tested at levels 2 and 3. This can be attributed to shifts in curriculum that brought classroom instruction into closer alignment with the Common Core State Standards as well as the fact that many students' scale scores from the previous year placed them on the cusp of the next level. The prevalence of "high" level 2s and "high" level 1s allowed a jump to the next level, raising the school's PLI by 12 points.

Goal 1: Comparative Measure

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

Method

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

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

Results

Harlem Prep’s returning students outperformed their district counterparts on the 2013-2014 ELA exam in every grade excepting 6th grade.

2013-14 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	33	6	29	965
4	43	55	21	1016
5	28	35	24	1025
6	11	45	19	985
7	28	64	20	993
8				
All	28	205	23	4984

Evaluation

Harlem Prep has exceeded its district in both performance and year-to-year change on the ELA exam. It has met its goal of exceeding district performance in all grades excepting grade 6, a natural entry grade with a mix of returning and new students. The performance of grade six scholars was on par with the cohort’s performance in the previous year.

Additional Evidence

Since Democracy Prep Public Schools assumed operation of the school prior to the 2011-12 instructional year, Harlem Prep has continued to outperform zoned schools in Community School District 4 . Notably, the fifth-grade team has brought more students up to proficiency than the previous year and out-performed the district. As academic expectations continue to climb, Harlem Prep will continue to research more methods of improvement to continue pushing scholars to master progressively more rigorous materials.

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

³ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	87	49	34	21	33	29
4	88	46	57	26	43	21
5	88	43	13	20	28	24
6			13	16	11	19
7					28	20
8						
All	88	46	23	20	28	<u>23</u>

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁴

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 small 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

Harlem Prep's overall effect size was 0.29. There is a split in effect size in 3rd/4th grade (positive) and 5th/6th grade (negative), with a very big change between the 4th and 5th grades.

⁴ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

2012-13 English Language Arts Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	75.0	56	32.2	23.5	8.7	0.65
4	72.9	51	43.1	23.2	19.9	1.54
5	78.0	51	11.8	21.7	- 9.9	-0.73
6	85.0	108	14.8	14.9	- 0.1	-0.01
7						
8						
All	79.2	266	23.3	19.6	3.7	0.29

School's Overall Comparative Performance:
Slightly higher than expected

Evaluation

Harlem Prep did not meet the overall effect size goal, missing the target by 0.01. Harlem Prep's 4th grade performed much better than expected, while 5th grade performed much worse. The school on the whole performed better than expected due to the strength of its 3rd and 4th grade scores.

Additional Evidence

Under Democracy Prep Public Schools, Harlem Prep has produced an overall positive effect size in two years. The school received a positive effect size in 2012-2013 despite the increasingly difficult exam which was the first to be Common Core aligned in New York State.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-5	79	119	25.2	40.1	-0.92
2011-12	3-5	75.4	111	60.3	43.2	1.07
2012-13	3-6	79.2	266	23.3	29.6	0.29

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.

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

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 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁶

Results

The school met this measure overall and in grades 4 and 6.

2012-13 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3		
4	70.5	50.0
5	41.5	50.0
6	52.5	50.0
7		
8		
All	54.6	50.0

Evaluation

Harlem Prep met this measure for 2012-2013. While 4th and 6th grade exceeded the state average, 5th grade students came in under the 50th percentile, which is consistent with 5th grade's performance on the exam. The school is confident that the shift in approach in the 2013-2014 school year addressed this issue.

Additional Evidence

This is a newly available metric that does not allow for historical comparisons.

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

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

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

	2010-11 ⁷	2011-12 ⁷	2012-13	Statewide Average
3				50.0
4			70.5	50.0
5			41.5	50.0
6			52.5	50.0
7				50.0
8				50.0
All			54.8	50.0

Goal 1: Optional Measure

At the end of each year, 75% of K students will achieve at least STEP 3, 75% of first graders will achieve at least STEP 6, and 75% of second graders will achieve at least STEP 9 on the STEP assessment.

Results

Grade	Cohort Size	Target	Actual	Target Achieved
K	75	75%	83%	Yes
1	81	75%	65%	No
2	58	75%	43%	No

Evaluation

Harlem Prep partially satisfied this goal, with 83% of kindergarten scholars achieving Level 3 or above. First- and second-grade scholars fell slightly behind the 75% target.

⁷ Grade level results not available.

Goal 1: Optional Measure

At least 75% of students who enroll in grades K-2 at the beginning of an academic year will make at least three STEP levels of growth each year on the STEP assessment.

Results

Grade	Cohort Size	Target	Actual	Target Achieved
K	75	75%	85%	Yes
1	81	75%	33%	No
2	58	75%	70%	No

Evaluation

Harlem Prep partially satisfied this goal, with 85% of kindergarten scholars achieving three or more levels of growth.

Summary of the English Language Arts Goal

Harlem Prep did not achieve its goal of 75% proficiency on the ELA exam, but it did show significant growth compared to 2012-13. In all but one grade (6th), Harlem Prep outperformed its district counterparts. As NYS schools continue to become accustomed to the higher bar set by testing alignment to Common Core standards, Harlem Prep will adjust and progress.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted	Achieved

	growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	
Optional	At the end of each year, 75% of K students will achieve at least STEP 3, 75% of first graders will achieve at least STEP 6, and 75% of second graders will achieve at least STEP 9 on the STEP assessment.	Did Not Achieve
Optional	At least 75% of students who enroll in grades K-2 at the beginning of an academic year will make at least three STEP levels of growth each year on the STEP assessment.	Did Not Achieve

Action Plan

For elementary level education, aside from the overall infusion of E.D. Hirsch’s Core Knowledge across our curriculum, DPPS and Harlem Prep have made significant shifts. Reading Comprehension is an especially controversial topic when it comes to these shifts. Previously, teachers have focused on Boyles’ reading strategies and teaching skills, hoping that they would transfer across texts and across genres. We were failing to explicitly honor the idea that background knowledge matters. Lack of background knowledge has a significant impact on scholars’ ability to comprehend any given material. We would not know whether a student struggled with identifying Main Idea as a skill or rather he or she simply lacked comprehension of the text as a whole.

We have now shifted our reading comprehension curriculum to support the idea that “If you are not building knowledge, you are not teaching reading.” During non-fiction units of study, scholars will engage in a series of texts focused on one knowledge domain, and teachers will teach that knowledge to the standard (as standards and curriculum are different). And, when scholars are then assessed, they are assessed on the skill and standard within the knowledge domain taught.

Additionally, the reading comprehension shift is closely linked to the shift we have made this year in textual analysis. In the past, Democracy Prep focused primarily on skills and strategies, using arbitrary passage selections. Now, our approach is more refined. Not only is this year’s textual analysis scope and sequence aligned to Achievement Network’s (ANet) Schedule of Assessed Standards (which will help our teachers with planning to re-teach much more cohesively), but we are also spiraling standards within content. CCSS are reflected throughout different domains, so scholars are exposed to them in various ways. This approach is also knowledge-domain specific. The layered exposure over time to a topic provides our scholars with the opportunity to learn domain vocabulary and access more information within that domain. We are already seeing the impact of this shift in a positive manner.

Democracy Prep has also made significant shifts in our writing and grammar curriculum. Unlike the past, our writing curriculum now calls for scholars to write more expository and evidence-based pieces, ensuring scholars are focused outward toward the world. DP teachers utilize rubrics for three types of writing rather than one general rubric, and our bi-monthly assessments require scholars to “Take a Stand”, choosing one side of an argument and supporting their point with evidence. Not only does this approach achieve a major common core shift, but also it instills a civic disposition in students to take a stance on an issue and intelligently articulate and advocate for their beliefs. In regard to grammar, we have very consciously moved away from Lucy Calkins’ units of study and are focusing on more explicit grammar instruction (in only Kindergarten and grade 1). We have also built out a more robust grammar program that spans half the year in grade 2 to help

our scholars gain the conventions they need to be strong writers as they enter into grade 3. DP has also more clearly aligned our grammar objectives to our writing units across grades K to 5, which helps teachers to strategically focus on specific conventions when during a writing unit.

MATHEMATICS

Goal 2: Mathematics

Harlem Prep students will demonstrate proficiency in Mathematics.

Background

The Math curriculum at Harlem Prep Charter School is designed to ensure that students master math procedures and problem-solving skills.

