



# Entry 1 School Information

Created: 07/19/2016

Last updated: 08/01/2016

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

## Page 1

### a. SCHOOL NAME AND BEDS#

(Select name from the drop down menu)

FUTURE LEADERS INSTITUTE CS (NYC CHANCELLOR) 310300860881

### b. CHARTER AUTHORIZER

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

NYCDOE-Authorized Charter School

### c. DISTRICT / CSD OF LOCATION

NYC CSD 3

### d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	134 West 122nd Street New York, NY 10035	212-678-2868	212-666-2749	<a href="mailto:iyork@futureleaderinstitute.org">iyork@futureleaderinstitute.org</a>

### d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	John Harrison York
--------------	--------------------

Title	Executive Director
Emergency Phone Number (###-###-####)	██████████

**e. SCHOOL WEB ADDRESS (URL)**

[www.futureleadersinstitute.org](http://www.futureleadersinstitute.org)

**f. DATE OF INITIAL CHARTER**

01/2005

**g. DATE FIRST OPENED FOR INSTRUCTION**

07/2005

**h1. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)**

MISSION STATEMENT

Our mission is to deliver a rich and rigorous educational experience in order to develop academically high-performing students with the leadership, character, and knowledge to achieve success in high school and beyond by focusing on a culture of academic achievement, respect, self-discovery, and community. To make this mission a reality for our students, we structure our school week and curricula to provide an education to all of our students that is rigorous, holistic, individualized, and enriching.

**h2. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)**

KEY DESIGN ELEMENTS (Brief description)

Variable 1	Extended Day and School Year - After the instructional day ends at 2:30pm, our students participate in our Extended Day program, which lasts until 5:00pm. Additionally, all are encouraged to participate in our 4 week summer program in July.
Variable 2	Expanded Learning Opportunities - The "FLI Academies", offered regularly as part of the

	Extended Day program, on Saturdays, and during school vacations (ex. Spring Break), reinforce what students have learned in their classroom and provide testing preparation strategies.
Variable 3	Enrichment Program - Our enrichment program constitutes most of our extended day program. Our students take exploratory courses and physical education during this program. Exploratory courses include computer coding, art, choir, dance, drumming, photography, foreign language, and drama.
Variable 4	Data-Driven Small Group Instruction - Every FLI student in grades K-8 receives at least 45 minutes of small group instruction every day. This small group instruction is meant to address each student's individual needs as identified through diagnostic assessments, for both accelerated and remedial instruction.
Variable 5	Blended Learning - Every FLI student in grades 3-8 is assigned her or his own laptop for use in the classroom. Our teachers receive training in effectively utilizing these tools to enhance and differentiate instruction for our students.
Variable 6	Responsive Classroom - Every student receives holistic instruction in Responsive Classroom settings, while every staff member receives intensive training in Responsive Classroom methodology throughout the school year.
Variable 7	Rigorous Standards-based Curricula - All course curricula at FLI are based on the Common Core Standards as well as the NYS curriculum maps. Our coursework prepares students for high school, college, and a career.
Variable 8	Formative and Summative Assessments - Students are regularly assessed to inform instruction and allow for adjustments to curricula, if needed. Assessments are also used to provide students, teachers, and families with critical feedback on progress throughout the year.
Variable 9	Professional Learning Community - FLI is a strong community of instructors. Our teachers utilize Professional Development time on Mondays to meet within grade clusters to discuss classroom progress, review student data, and propose solutions to challenges.
Variable 10	(No response)

**i. TOTAL ENROLLMENT ON JUNE 30, 2016**

378

**j. GRADES SERVED IN SCHOOL YEAR 2015-16**

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8
---------------	---------------------------

**k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

No

Page 2

**11. FACILITIES**

Does the school maintain or operate multiple sites?

No, just one site.
--------------------

**12. SCHOOL SITES**

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	134 West 122nd Street, New York, NY 10027	212 678 2868	CSD 3	K-8	Yes	DOE space
Site 2						
Site 3						

**I2a. Please provide the contact information for Site 1.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	John Harrison York	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Brandon Gill	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Brandon Gill	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	John Harrison York	[REDACTED]	[REDACTED]	[REDACTED]

**m1. Is the school or are the school sites co-located?**

Yes

**m2. Please list the terms of your current co-location.**

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1 (primary site)	N/A	No		No		Yes
Site 2						
Site 3						