Harlem Prep uses a systematic approach to basic math facts and computational skills, Saxon Math, coupled with a teacher-created curriculum that develops higher-level problem-solving skills and is supplemented by the Investigations math program. The curriculum was built to help students recognize that students need basic facts knowledge and “automaticity” with procedural computation, couples with a deep conceptual understanding of mathematics. This combination of basic skills and conceptual understanding gives students the ability to solve complex mathematical application problems. The curriculum includes approximately 80 minutes of daily math instruction. The Harlem Prep Curricular Framework for mathematics relies heavily on the Common Core Standards for Mathematics.

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 7th grade in April 2014. 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.

2013-14 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁸			Total Enrolled
		IEP	ELL	Absent	
3	60	0	0	0	60
4	60	0	0	1	61
5	53	0	0	0	53
6	106	0	0	2	108
7	100	0	0	2	102
8					
All	379	0	0	5	384

Results

Harlem Prep's returning students performed slightly better than the general student population at the school on the 2013-2014 Math exam.

Performance on 2013-14 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	Number Tested	Percent	Number Tested
3	52	60	50	42
4	53	60	55	55
5	46	52	37	35
6	30	105	31	45
7	29	101	30	64
8				
All	39	378	41	241

Evaluation

Harlem Prep did not meet this measure. The school continues to adjust to the shift to Common Core State Standards and is exploring options to further promote the growth of scholars in all grades.

Additional Evidence

⁸ 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.

All grades showed significant progress from 2012-13 to 2013-14. The school produced a 16% growth in proficiency year over year, while maintaining cohort sizes in that span. Students continue to perform well over the course of their time in Harlem Prep’s program.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	100	30	35	48	50	42
4	97	33	30	30	55	55
5	82	17	0	23	37	35
6			13	8	31	45
7					30	64
8						
All	95	80	25	109	41	241

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 2013-14 mathematics AMO of 86. 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

Harlem Prep met this measure with a PLI of 124.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
378	15	46	30	9

$$PI = 46 + 30 + 9 = 85$$

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

$$30 + 9 = \frac{39}{124}$$

Evaluation

Harlem Prep’s PLI is indicative of the school’s push to bring the lowest performing students up to proficiency. The number of students performing at Level 1 has been cut in half compared to last year, while the number of students testing as proficient has jumped by the same percentage. Harlem Prep will continue to focus on students at Levels 1 and 2, paying particular attention to those students who are new to the school and the program. These students are typically arriving from underperforming zoned schools.

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 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.¹⁰

Results

Harlem Prep has outperformed its district of residence at all relevant grade levels.

**2013-14 State Mathematics Exam
 Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	50	42	37	981
4	55	55	26	1026
5	37	35	33	1035
6	31	45	22	990
7	30	64	19	1009

¹⁰ 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](#).

8				
All	41	241	<u>27</u>	5041

Evaluation

Students at Harlem Prep, both newcomers and returners, performed better than their district counterparts at all grade levels. The increase in math scores outpaced the district’s increase year to year.

Additional Evidence

Since taking on Democracy Prep Public Schools as its operator, Harlem Prep has outperformed its local district in all areas excepting 5th and 6th grades in 2012-2013. Harlem Prep will continue to increase math scores across the board as it grows to serve an 8th grade class and fill in seats in all available grades with district students.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	100	56	35	25	50	42
4	97	63	30	28	55	55
5	82	58	0	22	37	35
6			13	18	31	45
7					30	64
8						
All	95	54	25	21	41	241

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹¹

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

¹¹ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year’s results using reported free-lunch statistics.

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 small 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

Harlem Prep received a negative effect size in 4th and 5th grade, with a negative overall effect size for the 2012-2013 exam period.

2012-13 Mathematics Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	75.0	57	31.6	26.8	4.8	0.27
4	72.9	51	27.4	28.9	- 1.5	-0.09
5	78.0	51	3.9	21.8	-17.9	-1.12
6	85.0	107	24.3	17.8	6.5	0.36
7						
8						
All	79.2	266	22.5	22.6	- 0.1	-0.03

School's Overall Comparative Performance:
Lower than expected

Evaluation

Harlem Prep did not meet its accountability plan goal of achieving a 0.30 effect size. 3rd and 6th grade scores were positive, but 5th grade students did not perform nearly as well as expected.

Additional Evidence

Harlem Prep performed, as a school, as expected on the new Common Core aligned Mathematics exam. The school served similar students but increased in size by about 150%, bringing in an entirely new grade comprised of equal parts new and returning students.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-5	77	120	44.2	49.9	-0.30
2011-12	3-5	75.4	111	73	53.2	1.05
2012-13	3-6	79.2	266	22.5	22.6	-0.03

Goal 2: Growth Measure¹²

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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.¹³

The school met this measure in 2012-2013.

2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
3		50.0
4	45	50.0
5	34.5	50.0
6	64.5	50.0
7		50.0
8		50.0
All	<u>53.2</u>	50.0

¹² See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹³ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Evaluation

Harlem Prep met this measure for 2012-2013. While 6th grade exceeded the state average, 4th and 5th grade students came in under the 50th percentile. The school is confident that the shift in approach in the 2013-2014 school year addressed this issue.

Additional Evidence

This is a newly available metric which does not allow for historical analysis.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2010-11 ¹⁴	2011-12 ¹⁴	2012-13	Statewide Average
3				50.0
4			45	50.0
5			34.5	50.0
6			64.5	50.0
7				50.0
8				50.0
All			53.2	50.0

Summary of the Mathematics Goal

While Harlem Prep did not achieve all goals outlined in the mathematics portion of the Accountability Plan with regards to proficiency, it did make significant progress towards those goals compared to 2012-2013. The school's focus on scholar growth along with its continued alignment with Common Core standards has allowed it to close the gap between performance and goal in the area of proficiency, while continuing to produce extraordinary growth scores in all grades.

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	Did Not Achieve

¹⁴ Grade level results not available.

	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 2012-13 school district results.)	
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

Harlem Prep's continues to strive to have all students demonstrate proficiency in Mathematics. In addition to hiring academic specialists tasked with adjusting and developing internal assessments, professional development, and other curricular needs ensuring Common Core Alignment, Harlem Prep will be moving to the Eureka Program in 2014-2015. This program provides curriculum and professional development which closely follow the focus of Common Core Standards. Eureka Math's adherence to CCS set it apart from other available programs, and its theory of teaching is unique among its peers. Teachers lead students through "stories" of mathematical concepts, such as units, ratios and functions. Each grade typically covers 5-7 of these modules every year.

SCIENCE

Goal 3: Science
 Harlem Prep students will demonstrate proficiency in Science

Background

The Science curriculum at Harlem Prep Charter School is designed to ensure that students become active scientific explorers who:

- Identify key scientific concepts by fourth grade; and
- Apply scientific knowledge and methods to solve problems and conduct experiments by fourth grade.

The Science curriculum is based on standards developed by the Core Knowledge Foundation. The implementation of these standards improves student knowledge of life sciences, physical sciences, and earth sciences.

Since many facets of Harlem Prep's curriculum are structured and because Science is best learned through doing, the school employs a hands-on science program that fuses reading, research, and experiments to maximize student learning. The school selects chapters and units that best align with the Core Knowledge sequence and the NYS performance standards and supplements this program where required to ensure alignment between the science curriculum and the NYS performance standards.

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2014. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

Harlem Prep met this goal.

**Charter School Performance on 2013-14 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	Number Tested	Percent	Number Tested
4	98	55		
8				

Evaluation

Harlem Prep met this goal with over 90% of students testing as proficient.

Additional Evidence

Harlem Prep’s students consistently perform well on state science exams, with over 95% of tested students classed as proficient at the end of 4th grade.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	97	34	96	50	98	55
8						
All	97	34	96	50	98	55

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

Data not available. New York State does not provide Science data in the same way as ELA and Math exams.

**2013-14 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	Number Tested	Percent	Number Tested
4	98	55		
8				

Evaluation

Comparisons not available.

Additional Evidence

District data not available.

**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					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4						
8						
All						

Summary of the Science Goal

Harlem Prep achieved the absolute measure of having 75% of all tested scholars enrolled in at least their second year perform at proficiency. Comparative data for the district is not available.

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

Action Plan

Harlem Prep will continue to utilize resources as described in the background section of this goal. Democracy Prep Public Schools has hired a Science Curriculum Specialist to maintain its successful science program at all schools.

NCLB

Goal 4: NCLB

Harlem Prep 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 a local-assistance-plan school.

Method

Since *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

Harlem Prep achieved "Good Standing" status for the 2013-2014 school year.

Evaluation

Harlem Prep met the absolute measure goal for NCLB.

Additional Evidence

Harlem Prep continues to be in “Good Standing” after Democracy Prep Public Schools assumed operations.

NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing

Goal 5: Harlem Prep will prepare students for success in college and citizenship.

Absolute Measures:

Goal 5.1: 75% of students completing fifth grade, who have attended Harlem Prep for three years or more, will have visited at least six college campuses.

Harlem Prep met this goal.

Goal 5.2: 75% of students in grades 3-6 will demonstrate proficiency on the DREAM rubric evaluating the values of Discipline, Respect, Enthusiasm, Accountability, and Maturity. Proficiency is demonstrated by maintaining a weekly “DREAM Dollar” balance higher than 70.

Harlem Prep met this goal.

Goal 6: Harlem Prep will demonstrate proficiency in managing public financial resources.

Absolute Measures:

6.1: Each year, the school will generally and substantially comply with all applicable federal and state laws, rules and regulations, and the provisions of its by-laws, Provisional Charter (certificate of incorporation) and Charter Agreement.

Harlem Prep complied with all federal and state laws, rules and regulations that are applicable.

6.2: Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.

Harlem Prep met this goal.

6.3: Each year, the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.

Harlem Prep has independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed.

6.4: Each year, the school will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED, or the SUNY Charter Schools Institute.

Harlem Prep will continue to rigorously reflect to ensure that it is delivering the highest quality education possible, including any corrective actions from any auditor or appropriate agency.

6.5. Each year, the school will operate its core academic program on less funding per-pupil than the average per-pupil funding of the New York City Public Schools.

Harlem Prep met this goal. Harlem Prep's per-pupil expenditures were calculated to be \$12,055, far less than per-pupil spending in traditional district schools.

Goal 7: Harlem Prep will demonstrate proficiency in managing teachers and administrative staff.

Absolute Measures:

7.1: Each year, the school will keep negative staff attrition, defined as staff taking a substantially similar position within the city of New York, to 25% or less.

Harlem Prep did not meet this goal. Staff attrition was 27% (or 23 staff out of 85).

7.2: Each year, the school will hire and oversee a qualified school leader and/or charter management organization to oversee the day-to-day operations of the school.

The Board hired Tameka Royal as Harlem Prep Elementary Principal and Kimberly Dacres as Harlem Prep Middle Principal. The board maintained Democracy Prep Public Schools as the CMO.

7.3: Each year, the school will maintain daily staff attendance of 95% or better.

Harlem Prep maintained a daily staff attendance rate of 95%.

7.4: Each year, the school will receive an overall average score of 7.5 or above from teachers on the NYC Learning Environment Survey in the areas of Academic Expectations, Communication, Engagement, Safety and Respect.

Harlem Prep did not meet this goal completely. New York City's Learning Environment Survey was modified this year – teachers rated the school on the following three metrics:

Instructional Core – 72% satisfaction

Systems for Improvement – 72% satisfaction
School Culture – 82% satisfaction

Goal 8: Parent Satisfaction

Harlem Prep will demonstrate proficiency in satisfying families, teachers, and community supporters

Absolute Measures:

8.1: Each year, the school will receive an overall average score of 7.5 or above from parents on the NYC Learning Environment Survey in the areas of Academic Expectations, Communication, Engagement, Safety and Respect.

Method

Harlem Prep charter School advertised the parent survey during school hours (posters and flyers distributed) and sent automated reminder messages to families with additional reminders. The school provided parents with access to computers during school hours and after school hours to submit the parent surveys online.

Results

New York City’s Learning Environment Survey was modified this year – parents rated the school on the following three metrics:

- Instructional Core – 95% satisfaction
- Systems for Improvement – 94% satisfaction
- School Culture – 95% satisfaction

Only 68% of eligible families responded to the survey.

2013-14 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
351	519	68%

2013-14 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
My child's school has high expectations for my child.	98%
My child's school keeps me informed about my child's academic progress.	98%
My child's school makes me feel welcome.	96%
My child's school has teachers who are interested and attentive	96%

when they discuss my child.	
My child's school gives my child meaningful assignments that help him or her learn.	98%

Evaluation

Harlem Prep is extremely popular among parents who responded to the survey. The school is proud of the high satisfaction rates, but the response rates must be a focus in the future.

8.2: Each year, the school will maintain a negative student attrition rate, defined as students attending non-selective schools in New York City, of less than 10%.

Method

Student enrollment is tracked through a combination of systems, including ATS and Jupiter Grades. These numbers were obtained through official discharges in ATS.

Results

Entering the 2013-2014 school year, Harlem Prep retained 90% of its students from the previous year.

2013-14 Student Retention Rate

2012-13 Enrollment	Number of Students Who Graduated in 2012-13	Number of Students Who Returned in 2013-14	Retention Rate 2013-14 Re-enrollment ÷ (2012-13 Enrollment – Graduates)
415	0	375	90%

Evaluation

The school met the retention target as listed.

Additional Evidence

In 2011-2012, many families decided to leave when faced with the prospect of a new operator in the form of Democracy Prep Public Schools. Harlem Prep’s current parents, as evidenced by the survey results and retention rate for the previous two years, are satisfied with the school’s programming.

Year	Retention Rate
2011-12	60%
2012-13	89%
2013-14	90%

8.3: Each year the school will have a daily attendance rate of at least 95 percent.

Method

Attendance for students at Harlem Prep is tracked on a daily basis. Students are classified as either Absent or Present for the purposes of reporting, with no excused absences.

Results

Harlem Prep's students achieved an attendance rate of 95% overall.

2013-14 Attendance

Grade	Average Daily Attendance Rate
K	94%
1	95%
2	95%
3	96%
4	97%
5	96%
6	95%
7	95%
8	
Overall	95%

Evaluation

The school met this goal in every grade excepting Kindergarten, which came in at 94%.

Additional Evidence

Harlem Prep has consistently met its attendance goal, using consistent standards and expectations for all families.

Year	Average Daily Attendance Rate
2011-12	95%
2012-13	96%
2013-14	95%

8.4: Each year, the school will maintain a waitlist of at least 25% more students than are currently enrolled at Harlem Prep.

Method

Democracy Builders, on behalf of Harlem Prep Charter School, ran a lottery for the 2014-2015 school year. After all seats are filled via a random lottery, controlling for district and sibling preferences, students are placed on a wait list.

Results

Harlem Prep met this goal with a wait list of 4950 against a total enrollment of 598 students (828%).

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Wednesday, July 30, 2014

Page 1

Charter School Name: 310400860840 HARLEM PREP CS

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 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

1. Total Expenditures Per Child Line 1: Total Expenditures	7679118
1. Total Expenditures Per Child Line 2: BEDS Day Pupil Count	637
1. Total Expenditures Per Child Line 3: Divide Line 1 by Line 2	12055

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 2013-14 Schedule of Functional Expenses) and divide by the BEDS 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 21 of the 2012 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 2013-14 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 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 1: Relevant Personnel Services Cost (Row)	445833
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 2: Management and General Cost (Column)	1423805
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 3: Sum of Line 1 and Line 2	1869638
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 4: BEDS Day Pupil Count	637
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 5: Divide Line 3 by the BEDS Day Pupil Count	2935

Thank you.

**Harlem Prep Charter School
BALANCE SHEET
2014-15**

	<u>Prior Year</u> 2013-14	Q1 As of 9/30	Q2 As of 12/31	Q3 As of 3/31	Q4 As of 6/30
<u>ASSETS</u>					
<u>CURRENT ASSETS</u>					
Cash and cash equivalents	\$ 4,209,052	\$ -	\$ -	\$ -	\$ -
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	126,334	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	781,883	-	-	-	-
TOTAL CURRENT ASSETS	5,117,269	-	-	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	2,682,183	-	-	-	-
<u>OTHER ASSETS</u>	-	-	-	-	-
TOTAL ASSETS	7,799,452	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
<u>CURRENT LIABILITIES</u>					
Accounts payable and accrued expenses	\$ 165,134	\$ -	\$ -	\$ -	\$ -
Accrued payroll and benefits	-	-	-	-	-
Dreferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	551,452	-	-	-	-
TOTAL CURRENT LIABILITIES	716,586	-	-	-	-
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	250	-	-	-	-
TOTAL LIABILITIES	716,836	-	-	-	-
<u>NET ASSETS</u>					
Unrestricted	7,131,847	-	-	-	-
Temporarily restricted	(49,231)	-	-	-	-
TOTAL NET ASSETS	7,082,616	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	7,799,452	-	-	-	-

HARLEM PREP CHARTER SCHOOL
(A Not-For-Profit Corporation)

FINANCIAL STATEMENTS

JUNE 30, 2014 AND 2013

HARLEM PREP CHARTER SCHOOL
(A Not-For-Profit Corporation)
FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