Page 3

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

No

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

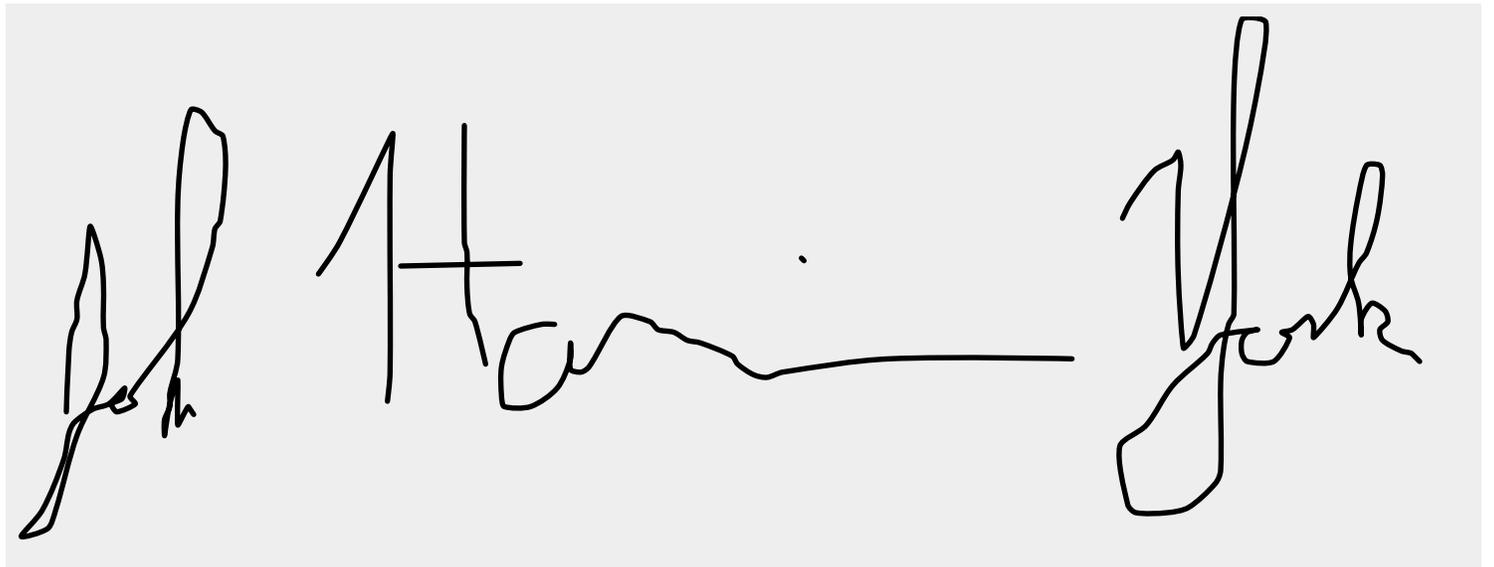
Brandon Gill - Operations Manager

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

**Responses Selected:**

Yes

**Signature, Head of Charter School**

A handwritten signature in black ink on a light gray background. The signature reads "Al Hansen" followed by a long horizontal line and the word "York" written in a cursive style.

**Signature, President of the Board of Trustees**

A handwritten signature in black ink on a light gray background. The signature reads "Katherine M. Brown" in a cursive style.

**Date**

2016/08/01

---

**Thank you.**



## Entry 2 Link

Created: 07/08/2016

Last updated: 08/01/2016

---

### Page 1

#### **1. NEW YORK STATE REPORT CARD**

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

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

<http://data.nysed.gov/profile.php?instid=800000058358>



# Entry 3 Progress

Created: 08/01/2016

Last updated: 10/31/2016

## Page 1

### **PROGRESS TOWARD CHARTER GOALS**

The following tables reflect formatting in the online portal required for Board of Regents-authorized charter schools and NYCDOE-authorized charter schools only. Schools should list Progress Toward Charter Goals by August 1, 2016. If the goals are based on student performance data that the school will not have access to before August 1, 2016 (e.g., the NYS Assessment results), explain this in the "2015-2016 Progress Toward Attainment of Goal" column. The information can be updated when available. Please complete and submit no later than November 1, 2016.

### **1. ACADEMIC STUDENT PERFORMANCE GOALS**

#### **2015-16 Progress Toward Attainment of Academic Goals**

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 1	Each year, the school will earn a score sufficient to place in the 75th percentile of all schools on the "Performance" section of the citywide Progress Report	NYCDOE School Progress Report	Not applicable. The NYCDOE no longer provides a School Progress Report.	
				"To improve student academic achievement across all subjects, FLI has taken the following steps for the 2016-17 school year: 1. Hired a fulltime

Academic Goal 2

Each year, 75 percent of 3rd-8th graders will perform at or above Level 3 on the New York State ELA examination.

NYS ELA exam scores

Not Met

Director of Curriculum and Instruction to support and develop our teachers practice and build the school's instructional infrastructure  
2. Hired a fulltime Director of Curriculum and Measurement to establish and maintain systematic approaches to planning and executing daily instruction from real-time student performance data  
3. Hired 4 additional teachers to help establish 45 minutes during every school day for all students to receive individualized ELA and Math instruction in small groups of no more than 7 students to 1 teacher. We call this daily period ""Eagle Time"" within the school  
4. Began utilizing weekly Monday and Tuesday professional time with full instructional staff for teachers to meet in Professional Learning Communities to collaboratively plan lessons, adjust curricula, analyze student performance data,

and develop additional interventions for students as necessary

5. Began implementing Responsive Classroom methodologies and systems across grades K-8 in order to minimize time spent transitioning students, keep students in the classroom, and develop students' independence and study skills

6. Began implementing blended learning strategies in K-8 classrooms to improve differentiated instruction, by purchasing individual laptops for students in grades 2-8 and working with blended learning consultants"

"To improve student academic achievement across all subjects, FLI has taken the following steps for the 2016-17 school year:

1. Hired a fulltime Director of Curriculum and Instruction to support and develop our teachers practice and build the school's instructional infrastructure