CONTENTS

	<u>PAGE</u>
INDEPENDENT AUDITORS' REPORT	1 – 2
FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION:	
Statements of financial position	3
Statements of activities	4
Statements of cash flows	5
Notes to financial statements	6 – 13
Independent auditors' report on supplementary information	14
Schedule of functional expenses	15
SINGLE AUDIT SECTION:	
INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH <i>GOVERNMENT AUDITING STANDARDS</i>	16 – 17
INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133	18– 19
SCHEDULE OF FINDINGS AND QUESTIONED COSTS	20
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS	21
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS	22

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

156 WEST 56TH STREET

NEW YORK, NEW YORK 10019

TEL: (212) 957-3600

FAX: (212) 957-3696

INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF TRUSTEES OF
HARLEM PREP CHARTER SCHOOL

Report on the Financial Statements

We have audited the accompanying financial statements of Harlem Prep Charter School (the "School") (a not-for-profit corporation), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2014, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Report on Summarized Comparative Information

We have previously audited the School's 2013 financial statements, and our report dated October 24, 2013, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2013, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, 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 as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 30, 2014, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 30, 2014

HARLEM PREP CHARTER SCHOOL
(A Not-For-Profit Corporation)
STATEMENTS OF FINANCIAL POSITION
JUNE 30,

	2014	2013
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 4,017,735	\$ 2,696,431
Grants and contracts receivable	732,340	163,522
Prepaid expenses	82,507	1,869
Due from related parties	-	144,060
Total current assets	4,832,582	3,005,882
Property and equipment, net of accumulated depreciation and amortization of \$4,815,665 and \$4,379,083, respectively	2,245,600	2,531,501
Restricted cash	75,371	75,220
TOTAL ASSETS	\$ 7,153,553	\$ 5,612,603
 LIABILITIES AND UNRESTRICTED NET ASSETS		
Current liabilities:		
Accounts payable and accrued expenses	\$ 517,817	\$ 272,013
Accrued payroll and payroll taxes	335,005	272,041
Refundable advances	45,992	-
Due to related parties	687,059	-
Total current liabilities	1,585,873	544,054
Deferred rent	275,909	289,572
Total liabilities	1,861,782	833,626
Unrestricted net assets	5,291,771	4,778,977
TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS	\$ 7,153,553	\$ 5,612,603

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

HARLEM PREP CHARTER SCHOOL
(A Not-For-Profit Corporation)
STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30,

	<u>2014</u>	<u>2013</u>
Revenue and support:		
State and local per pupil operating revenue	\$ 9,013,726	\$ 7,099,464
Federal grants	663,401	433,308
Federal E-rate	71,565	98,591
State and city grants	51,581	38,045
Contributions and grants	131,359	334,733
Fundraising	5,100	85,748
Interest	180	196
	<u>9,936,912</u>	<u>8,090,085</u>
 Expenses:		
Program services:		
Regular education	6,949,355	5,443,149
Special education	1,002,090	1,203,939
Other program	5,327	-
Total program services	<u>7,956,772</u>	<u>6,647,088</u>
Supporting services:		
Management and general	1,467,346	861,131
Fundraising	-	82,699
	<u>9,424,118</u>	<u>7,590,918</u>
 Changes in unrestricted net assets	512,794	499,167
 Unrestricted net assets - beginning of year	<u>4,778,977</u>	<u>4,279,810</u>
 Unrestricted net assets - end of year	<u><u>\$ 5,291,771</u></u>	<u><u>\$ 4,778,977</u></u>

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

HARLEM PREP CHARTER SCHOOL
(A Not-For-Profit Corporation)
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30,

	2014	2013
CASH FLOWS FROM OPERATING ACTIVITIES:		
Changes in unrestricted net assets	\$ 512,794	\$ 499,167
Adjustments to reconcile changes in unrestricted net assets to net cash provided by operating activities:		
Depreciation and amortization	436,582	405,363
Changes in assets and liabilities:		
(Increase) Decrease in grants and contracts receivable	(568,818)	81,400
(Increase) Decrease in prepaid expenses	(80,638)	39,106
Decrease (Increase) in due from related parties	144,060	(95,910)
Increase in accounts payable and accrued expenses	245,804	22,375
Increase in accrued payroll and payroll taxes	62,964	122,174
Increase in refundable advances	45,992	-
Increase in due to related parties	687,059	-
(Decrease) in deferred rent	(13,663)	(13,664)
NET CASH PROVIDED BY OPERATING ACTIVITIES	1,472,136	1,060,011
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchase of property and equipment	(150,681)	(76,093)
(Increase) in restricted cash	(151)	(5,178)
NET CASH (USED IN) INVESTING ACTIVITIES	(150,832)	(81,271)
NET INCREASE IN CASH AND CASH EQUIVALENTS	1,321,304	978,740
CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR	2,696,431	1,717,691
CASH AND CASH EQUIVALENTS - END OF YEAR	\$ 4,017,735	\$ 2,696,431

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

HARLEM PREP CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Organization

Harlem Prep Charter School (the "School") is a New York State, not-for-profit educational corporation that was incorporated on May 14, 2001 to operate a charter school pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on May 14, 2001 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. During 2011, the Board of Regents extended the charter through July 31, 2016. The Charter School offers parents a free alternative to the public school system as provided by the New York State Charter School law. The School offers classroom instruction and programs that encourage and foster creativity and team planning while meeting the New York State educational standards. Classes commenced in New York, in September 2001 and the School provided education to approximately 614 students in kindergarten through seventh grade during the 2013-2014 academic year.

Food and Transportation

The School retained an outside vendor to provide meals for students in which the School receives Federal and New York State reimbursements. The Office of Pupil Transportation provides free transportation to the majority of the students during the district's school days.

Tax Status

The School is exempt from Federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) and a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) and qualifies for deductible contributions as provided in section 170(b)(1)(A)(ii). The School is subject to income taxes only on net unrelated business income. The School did not have any unrelated business income for the years ended June 30, 2014 and 2013.

The School's accounting policy provides that a tax expense or benefit from an uncertain tax position may be recognized when it is more likely than not that the position will be sustained upon examination, including resolutions of any related appeals or litigation processes, based on the technical merits. The School has no uncertain tax positions resulting in an accrual of tax expense or benefit.

IRS forms 990 filed by the School are subject to examination by the Internal Revenue Service up to three years from the extended due date of each return. Forms 990 filed by the School are no longer subject to examination for the fiscal years ended June 30, 2010 and prior.

HARLEM PREP CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basis of Presentation

The financial statement presentation follows the requirements of the Financial Accounting Standards Board (“FASB”) in its Accounting Standards Codification (“ASC”) No. 958-205 which provides guidance for the classification of net assets. The amounts for each of the three classes of net assets are based on the existence or absence of donor-imposed restrictions described as follows:

Unrestricted

Net assets of the School whose use has not been restricted by an outside donor or by law. They are available for any use in carrying out the operations of the School.

Temporarily Restricted

Net assets of the School whose use has been limited by donor-imposed stipulations that either expire with the passage of time or can be fulfilled and removed by actions of the School. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities and changes in net assets, as net assets released from restrictions

Permanently Restricted

Net assets of the School whose use has been permanently limited by donor-imposed restrictions. Such assets include contributions required to be invested in perpetuity, the income from which is available to support charitable purposes designated by the donors.

The School had no temporarily or permanently restricted net assets at June 30, 2014 and 2013.

Revenue and Support

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

HARLEM PREP CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Use of Estimates

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. Accordingly, actual results could differ from those estimates.

Cash and Cash Equivalents

For the purpose of the statements of cash flows, the School considers all highly liquid debt instruments purchased with a maturity of three months or less to be cash equivalents.

Concentration of Credit Risk

Financial instruments which potentially subject the School to concentrations of credit risk are cash and cash equivalents. The School places its cash and cash equivalents on deposit in what it believes to be highly credited financial institutions. Cash balances may exceed the FDIC insured levels of \$250,000 per institution at various times during the year. The School believes that there is little risk in any losses and has not experienced any losses in such accounts.

Restricted Cash

Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution should it occur.

Property and Equipment

Purchased property and equipment are recorded at cost. Maintenance and repairs are expensed as incurred. All property and equipment purchased with government funding, whereas the government agency retains legal title to the long lived asset is expensed as incurred. Depreciation and amortization is provided on the straight line method over the estimated useful lives as follows:

Computers and equipment	3 years
Furniture and fixtures	3 and 5 years
Leasehold improvements	Useful life or related lease

Refundable Advances

The School records certain government operating revenue as refundable advances until related services are performed, at which time they are recognized as revenue.

HARLEM PREP CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Deferred Rent

The School records its rent in accordance with FASB ASC 840-2 whereby all rental payments, including fixed rent increases are recognized on a straight-line basis as an offset to rent expense. The difference between the straight-line rent expense and the required lease payments, as well as any unamortized lease incentives, is reflected in the deferred rent in the accompanying financial statements.

Comparative Financial Information

The accompanying statements of activities and schedule of functional expenses are presented with summarized comparative information. Such prior year information is not presented by net asset class in the statements of activities or by functional category in the schedule of functional expenses. Accordingly, such information should be read in conjunction with the School's 2013 financial statements from which the summarized information was derived.

NOTE 2 - GRANTS AND CONTRACTS RECEIVABLE

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

NOTE 3 - PROPERTY AND EQUIPMENT

Property and equipment consists of the following at June 30,:

	<u>2014</u>	<u>2013</u>
Computers and equipment	\$ 785,092	\$ 654,872
Furniture and fixtures	231,438	210,977
Leasehold improvements	<u>6,044,735</u>	<u>6,044,735</u>
	7,061,265	6,910,584
Less: Accumulated depreciation and amortization	<u>4,815,665</u>	<u>4,379,083</u>
	<u>\$ 2,245,600</u>	<u>\$ 2,531,501</u>

Depreciation and amortization expense was \$436,582 and \$405,363 for the years ended June 30, 2014 and 2013, respectively.

HARLEM PREP CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 4 - RELATED PARTY TRANSACTIONS

Harlem Prep Charter School (“HPCS”) is affiliated with three charter schools: Democracy Preparatory Charter School (“DPCS”), Democracy Preparatory Harlem Charter School (“DPH”), and Democracy Prep Endurance Charter School (“DPE”), all New York State not-for-profit organizations and managed by Democracy Prep Public School (“DPPS”).

The School is managed by DPPS, a New York State not-for-profit charter management organization. On August 1, 2011, the School entered into a management agreement with DPPS to assume responsibility for the School’s educational process, management, and operations. As compensation to DPPS for these services rendered, the School shall pay to DPPS an annual fee equal to 15% of the School’s non-competitive public revenue. The initial term is for two years beginning July 1, 2011 and ending on June 30, 2013. The percentage will decrease by one-half percent (0.5%) in each renewal term until it reaches a minimum of 12% of the non-competitive public revenue of the School and will remain in effect for all subsequent renewal terms. Following the initial term, the agreement will automatically extend for successive one-year periods unless terminated by either party. For the years ended June 30, 2014 and 2013, the School incurred \$1,343,708 and \$1,109,458 in management fees, respectively.

For operational efficiency and purchasing power, the School shares expenses with the related charter schools and charter management organization. The School was billed for net shared operational expenses for the years ended June 30:

	<u>2014</u>	<u>2013</u>
DPCS	\$ 208,638	\$ 215,367
DPH	7,608	-
DBI	2,468	-
DPPS	141,751	124,479
DPE	5,481	4,241
	<u>\$ 365,946</u>	<u>\$ 344,087</u>

The School is an affiliate of Democracy Builders, Inc. (“DBI”), a 501(c)(4) national advocacy organization that organizes parents to advocate for better school choices and educational outcomes for the children in their communities. The School entered into a consulting agreement with DBI to perform student recruitment and enrollment, family engagement, parent advocacy initiatives and training, and government relations. As compensation to DBI for these services rendered, the School shall pay to DBI an annual fee equal to 1% of the School’s total per-pupil funding. For the years ended June 30, 2014 and 2013, the School incurred \$90,137 and \$67,921 in consulting fees, respectively.

HARLEM PREP CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 4 - RELATED PARTY TRANSACTIONS (Continued)

The net balance due from (to) related parties consisted of the following at June 30,:

	2014	2013
DPPS	\$ 22,043	\$ 230,396
DPCS	(269,216)	49,144
DBI	2,265	(122,921)
DPH	(317,483)	(8,318)
DPE	(124,668)	(4,241)
Net balance due from (to) related parties	\$ (687,059)	\$ 144,060

NOTE 5 - COMMITMENTS

School Facility

On June 4, 2001, the School entered into a non-cancelable operating lease for office and instructional space that expired on June 30, 2011, with a renewal option for an additional 5 years. The School exercised its option until June 30, 2016.

On June 1, 2005, the School entered into a non-cancelable operating lease for additional office and instructional space expiring on June 30, 2021, with a renewal option for an additional 10 years.

The future minimum lease payments under the two operating leases are as follows:

For the year ending June 30, 2015	\$ 400,370
2016	420,095
2017	244,590
2018	244,590
2019	244,590
Thereafter	489,180
	\$ 2,043,415

The School recognizes rent expense on a straight-line basis over the term of the lease. Rent expense in excess of payments is recorded as deferred rent in the accompanying statements of financial position. Rent expense was \$385,198 and \$383,195 for the years ended June 30, 2014 and 2013, respectively.

Leased Equipment

The School leases office equipment under non-cancelable lease agreements expiring on various dates through August 2016.

HARLEM PREP CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 5 - COMMITMENTS (Continued)

The future minimum lease payments are as follows:

For the year ending June 30, 2015	\$ 118,440
2016	89,082
2017	64,569
2017	<u>25,000</u>
	<u>\$ 297,091</u>

Equipment rental expense was \$109,749 and \$74,894 for the years ended June 30, 2014 and 2013, respectively.

NOTE 6 - CONTINGENCY

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursements. Management is of the opinion that such cost 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 7 - REVENUE CONCENTRATION

The School receives a substantial portion of its support and revenue from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

NOTE 8 - FUNCTIONAL ALLOCATION OF EXPENSE

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

NOTE 9 - RETIREMENT PLAN

The School maintains a retirement plan qualified under Internal Revenue Code 403(b) for the benefit of its eligible employees. Under the plan, the School will match employee contributions up to 5% of eligible compensation. The amount charged for matching contributions to this plan was \$84,579 and \$59,420 for the years ended June 30, 2014 and 2013, respectively.

HARLEM PREP CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014 AND 2013

NOTE 10 - SUBSEQUENT EVENTS

The School has evaluated its subsequent events through October 30, 2014, the date that the accompanying financial statements were issued. The School has no material events requiring disclosure.

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

156 WEST 56TH STREET

NEW YORK, NEW YORK 10019

TEL: (212) 957-3600

FAX: (212) 957-3696

INDEPENDENT AUDITORS' REPORT
ON SUPPLEMENTARY INFORMATION

TO THE BOARD OF TRUSTEES OF
HARLEM PREP CHARTER SCHOOL

We have audited the financial statements of Harlem Prep Charter School as of and for the year ended June 30, 2014, and have issued our report thereon dated October 30, 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 schedule of functional expenses is presented for the 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 as a whole.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 30, 2014

HARLEM PREP CHARTER SCHOOL
(A Not-For-Profit Corporation)
SCHEDULE OF FUNCTIONAL EXPENSES
FOR THE YEARS ENDED JUNE 30,

	2014						2013
	Program Services			Supporting Services			
	Regular Education	Special Education	Other Program	Total	Management and General	Total	
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ -	\$ 305,777	\$ 305,777	\$ 205,554
Instructional personnel	3,199,815	485,361	-	3,685,176	474,546	4,159,722	3,286,731
Non-instructional personnel	118,476	14,643	-	133,119	-	133,119	230,586
Total salaries and staff	<u>3,318,291</u>	<u>500,004</u>	<u>-</u>	<u>3,818,295</u>	<u>780,323</u>	<u>4,598,618</u>	<u>3,722,871</u>
Fringe benefits and payroll taxes	560,712	83,915	-	644,627	127,150	771,777	628,502
Retirement	62,691	9,382	-	72,073	14,216	86,289	59,420
Management fees	976,231	146,100	-	1,122,331	221,377	1,343,708	1,109,458
Accounting/audit services	-	-	-	-	22,750	22,750	15,250
Other purchased/professional/consulting services	123,107	18,089	-	141,196	26,134	167,330	133,928
Building and land rent/lease	279,854	41,882	-	321,736	63,462	385,198	383,195
Repairs and maintenance	51,993	7,239	-	59,232	6,582	65,814	75,088
Insurance	54,010	7,520	-	61,530	6,836	68,366	54,396
Utilities	73,572	10,244	-	83,816	9,313	93,129	38,801
Supplies and materials	429,877	59,856	5,327	495,060	54,420	549,480	393,394
Equipment/furnishings	-	-	-	-	24,923	24,923	39,947
Staff development	154,649	16,546	-	171,195	12,666	183,861	150,475
Marketing/recruitment	36,318	3,885	-	40,203	-	40,203	22,308
Technology	43,447	6,050	-	49,497	5,499	54,996	73,763
Food service	420,497	44,989	-	465,486	14,086	479,572	260,619
Student services	3,977	-	-	3,977	-	3,977	2,570
Office expense	-	-	-	-	22,445	22,445	18,370
Depreciation and amortization	340,300	43,628	-	383,928	52,654	436,582	405,363
Other	19,829	2,761	-	22,590	2,510	25,100	3,200
Total	<u>\$ 6,949,355</u>	<u>\$ 1,002,090</u>	<u>\$ 5,327</u>	<u>\$ 7,956,772</u>	<u>\$ 1,467,346</u>	<u>\$ 9,424,118</u>	<u>\$ 7,590,918</u>

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

TO THE BOARD OF TRUSTEES OF
HARLEM PREP CHARTER SCHOOL

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Harlem Prep Charter School (the "School"), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 30, 2014.