<p>Academic Goal 3</p>	<p>Each year, 75 percent of 3rd-8th graders will perform at or above Level 3 on the New York State Mathematics examination.</p>	<p>NYS Math exam scores</p>	<p>Not Met</p>	<p>2. Hired a fulltime Director of Curriculum and Measurement to establish and maintain systematic approaches to planning and executing daily instruction from real-time student performance data  3. Hired 4 additional teachers to help establish 45 minutes during every school day for all students to receive individualized ELA and Math instruction in small groups of no more than 7 students to 1 teacher. We call this daily period ""Eagle Time"" within the school  4. Began utilizing weekly Monday and Tuesday professional time with full instructional staff for teachers to meet in Professional Learning Communities to collaboratively plan lessons, adjust curricula, analyze student performance data, and develop additional interventions for students as necessary  5. Began implementing Responsive Classroom methodologies and</p>
------------------------	---	-----------------------------	----------------	--

systems across grades K-8 in order to minimize time spent transitioning students, keep students in the classroom, and develop students' independence and study skills

6. Began implementing blended learning strategies in K-8 classrooms to improve differentiated instruction, by purchasing individual laptops for students in grades 2-8 and working with blended learning consultants"

"To improve student academic achievement across all subjects, FLI has taken the following steps for the 2016-17 school year:

1. Hired a fulltime Director of Curriculum and Instruction to support and develop our teachers practice and build the school's instructional infrastructure
2. Hired a fulltime Director of Curriculum and Measurement to establish and maintain systematic approaches to planning and executing daily

<p>Academic Goal 4</p>	<p>Each year, 75 percent of 4th and 8th graders will perform at or above Level 3 on the New York State Science examination.</p>	<p>NYS Science exam scores</p>	<p>Not Met</p>	<p>instruction from real-time student performance data  3. Hired 4 additional teachers to help establish 45 minutes during every school day for all students to receive individualized ELA and Math instruction in small groups of no more than 7 students to 1 teacher. We call this daily period ""Eagle Time"" within the school  4. Began utilizing weekly Monday and Tuesday professional time with full instructional staff for teachers to meet in Professional Learning Communities to collaboratively plan lessons, adjust curricula, analyze student performance data, and develop additional interventions for students as necessary  5. Began implementing Responsive Classroom methodologies and systems across grades K-8 in order to minimize time spent transitioning students, keep students in the classroom, and develop students' independence and study skills</p>
------------------------	---	--------------------------------	----------------	---

				6. Began implementing blended learning strategies in K-8 classrooms to improve differentiated instruction, by purchasing individual laptops for students in grades 2-8 and working with blended learning consultants"
Academic Goal 5	Each year, 75 percent of 3rd-8th graders will perform at or above Level 3 on the New York State Social Studies examination.	NYS Social Studies exam scores	Not Applicable. NYS is no longer administering this exam.	
Academic Goal 6	Each year, the school will be deemed "In Good Standing."	15-16 Renewal Report with NYCDOE	Met	
Academic Goal 7	Diagnostic Reading Assessments (DRA) are used in all grades at FLI. The goal is that each year 85% of students in grades K-3 will score at or above grade level on these end- of- year assessments.	DRA scores	Not Applicable. FLI did not administer the DRA diagnostic tests.	
Academic Goal 8	Each year, 75% of the students in grades K- 2 will earn scores in reading, writing, and mathematics at or above expectation as measured by the Children's Progress of Academic Achievement	Children's Progress Academic Achievement assessment scores	Not Applicable. FLI did not administer the Children's Progress Assessment.	

## 2. Do have more academic goals to add?

Yes

### 2015-16 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 9	FLI Charter School will employ a full-time High School Placement Coordinator to ensure that graduates attend excellent high schools. FLI Charter School's goal will be that 100% of its 8th graders attend high schools that graduate at least 75% of their students.	Student transfer records	Met	
Academic Goal 10	For year 2 through 5 of the charter, grade- level cohort of the same students (i.e. students who are in the school for two years in a row) will reduce the gap between the percent at or above Level 3 on the previous year's State ELA exam and 90 percent at or above Level 3 on the current year's State ELA exam. If the number of students scoring above proficiency in a grade level cohort exceeded 90 percent on the	NYS ELA exam scores	Not Met	

previous year's ELA exam, the school is expected to demonstrate growth (from proficient to advanced) in the current year.

For year 2 through 5 of the proposed charter, grade-level cohort of the same students (i.e. students who are in the school for two years in a row) will reduce the gap between the percent at or above Level 3 on the

"To improve student academic achievement across all subjects, FLI has taken the following steps for the 2016-17 school year:  
1. Hired a fulltime Director of Curriculum and Instruction to support and develop our teachers practice and build the school's instructional infrastructure  
2. Hired a fulltime Director of Curriculum and Measurement to establish and maintain systematic approaches to planning and executing daily instruction from real-time student performance data  
3. Hired 4 additional teachers to help establish 45 minutes during every school day for all students to receive individualized ELA and Math instruction in small groups of no more than 7 students to 1 teacher. We call this daily period

<p>Academic Goal 11</p>	<p>previous year's State Math exam and 90 percent at or above Level 3 on the current year's State Math exam. If the number of students scoring above proficiency in a grade level cohort exceeded 90 percent on the previous year's Math exam, the school is expected to demonstrate growth (from proficient to advanced) in the current year.</p>	<p>NYS Math exam scores</p>	<p>Not Met</p>	<p>""Eagle Time"" within the school</p> <p>4. Began utilizing weekly Monday and Tuesday professional time with full instructional staff for teachers to meet in Professional Learning Communities to collaboratively plan lessons, adjust curricula, analyze student performance data, and develop additional interventions for students as necessary</p> <p>5. Began implementing Responsive Classroom methodologies and systems across grades K-8 in order to minimize time spent transitioning students, keep students in the classroom, and develop students' independence and study skills</p> <p>6. Began implementing blended learning strategies in K-8 classrooms to improve differentiated instruction, by purchasing individual laptops for students in grades 2-8 and working with blended learning consultants"</p>
-------------------------	--	-----------------------------	----------------	--

Academic Goal 12

Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will, in the majority of grades, exceed the average performance of students in the same grades of Community District

NYS ELA exam scores

Not Met

"To improve student academic achievement across all subjects, FLI has taken the following steps for the 2016-17 school year:  
1. Hired a fulltime Director of Curriculum and Instruction to support and develop our teachers practice and build the school's instructional infrastructure  
2. Hired a fulltime Director of Curriculum and Measurement to establish and maintain systematic approaches to planning and executing daily instruction from real-time student performance data  
3. Hired 4 additional teachers to help establish 45 minutes during every school day for all students to receive individualized ELA and Math instruction in small groups of no more than 7 students to 1 teacher. We call this daily period ""Eagle Time"" within the school  
4. Began utilizing weekly Monday and Tuesday professional time with full instructional staff for teachers to

	3.			<p>meet in Professional Learning Communities to collaboratively plan lessons, adjust curricula, analyze student performance data, and develop additional interventions for students as necessary</p> <p>5. Began implementing Responsive Classroom methodologies and systems across grades K-8 in order to minimize time spent transitioning students, keep students in the classroom, and develop students' independence and study skills</p> <p>6. Began implementing blended learning strategies in K-8 classrooms to improve differentiated instruction, by purchasing individual laptops for students in grades 2-8 and working with blended learning consultants"</p>
Academic Goal 13	Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will, in the majority of grades, exceed the average	NYS Math exam scores	Not Met	

	performance of students in the same grades of Community District 3.			
Academic Goal 14	Each year the school will receive a 'B' or higher on the Student Progress section of the NYCDOE Progress Report.	NYCDOE Progress Report	Not applicable. The NYCDOE no longer provides a School Progress Report.	
Academic Goal 15				
Academic Goal 16				

### 3. Do have more academic goals to add?

No

## Page 2

### 4. ORGANIZATIONAL GOALS

#### 2015-16 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 1	Each year, the school will have an average daily student attendance rate of at least 95 percent. This will be measured by school reported data, from our internal attendance tracking system, on the annual report	ATS records	Not met	During the 2016-17 school year, the Student Affairs Office, along with the Family Coordinator, are reviewing attendance information on a daily basis. We are also automating notices home to families of late or absent students with reminders of the importance of

	submitted August 1st.			being fully present at school for their students' success both academically and after-school
Org Goal 2	Each year, 95 percent of all students enrolled during the course of the year will return the following September.	ATS records	Not met	Our successful implementation of the major initiatives around "Eagle Time", Responsive Classroom, blended learning/student technology, and Professional Learning Communities should also lead to improved student retention and parent engagement, as natural products of improved student achievement. As these initiatives continue to become a part of the identify of FLI, the school's leadership team will meet individually with families considering enrolling their children at FLI to ensure that they understand the model of instruction and the high expectations for joining our community
	Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the			

Org Goal 3	New York Freedom of Information Law, the New York Open Meetings Law, the Federal Individuals with Disabilities Education Act, and Federal Family Educational Rights and Privacy Act.	School records	Met	
Org Goal 4	Each year, the percent of the student body referred for disciplinary infractions will be fewer than 20 percent.	School records	Not met	During the 2016-17 school year, we have begun implementing Responsive Classroom methodologies and systems across grades K-8 in order to enhance teachers' abilities to work with students' misbehaviors and keep students in the classroom, learning
Org Goal 5	Each year, 80 percent of board members will attend more than 50 percent of regularly scheduled meetings.	Board meeting minutes	Met	

## 5. Do you have more organizational goals to add?

Yes

## 2015-16 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
	Each year, 80 percent of board members and all			

Org Goal 6	senior administrators will participate in at least two workshops sponsored by charter authorizers or other accredited professional organizations.	School records	Partially met	
Org Goal 7	Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract. This will be maintained on an ongoing basis and monitored bi-monthly.	ATS records	Met	
Org Goal 8	Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met its goal if 50% or more of the parents participate in the survey.	NYCDOE Learning Environment Survey	Not met	While FLI scored well in the surveys, less than 50% of parents completed the survey. During the 2016-17 school year, FLI will work with the DOE to improve the distribution and completion of the survey through efforts, including our Parent Involvement Committee tabling outside of the school before school and at dismissal
	Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the			While FLI scored well in the surveys, less than 75% of

Org Goal 9	teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 75% or more of the teachers participate.	NYCDOE Learning Environment Surveys	Not met	teachers completed the survey. During the 2016-17 school year, FLI will dedicate time for teachers to complete the survey during their contractual professional meeting time, which we did not do last year
Org Goal 10	Each year, 75 percent of the full-time teaching staff employed in June will return for the following September.	Teacher retention rates	Met	
Org Goal 11	Each year, students will express satisfaction with the school as determined by the student section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 75 percent or more of the students enrolled participate in this survey.	NYCDOE Learning Environment Surveys	Met	

Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				

## 6. FINANCIAL GOALS

### 2015-16 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Each year, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Independent Financial Audit	Met	
Financial Goal 2	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Financial records	Partially met	The school ran a planned deficit in 2015-16 and is planning to do so again in 2016-17 to invest in student achievement. Cash flow continues to remain stable.
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



# Entry 4 Expenditures per Child

Created: 07/19/2016

Last updated: 10/31/2016

## Page 1

### Financial Information

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

#### 1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2015-16 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

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

Line 1: Total Expenditures	6585345
Line 2: Year End FTE student enrollment	383
Line 3: Divide Line 1 by Line 2	17194

#### 2. Administrative Expenditures per Child

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

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2015-16 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that

must be included in this calculation is defined as follows:

**Administrative Expenditures:** Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

**Notes:**

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

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

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

Line 1: Relevant Personnel Services Cost (Row)	551616
Line 2: Management and General Cost (Column)	145265
Line 3: Sum of Line 1 and Line 2	696881
Line 5: Divide Line 3 by the Year End FTE student enrollment	1819

***Thank you.***



# Entry 6a Audited Statements

Created: 07/21/2016

Last updated: 10/31/2016

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

## Page 1

### School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Ryan Carter	[REDACTED]	[REDACTED]

### Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Chris Bellando	[REDACTED]	[REDACTED]	5+

### If Applicable:

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

Please upload as one combined file:

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

[https://nysed-cso-reports.fluidreview.com/media/assets/survey-uploads/84001/6249434-F7wWrRhhE3/Final%20Financial%20Statements\\_FY16.pdf](https://nysed-cso-reports.fluidreview.com/media/assets/survey-uploads/84001/6249434-F7wWrRhhE3/Final%20Financial%20Statements_FY16.pdf)



**FUTURE LEADERS INSTITUTE CHARTER SCHOOL**

**FINANCIAL STATEMENTS  
AND  
SUPPLEMENTARY INFORMATION**

**JUNE 30, 2016 AND 2015**

FUTURE LEADERS INSTITUTE CHARTER SCHOOL

TABLE OF CONTENTS

	<b>Page</b>
Independent Auditors' Report .....	1-2
Financial Statements	
Statements of Financial Position .....	3
Statements of Activities .....	4
Statements of Cash Flows .....	5
Notes to Financial Statements .....	6-9
Supplementary Information	
Independent Auditors' Report on Supplementary Information .....	11
Schedule of Functional Expenses .....	12
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> .....	13-14



## INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of  
Future Leaders Institute Charter School

We have audited the accompanying financial statements of Future Leaders Institute Charter School (a nonprofit organization), which comprise the statements of financial position as of June 30, 2016 and 2015, and the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

### **Management's Responsibility for the Financial Statements**

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

### **Auditors' Responsibility**

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

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

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

**Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Future Leaders Institute Charter School as of June 30, 2016 and 2015, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

**Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated October 4, 2016, on our consideration of Future Leaders Institute Charter 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 the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.



New York, New York  
October 4, 2016

**FUTURE LEADERS INSTITUTE CHARTER SCHOOL**

**STATEMENTS OF FINANCIAL POSITION**

**JUNE 30, 2016 AND 2015**

	<b>2016</b>	<b>2015</b>
<b>Assets</b>		
Current Assets		
Cash and cash equivalents (Notes 1b and 7)	\$3,087,310	\$3,700,752
Investments (Notes 1c and 4)	1,021,722	752,406
Unconditional promises to give - unrestricted (Notes 1d and 3)	135,453	82,013
Resident student enrollment revenue receivable (Note 8)	1,361	-
Prepaid expenses and other current assets	2,090	42,870
Total Current Assets	4,247,936	4,578,041
Property and equipment (Notes 1e and 5)	57,746	127,415
Escrow deposit (Note 6d)	75,000	75,000
<b>Total Assets</b>	<b>\$4,380,682</b>	<b>\$4,780,456</b>
<b>Liabilities and Net Assets</b>		
Liabilities		
Accounts payable and accrued expenses	\$ 266,853	\$ 249,491
Salaries, payroll taxes and benefits payable	443,144	508,788
Accrued pension liability (Note 6b)	880,268	828,765
Deferred resident student enrollment revenue (Note 8)	-	12,399
Total Liabilities	1,590,265	1,599,443
Commitments and Contingencies (Notes 6 and 10)		
Net Assets		
Unrestricted		
Board designated (Note 2)	575,000	575,000
Other	2,215,417	2,606,013
Total Net Assets	2,790,417	3,181,013
<b>Total Liabilities and Net Assets</b>	<b>\$4,380,682</b>	<b>\$4,780,456</b>

See notes to financial statements.

**FUTURE LEADERS INSTITUTE CHARTER SCHOOL**

**STATEMENTS OF ACTIVITIES**

**YEARS ENDED JUNE 30, 2016 AND 2015**

	<u>2016</u>	<u>2015</u>
<b>Revenues and Other Support</b>		
Public School District - Resident student enrollment (Note 8)	\$5,764,168	\$5,926,728
Federal grants	264,972	199,849
New York State grants	88,365	29,162
Contributions	51,699	237,707
Donated services (Note 9)	115,650	114,231
Interest and other income	<u>10,219</u>	<u>42,767</u>
 Total Revenues and Other Support	 <u>6,295,073</u>	 <u>6,550,444</u>
 <b>Expenses</b>		
Program Services		
General education services	5,373,805	4,392,598
Special education services	890,673	1,153,553
Supporting Services		
Management and general	421,191	773,533
Fundraising and special events	<u>-</u>	<u>3,500</u>
 Total Expenses	 <u>6,685,669</u>	 <u>6,323,184</u>
 Increase (decrease) in net assets	 (390,596)	 227,260
Net assets, beginning of year	<u>3,181,013</u>	<u>2,953,753</u>
 <b>Net Assets, End of Year</b>	 <u><u>\$2,790,417</u></u>	 <u><u>\$3,181,013</u></u>

See notes to financial statements.