Internal Control Over Financial Reporting

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

TO THE BOARD OF TRUSTEES OF
HARLEM PREP CHARTER SCHOOL

Compliance and Other Matters

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

We noted certain matters that we reported to the management of the School in a separate letter dated October 30, 2014.

Purpose of this Report

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


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 30, 2014

FRUCHTER ROSEN & COMPANY, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

156 WEST 56TH STREET

NEW YORK, NEW YORK 10019

TEL: (212) 957-3600

FAX: (212) 957-3696

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR
EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER
COMPLIANCE REQUIRED BY OMB CIRCULAR A-133

TO THE BOARD OF TRUSTEES OF
HARLEM PREP CHARTER SCHOOL

Report on Compliance for Each Major Federal Program

We have audited Harlem Prep Charter School's (the "School") compliance with the types of compliance requirements described in the OMB Circular A-133 Compliance Supplement that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2014. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2014.

TO THE BOARD OF TRUSTEES OF
HARLEM PREP CHARTER SCHOOL

Report on Internal Control over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

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

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

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 30, 2014

HARLEM PREP CHARTER SCHOOL
(A Not-For-Profit Corporation)
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2014

A - SUMMARY OF AUDITORS' RESULTS

1. The auditors' report expresses an unmodified opinion on the financial statements of Harlem Prep Charter School.
2. No significant deficiencies and no material weaknesses were discovered during the audit of the financial statements.
3. No instances of noncompliance material to the financial statements of Harlem Prep Charter School, which would be required to be reported in accordance with *Government Auditing Standards*, were disclosed during the audit.
4. No significant deficiencies and no material weaknesses relating to the audit of the major federal award programs are reported in accordance with OMB Circular A-133.
5. The auditors' report on compliance for the major federal award programs for Harlem Prep Charter School expresses an unmodified opinion on all major federal programs.
6. No audit findings relative to the major federal award programs for Harlem Prep Charter School are reported in this schedule.
7. The programs tested as major programs included:
 - National School Breakfast Program, CFDA No. 10.533
 - National School Lunch Program, CFDA No. 10.555
8. The threshold used for distinguishing between Type A and B programs was \$300,000.
9. Harlem Prep Charter School did not qualify as a low risk auditee.

B - FINDINGS - FINANCIAL STATEMENTS AUDIT

None

C - FINDINGS AND QUESTIONED COSTS - MAJOR FEDERAL AWARD PROGRAMS AUDIT

None

HARLEM PREP CHARTER SCHOOL
(A Not-For-Profit Corporation)
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2014

Federal Grantor Pass-through Grantor Program Name/Cluster	Federal CFDA Number	Federal Expenditures
U.S. Department of Education:		
Passed through the New York State		
Education Department:		
Charter Schools Program	84.282	2,500
Special Education - IDEA	84.027	65,007
Title I Part A	84.010	174,623
Title II Part A	84.367	13,598
Total U.S. Department of Education		<u>255,728</u>
U.S. Department of Agriculture:		
Passed through the New York State		
Education Department:		
Child Nutrition Cluster		
National School Breakfast Program	10.553	96,280
National School Lunch Program	10.555	311,393
Total U.S. Department of Agriculture		<u>407,673</u>
Total Expenditures of Federal Awards		<u>\$ 663,401</u>

See accompanying notes to schedule of expenditures of federal awards.

HARLEM PREP CHARTER SCHOOL
(A Not-For-Profit Corporation)
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2014

NOTE A - BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards includes the federal grant activity of Harlem Prep Charter School and is presented on the accrual basis of accounting for the year ended June 30, 2014. The information in this schedule is presented in accordance with the requirements on OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the basic financial statements.

HARLEM PREP CHARTER SCHOOL

MANAGEMENT LETTER

JUNE 30, 2014

FRUCHTER ROSEN & COMPANY, P.C.
CERTIFIED PUBLIC ACCOUNTANTS
156 WEST 56TH STREET
NEW YORK, NEW YORK 10019

TEL: (212) 957-3600
FAX: (212) 957-3696

October 30, 2014

To the Board of Trustees of
Harlem Prep Charter School
207 West 133rd Street
New York, NY 10030

In planning and performing our audit of the financial statements of Harlem Prep Charter School (the "School") as of and for the year ended June 30, 2014, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis.

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

Exhibit I accompanying this letter summarizes observations for the year ended June 30, 2014 that we determined did not constitute a significant deficiency or a material weakness. Exhibit II summarizes corrective actions taken by the School during the year ended June 30, 2014 on prior year observations. Management's responses to the observations have not been subjected to the auditing procedures applied in the audit of the financial statements and accordingly, we express no opinion on it.

This communication is intended solely for the information and use of management, Board of Trustees, and others within the School and is not intended to be and should not be used by anyone other than these specified parties.

We already discussed these comments and suggestions with management. We would be pleased to discuss these comments with you at greater length and assist you in the implementation of any of our recommendations should you desire.

We appreciate your cooperation and the assistance we received during the course of our audit.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 30, 2014

HARLEM PREP CHARTER SCHOOL
MANAGEMENT LETTER
JUNE 30, 2014

CONTENTS

EXHIBIT I – CURRENT YEAR OBSERVATIONS

- | | | |
|----|---|---|
| A. | General Ledger Maintenance and Account Analysis | 1 |
| B. | Incomplete Student Files | 1 |

EXHIBIT II – CORRECTIVE ACTIONS TAKEN ON PRIOR YEAR OBSERVATIONS

- | | | |
|----|---|---|
| C. | Insurance Coverage- Employee Dishonesty | 2 |
| D. | Insurance Coverage- Personal Property | 2 |

HARLEM PREP CHARTER SCHOOL
MANAGEMENT LETTER

EXHIBIT I – CURRENT YEAR OBSERVATIONS

A. GENERAL LEDGER MAINTENANCE AND ACCOUNT ANALYSIS

Observation

Although schedules were prepared during our audit field work, these schedules and reconciliations were not prepared and updated throughout the fiscal year ended June 30, 2014. This resulted in various adjustments to the general ledger during the year end closing and preparation of the audit package, which delayed the start and completion of the audit. These adjustments and delays could have been minimized had accounts been analyzed and compared with the general ledger on a regular basis throughout the year.

Recommendation

Management should be analyzing accounts and reconciling with the general ledger more completely on a monthly or quarterly basis. Additional in-depth account analysis will help the School detect and correct errors on a more timely basis. Management should also increase the financial support throughout the year.

Management's Response

Management recognizes the observation and agrees to improve the current practice of late in the year adjustments to the general ledger. Management plans to add additional accounts payable and accounting staff; and to engage a third party services provider to assist with the closing of the books.

B. INCOMPLETE STUDENT FILES

Observation

We noted the following exceptions during our test of 15 student files. Three out of fifteen student files did not contain proof of residency.

Recommendation

In an effort to ensure that student records are complete, we recommend developing a checklist that includes all required documentation. This checklist should be utilized periodically to insure that information is complete and updated for each student file.

Management's Response

Management recognizes the observation and agrees to update the current student record file checklist to reflect all required documents and to execute additional in house compliance testing at periodic points in the year to ensure compliance.

HARLEM PREP CHARTER SCHOOL
MANAGEMENT LETTER

EXHIBIT II – CORRECTIVE ACTIONS TAKEN ON PRIOR YEAR OBSERVATIONS

In conjunction with performing the audit of the School's financial statements for the year ended June 30, 2014, we followed up on the status of implementation of audit recommendations made for the year ended June 30, 2013.