**FUTURE LEADERS INSTITUTE CHARTER SCHOOL**

**STATEMENTS OF CASH FLOWS**

**YEARS ENDED JUNE 30, 2016 AND 2015**

	<b>2016</b>	<b>2015</b>
<b>Cash Flows From Operating Activities</b>		
Increase (decrease) in net assets	\$ (390,596)	\$ 227,260
Adjustments to reconcile increase (decrease) in net assets to net cash provided (used) by operating activities		
Depreciation	74,217	72,983
(Increase) decrease in:		
Unconditional promises to give	(53,440)	7,180
Resident student enrollment revenue receivable	(1,361)	5,822
Prepaid expenses and other current assets	40,780	60,807
Increase (decrease) in:		
Accounts payable and accrued expenses	17,362	77,588
Salaries, payroll taxes and benefits payable	(65,644)	(20,985)
Accrued pension liability	51,503	5,548
Deferred resident student enrollment revenue	(12,399)	12,399
Net Cash Provided (Used) By Operating Activities	(339,578)	448,602
 <b>Cash Flows From Investing Activities</b>		
Purchase of certificates of deposit	(1,005,408)	(1,248,765)
Maturity of certificates of deposit	736,092	496,359
Purchase of property and equipment	(4,548)	(58,214)
Net Cash Used By Investing Activities	(273,864)	(810,620)
 Net decrease in cash and cash equivalents	(613,442)	(362,018)
Cash and cash equivalents, beginning of year	3,700,752	4,062,770
 <b>Cash and Cash Equivalents, End of Year</b>	<b>\$3,087,310</b>	<b>\$3,700,752</b>

See notes to financial statements.

**FUTURE LEADERS INSTITUTE CHARTER SCHOOL****NOTES TO FINANCIAL STATEMENTS****JUNE 30, 2016 AND 2015****Note 1 - Organization and Summary of Significant Accounting Policies****a - Organization**

Future Leaders Institute Charter School ("FLICS") is an education corporation formed to operate a conversion charter school in accordance with an agreement with the Board of Regents of the University of the State of New York under a renewal charter valid for a term of three years expiring June 30, 2019.

FLICS believes that strong teaching in a caring environment, combined with an intensive and extensive school day, empowers today's children to be the leaders of tomorrow. The mission is to expand opportunities for students who historically have had limited access to rigorous academic instruction, and to empower them to make informed, deliberate decisions so that they may lead socially responsible, productive lives. FLICS fulfills this mission by offering an innovative, academically rigorous learning community where students of all ability levels can meet academic success.

**b - Cash and Cash Equivalents**

For purposes of the statement of cash flows, FLICS considers all highly liquid debt instruments, including money market funds, to be cash equivalents.

**c - Investments**

At June 30, 2016 and 2015, investments consist of certificates of deposit and equities stated at fair value, which approximate cost. All the investments held by FLICS are classified within Level 1 (prices in active markets for identical assets or liabilities) of the fair value hierarchy.

**d - Contributions and Unconditional Promises to Give**

Contributions are recognized when the donor makes a promise to give FLICS, that is, in substance, unconditional. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the fiscal year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

**e - Property and Equipment**

Property and equipment are stated at cost and are being depreciated using the straight-line method over the estimated useful lives of the assets.

**f - Financial Statement Presentation**

FLICS is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets.

**FUTURE LEADERS INSTITUTE CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS**

**JUNE 30, 2016 AND 2015**

**Note 1 - Organization and Summary of Significant Accounting Policies (continued)**

g - 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 certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

h - Tax Status

FLICS is a not-for-profit organization exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and has been designated as an organization which is not a private foundation.

i - Subsequent Events

FLICS has evaluated subsequent events through October 4, 2016, the date that the financial statements are considered available to be issued.

**Note 2 - Board Designated Net Assets**

The Organization established a board designated fund to promote its long-term financial stability.

**Note 3 - Unconditional Promises to Give**

Unconditional promises to give are due within one year. Uncollectible promises are expected to be insignificant.

**Note 4 - Investments**

Investments consist of the following as of June 30:

	<u>2016</u>	<u>2015</u>
Certificates of deposit	\$ 998,043	\$737,336
Equities	<u>23,679</u>	<u>15,070</u>
	<u>\$1,021,722</u>	<u>\$752,406</u>

**FUTURE LEADERS INSTITUTE CHARTER SCHOOL**

**NOTES TO FINANCIAL STATEMENTS**

**JUNE 30, 2016 AND 2015**

**Note 5 - Property and Equipment**

A summary of property and equipment at June 30, 2016 and 2015 is as follows:

	<u>Life</u>	<u>2016</u>	<u>2015</u>
Computer equipment	3 years	\$337,835	\$343,010
Furniture and other office equipment	5-7 years	167,688	163,143
Software	3 years	83,471	108,766
Website	3 years	18,854	18,854
Teaching materials	3-5 years	-	83,450
Library and text books	3 years	-	116,146
Gym equipment	10 years	<u>20,181</u>	<u>20,181</u>
		628,029	853,550
Less: Accumulated depreciation		<u>(570,283)</u>	<u>(726,135)</u>
		<u>\$ 57,746</u>	<u>\$127,415</u>

Depreciation expense for the years ended June 30, 2016 and 2015 was \$74,217 and \$72,983, respectively.

**Note 6 - Commitments and Contingencies**

- a - The school is co-located with P.S. 242 in a New York City Department of Education facility at no charge. The school is unable to determine a value for the space.
- b - The Organization is obligated to make employer contributions into the Teachers Retirement System ("TRS") of the City of New York. This accrued pension expense for 2016 and 2015 is an estimate subject to adjustment by the TRS.
- c - Government supported projects are subject to audit by the applicable granting agency.
- d - As part of an agreement with the DOE, FLICS has established an escrow account in excess of the \$70,000 mandated to pay for legal and audit expenses that would be associated with a dissolution, should it occur.
- e - As a conversion charter school, FLICS is a unionized school and as such is required to follow the union contract agreed upon between the United Federation of Teachers union ("UFT"), the Council of School Supervisors and Administrators ("CSA") and the City of New York.

**FUTURE LEADERS INSTITUTE CHARTER SCHOOL****NOTES TO FINANCIAL STATEMENTS****JUNE 30, 2016 AND 2015****Note 7 - Concentration of Credit Risk**

FLICS maintains cash balances at several banks in New York City insured by the Federal Deposit Insurance Corporation.

**Note 8 - Resident Student Enrollment**

FLICS' per pupil allocation is determined by the New York State Department of Education using New York State's charter school funding formula.

**Note 9 - Donated Services**

FLICS received donated program services with a value of \$115,650 and \$114,231 for the years ended June 30, 2016 and 2015, respectively.

**Note 10 - Teacher Salaries**

As a result of the UFT and CSA collective bargaining agreements that were ratified in 2014 after the expiration of the previous agreements in 2009, FLICS is subject to retroactive salary increases and related payments due to all eligible UFT and CSA members. These payments began in 2015 and will continue through 2021. The school has calculated an estimate of the total contingent liability to be approximately \$770,000 but will only be paid to individuals who are members of the UFT or the CSA and employed by FLI (or are eligible retirees under the applicable collective bargaining agreement) at the time of payment. Such payments are being issued as agreed upon with the UFT and CSA over six years beginning in October 2015.

**Note 11 - Functional Allocation of Expenses**

The costs of providing the various program and supporting services has been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and the supporting services benefited.

**SUPPLEMENTARY INFORMATION**



**LUZ AND CARR**  
CERTIFIED PUBLIC ACCOUNTANTS, LLP  
300 EAST 42ND ST., NEW YORK, NY 10017  
212-697-2299 Fax 212-949-1768

**INDEPENDENT AUDITORS' REPORT  
ON SUPPLEMENTARY INFORMATION**

To the Board of Trustees of  
Future Leaders Institute Charter School

We have audited the financial statements of Future Leaders Institute Charter School as of and for the years ended June 30, 2016 and 2015, and our report thereon dated October 4, 2016, which expressed an unmodified opinion on those financial statements, appears on pages 1 and 2. Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The Schedule of Functional Expenses for the year ended June 30, 2016 with comparative totals for 2015 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 audits 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.

*Lutz + Carr, LLP*

New York, New York  
October 4, 2016

## FUTURE LEADERS INSTITUTE CHARTER SCHOOL

## SCHEDULE OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2016 WITH COMPARATIVE TOTALS FOR 2015

	Number of Positions	Program Services			Supporting Services			2016	2015
		Regular Education	Special Education	Total	Management and General	Fundraising	Total	Total Expenses	Total Expenses
Personnel Services Costs									
Administrative staff personnel	17	\$ 954,552	\$ 161,158	\$1,115,710	\$ 123,968	\$ -	\$123,968	\$1,239,678	\$ 995,519
Instructional personnel	31	2,072,762	333,804	2,406,566	-	-	-	2,406,566	2,704,325
Non-instructional personnel	6	210,159	35,481	245,640	27,293	-	27,293	272,933	279,902
Total Personnel Services Costs		<u>3,237,473</u>	<u>530,443</u>	<u>3,767,916</u>	<u>151,261</u>	<u>-</u>	<u>151,261</u>	<u>3,919,177</u>	<u>3,979,746</u>
Employee benefits and payroll taxes		777,119	131,202	908,321	100,922	-	100,922	1,009,243	928,341
Retirement		233,852	39,482	273,334	30,371	-	30,371	303,705	216,192
Professional development		92,227	15,571	107,798	11,979	-	11,979	119,777	72,891
Legal services		18,936	3,197	22,133	2,459	-	2,459	24,592	37,033
Accounting and audit services		132,828	22,425	155,253	17,250	-	17,250	172,503	173,616
Other purchased, professional and consulting services		442,354	74,683	517,037	57,448	-	57,448	574,485	447,243
Student and staff recruitment		15,981	2,698	18,679	2,075	-	2,075	20,754	17,647
Supplies and materials		52,975	8,944	61,919	6,880	-	6,880	68,799	117,078
Office expense		78,260	13,213	91,473	10,161	-	10,161	101,634	76,376
Technology		99,376	16,778	116,154	12,907	-	12,907	129,061	54,111
Student services		57,882	9,322	67,204	-	-	-	67,204	43,792
Insurance		38,035	6,422	44,457	4,940	-	4,940	49,397	47,006
Equipment and furnishings		24,752	4,179	28,931	3,215	-	3,215	32,146	27,983
Repairs and maintenance		-	-	-	-	-	-	-	503
Depreciation		57,147	9,648	66,795	7,422	-	7,422	74,217	72,983
Other		14,608	2,466	17,074	1,901	-	1,901	18,975	10,643
Total Expenses, 2016		<u>\$5,373,805</u>	<u>\$ 890,673</u>	<u>\$6,264,478</u>	<u>\$ 421,191</u>	<u>\$ -</u>	<u>\$421,191</u>	<u>\$6,685,669</u>	
Total Expenses, 2015		<u>\$4,392,598</u>	<u>\$1,153,553</u>	<u>\$5,546,151</u>	<u>\$ 773,533</u>	<u>\$ 3,500</u>	<u>\$777,033</u>		<u>\$6,323,184</u>