C. INSURANCE COVERAGE- EMPLOYEE DISHONESTY

Observation

We noted insurance coverage under employee dishonesty is limited to \$250,000. This appears low based on the current cash balance maintained in the School's general ledger of approximately \$2,700,000.

Recommendation

We recommend an increase of coverage of employee dishonesty that covers maximum cash held by the School at any one time during the year or at a minimum of \$1,000,000, whichever is less. In addition, the School should periodically review insurance coverage to ensure proper and adequate means by which to preserve School assets.

Corrective Action Taken

During our 2014 audit, we noted that employee dishonesty coverage increased to \$1,000,000.

D. INSURANCE COVERAGE- PERSONAL PROPERTY

Observation

We noted insurance coverage under personal property is limited to \$3,050,000. This appears low based on the current cost of approximately \$6,900,000 maintained in the School's fixed asset register.

Recommendation

We recommend an increase of coverage for personal property to cover, at minimum, the cost maintained in your fixed asset register. In addition, the School should periodically review insurance coverage to ensure proper and adequate means by which to preserve School assets.

Corrective Action Taken

During our 2014 audit, we noted that insurance coverage was increased to \$7,150,000.

Transmittal Form
Annual Financial Statement Audit Report

for SUNY Authorized Charter Schools

School Name:	Harlem Prep Charter School
Date (Report is due Nov. 1):	November 1, 2014
School Fiscal Contact Name:	Howard Schnidman
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Fruchter Rosen & Company, P.C.
School Audit Contact Name:	Ralph Zottola
School Audit Contact Email:	rzottola@frcpas.com
School Audit Contact Phone:	212-957-3600
Audit Period:	2013-14
Prior Year:	2012-13

The following items are required to be included:

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

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

Item	If not included, state the reason(s) below (if not applicable fill in N/A):
Management Letter	included
Management Letter Response	included
Form 990	N/A; request for extension applied
Federal Single Audit (A-133) ¹	included
Corrective Action Plan	n/a - no findings

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

NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234 charterschools@mail.nysed.gov	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Room 524 EBA Albany, New York 12234 fsanda133@mail.nysed.gov
---	---

¹ A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to [OMB Circular A-133](#) for the federal filing requirements.

Appendix E: Disclosure of Financial Interest Form

Created Monday, July 21, 2014

Page 1

310400860840 HARLEM PREP CS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2013-14 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at:

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-trustee-disclosure-form/>. Trustees may download and/or email their forms to you upon completion.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <https://fluidsurveys.com/account/surveys/540612/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.
Thank you.

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

Yes

Thank you.

Appendix F: BOT Membership Table

Created Monday, July 21, 2014

Page 1

310400860840 HARLEM PREP CS

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Doug Snyder	Chair/President	Yes		2 Terms Election: 2011 Expiration: 2015	Executive, Governance, Finance, Development, Academic Accountability, Family and Community Relations
2	Jake Foley	Vice Chair/Vice President	Yes		2 Terms Election: 2011 Expiration: 2015	Executive, Development
3	Colin Beirne	Treasurer	Yes		2 Terms Election: 2011 Expiration: 2015	Finance, Academic Accountability
4	Chris Jackson	Member	Yes		2 Terms Election: 2011 Expiration: 2015	Development, Academic Accountability
5	Roger Berg	Member	Yes		2 Terms Election: 2011 Expiration: 2015	Governance
6	Jamal Epps	Member	Yes		2 Terms Election: 2012 Expiration: 2016	Governance, Finance, Academic Accountability
7	Anthony Manley	Member	Yes		2 Terms Election: 2011 Expiration: 2015	Academic Accountability
8	Tom Kearney	Member	Yes		2 Terms Election: 2011 Expiration: 2015	Governance, Finance, Academic Accountability
9	Preston Henske	Member	Yes		2 Terms Election: 2012 Expiration: 2016	Development, Academic Accountability
10	Kellie Zesch	Member	Yes		2 Terms Election: 2012 Expiration: 2016	Development, Academic Accountability
11	Trevor Gibbons	Member	Yes		1 Term Election: 2013 Expiration: 2015	Governance, Academic Accountability, Family and Community Relations
12	Katie Duffy	Member	Yes		1 Term Election: 2013 Expiration: 2015	Executive

2. Total Number of Members Joining Board during the 2013-14 school year

2

3. Total Number of Members Departing the Board during the 2013-14 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 2013-14 school year?

10

6. How many times will the Board meet during the 2014-15 school year?

11

Thank you.



DEMOCRACY PREP HARLEM PREP

Work Hard. Go to College. Change the World!

Appendix H: Enrollment and Retention Targets

Harlem Prep Charter School educates an appropriately high number of high-needs students. In 2013-14, 88% of HPCS scholars were eligible for Free or Reduced Price Lunch (FRPL), 17% qualified for Special Education (SPED) services, 7% were English Language Learners (ELL), and 97% were Black or Latino. HPCS uses various outreach efforts to attract and retain students who are at risk of academic failure and will continue to adopt and implement new measures designed to sustain its comparatively large proportion of such students in 2014-15 and beyond. Specifically, HPCS contacts SPED instructors, ELL instructors, and guidance counselors in elementary and middle schools in Community School District 4 in order to identify high-needs students who could naturally feed into HPCS. Additionally, HPCS directly mails applications to all students in Upper Manhattan and the Bronx and canvasses each housing development in Upper Manhattan in order to drop off enrollment applications at each door irrespective of whether a school-aged student resides in that apartment. Native Spanish speakers accompany each canvasser to ensure that Spanish-speaking families are not precluded from applying.

Appendix I: Teacher and Administrator Attrition

Created Monday, July 21, 2014

Page 1

Charter School Name: 310400860840 HARLEM PREP CS

Instructions for completing the Teacher and Administrator Attrition Tables
Board of Regents-authorized charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
45	17	23

2013-14 Administrator Position Attrition Table

FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
4	0	1

Thank you

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Monday, June 16, 2014

Updated Thursday, June 19, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/49af1>

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:

Brian Backstrom

2. Charter School Name:

Harlem Preparatory Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on 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?

Yes

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

[cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Position Held	Trustee, Albany Charter School Network (aka. Brighter Choice Foundation)
---	--

[cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Responsibilities	Governance
--	------------

[cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Salary	\$0
--	-----

[cmoeY.3] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Start Date	2002
--	------

13. 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

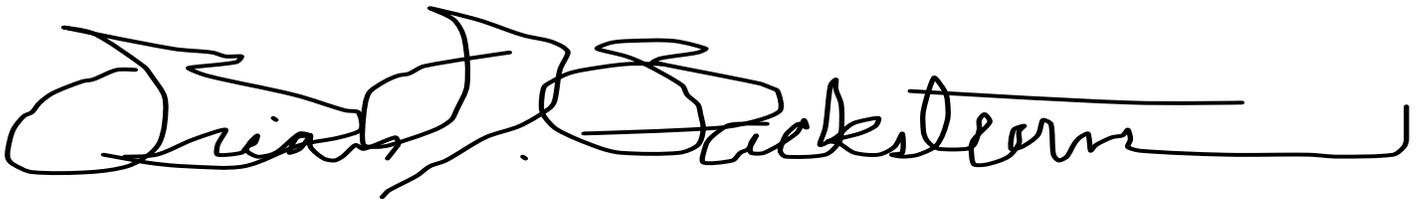
14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest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

Yes

14a. 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	Albany Charter School Network	Comprehensive educational support services	\$80,600 (services compact)	Brian Backstrom	Disclose relationship; recuse from relevant votes
2	Brighter Chocie Foundation	Leaseholder	\$560,000 (annual facility lease)	Brian Backstrom	Disclose relationship; recuse from relevant votes
3					
4					
5					

Signature of Trustee



Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, June 17, 2014

Updated Monday, May 18, 2015

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/31a0b>

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:

Raimundo C. Archibold Jr.

2. Charter School Name:

Harlem Preparatory Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on 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

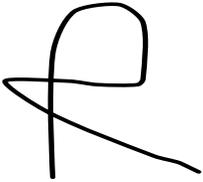
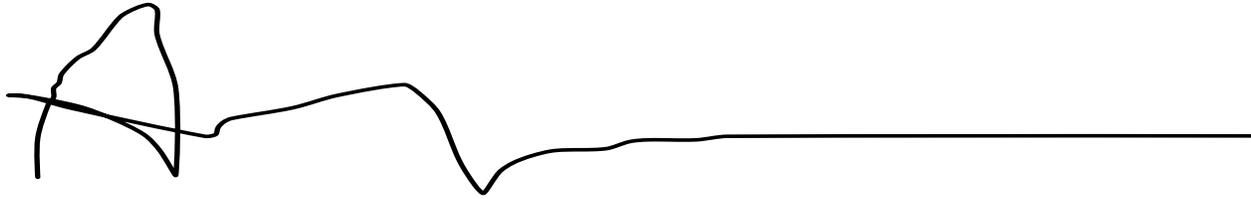
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with 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 consisting of a large, stylized letter 'R' with a horizontal line extending to the right.A handwritten signature consisting of a large, stylized letter 'A' followed by a long, horizontal line extending to the right.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, June 18, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/6f84e>

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:

Saleem M. Cheeks

2. Charter School Name:

Harlem Preparatory Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

[REDACTED]

7. *E-mail Address:

[REDACTED]

8. Select all positions you held on Board:

(check all that apply)

- Vice Chair/Vice President

- Treasurer

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

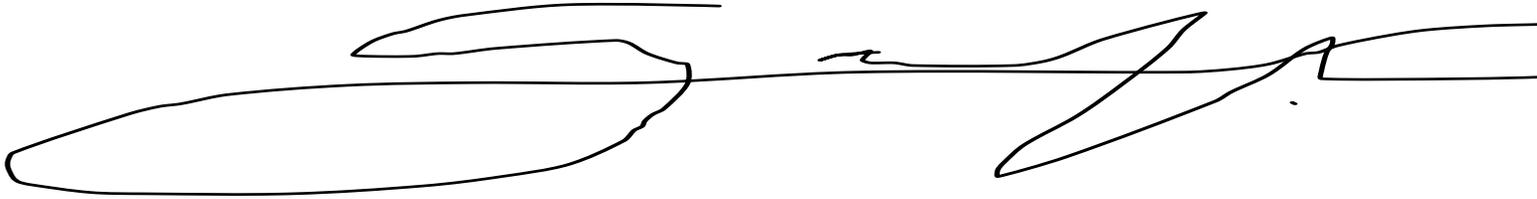
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with 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 across the width of the page.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, June 24, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/8419>

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:

Michael J. Strianese

2. Charter School Name:

Harlem Preparatory Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Chair/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

13. 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

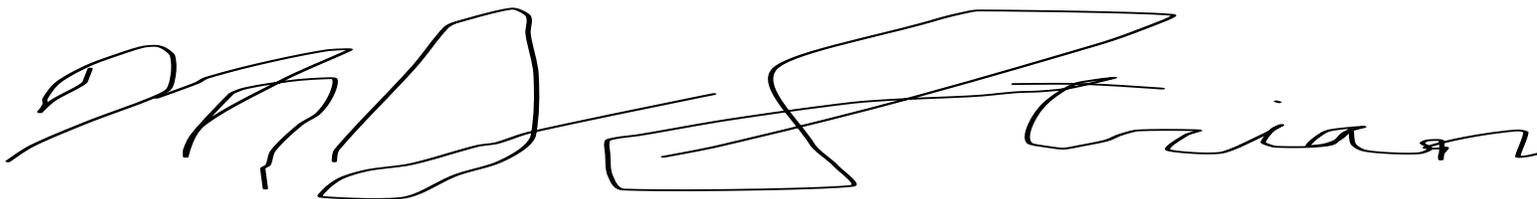
14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest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

Yes

14a. 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	Brighter Choice Foundation	Network Compact / Rent	75k / 525k	Self	Inform the Board of my conflict and recuse myself from all votes and discussion involving transactions with this party.
2	Albany Community Charter School	Executive Director also paid by ACCS	N / A	Self	Inform the Board of my conflict and recuse myself from all votes and discussion involving transactions with this party.
3					
4					
5					

Signature of Trustee



Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Monday, June 30, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/e02f7>

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:

Latoya Taitt

2. Charter School Name:

Harlem Preparatory Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on 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

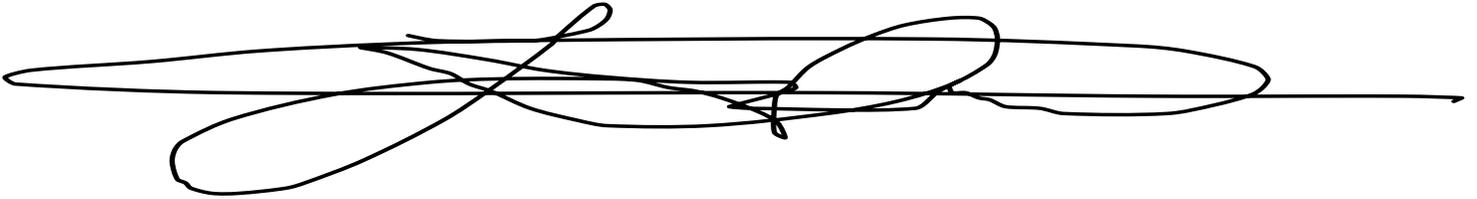
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with 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 overlapping loops and a long horizontal stroke extending to the right.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 09, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/299d>

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:

Jake Foley III

2. Charter School Name:

Harlem Preparatory Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on 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

13. 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

14. Are you a member, director, officer or employee of an organization formally partnered with 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

Two handwritten signatures in cursive script. The first signature is on the left and the second is on the right, separated by a horizontal line.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 10, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/64cb7>

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:

Kathryn Stanton

2. Charter School Name:

Harlem Preparatory Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Other, please specify...: Trustee
-

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 in the next

[cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Position Held	Chief Executive Officer
[cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Responsibilities	As CEO I oversee all operations of the Charter Management Organization (CMO), including governance of the Board of Trustees for the CMO and for the schools of Democracy Prep.
[cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Salary	201,000
[cmoeY.3] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Start Date	May 1, 2007

13. 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 response)

13a. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Question 2-4 above, you need not disclose again your employment status, salary, etc.

	Date(s) of Transactions	Nature of Financial Interest/Transaction	Steps Taken to Avoid Conflict of Interest (e.g., did not vote, did not participate in discussion)	Name of Person Holding Interest and Relationship to You
1	July 1, 2013-June 30, 2014	Employee of the CMO	Will recuse from votes on the CMO contract with DPPS or those that could be perceived as a conflict of interest	Self
2				
3				
4				
5				

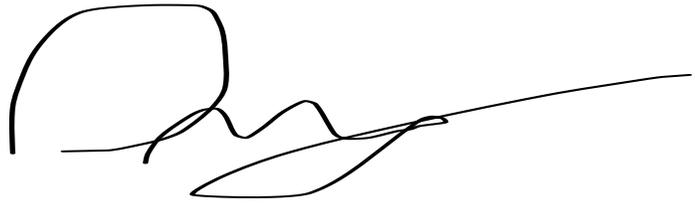
14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest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

Yes

14a. 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	Democracy Prep Public Schools	Management	~\$500,000 per year	Self	Recuse from any voting that could be perceived as a conflict.
2					
3					

Signature of Trustee

A handwritten signature in black ink, consisting of several fluid, connected strokes. It starts with a long, sweeping upward stroke on the left, followed by a series of smaller, more intricate loops and lines that trail off to the right.A handwritten signature in black ink, featuring a large, rounded initial letter on the left. This is followed by a series of smaller, connected loops and a long, horizontal stroke that extends to the right, ending in a slight upward curve.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Monday, July 14, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/b6246>

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:

Thomas Kearney

2. Charter School Name:

Harlem Preparatory Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Other, please specify...: Co-Chair, Academic Accountability; Finance Committee; Governance Committee

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

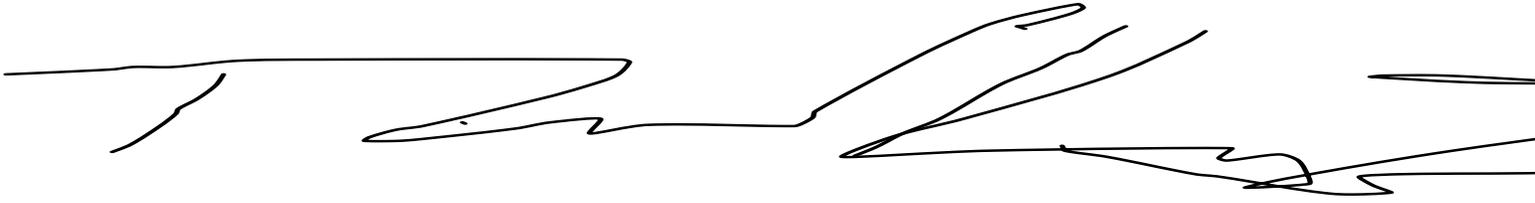
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with 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 fluid, connected strokes. The signature is positioned horizontally across the page, below the text 'Signature of Trustee'.