See independent auditors' report on supplementary information.



**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  
Future Leaders Institute 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 Future Leaders Institute Charter School (a nonprofit organization), which comprise the statement of financial position as of June 30, 2016, 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 4, 2016.

**Internal Control Over Financial Reporting**

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

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

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



### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Future Leaders Institute Charter 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*.

### **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 Organization'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 Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

New York, New York  
October 4, 2016



# Entry 6b Additional Financial Docs

Last updated: 10/31/2016

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

## Page 1

### 1. Management Letter

(No response)

#### **Explanation for not uploading the Management Letter.**

No management letter issued

### 2. Form 990

(No response)

#### **Explanation for not uploading the Form 990.**

Form 990 or Extension will be filed by Nov 15th

### 3. Federal Single Audit

Note: A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Uniform Guidelines for the federal filing requirements.

(No response)

#### **Explanation for not uploading the Federal Single Audit.**

The school did not expend federal funds in excess of the threshold

---

#### 4. CSP Agreed Upon Procedure Report

(No response)

---

#### Explanation for not uploading the procedure report.

The school did not receive CSP funding

---

#### 5. Evidence of Required Escrow Account

<https://nysed-cso-reports.fluidreview.com/media/assets/survey-uploads/84010/7101116-pN6H0Nalce/2016-2017%20FLI%20Bank%20Statement%20-%20Escrow%20Minimum.pdf>

---

#### Explanation for not uploading the Escrow evidence.

(No response)

---

#### 6. Corrective Action Plan

A **Corrective Action Plan** for Audit Findings and Management Letter Recommendations, which must include:

- a. The person responsible
- b. The date action was taken, or will be taken
- c. Description of the action taken
- d. Evidence of implementation (if available)

(No response)

---

#### Explanation for not uploading the Corrective Action Plan.

No corrective action plan required

**RETURN SERVICE REQUESTED**

>006060 6715370 0001 092282 10Z

FUTURE LEADERS INSTITUTE CHARTER SCHOOL  
 ESCROW ACCOUNT  
 134 W 122ND ST  
 NEW YORK NY 10027-5501



### Managing Your Accounts

-  Branch Name Carver Federal Savings Bank
-  Phone Number (718) 230-2900
-  Mailing Address 75 West 125th Street  
New York, NY 10027
-  Online Access [www.carverbank.com](http://www.carverbank.com)  
[customer.service@carverbank.com](mailto:customer.service@carverbank.com)

### Summary of Accounts

Account Type	Account Number	Ending Balance
Statement Savings	[REDACTED]	\$75,155.25
<b>Total Current Value</b>		<b>\$75,155.25</b>

### Statement Savings - XXXXXXXX8980

**Account Summary**

Date	Description	
07/31/2016	Beginning Balance	\$75,139.32
	0 Debit(s) this period	\$0.00
	1 Credit(s) this period	\$15.93
08/31/2016	Ending Balance	\$75,155.25

**Interest Summary**

Description	
Interest Earned From 07/31/2016 Through 08/31/2016	
Annual Percentage Yield Earned	0.25%
Interest Days	31
Interest Earned	\$15.93
Interest Paid This Period	\$15.93
Interest Paid Year-to-Date	\$125.29
Interest Withheld Year-to-Date	\$0.00
Average Available Balance	\$75,139.32

**Account Activity**

Transaction Date	Description	Debits	Credits	Balance
07/31/2016	Beginning Balance			\$75,139.32
08/31/2016	INTEREST		\$15.93	\$75,155.25
08/31/2016	Ending Balance			\$75,155.25



*[Handwritten signature]*

# New York State Education Department

## Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

### 2016-17 Budget & Cash Flow Template

---

#### **General Instructions and Notes for New Application Budgets and Cash Flows Templates**

---

<b>1</b>	Complete ALL SIX columns in <b>BLUE</b>
<b>2</b>	Enter information into the <b>GRAY</b> cells
<b>3</b>	Cells containing <b>RED</b> triangles in the upper right corner in columns B through G contain guidance on that particular item
<b>4</b>	Funding by School District information for all NYS School district is located on the State Aid website at <a href="https://stateaid.nysed.gov/charter/">https://stateaid.nysed.gov/charter/</a> . Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accomodate additional districts if necessary.
<b>5</b>	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.





**Future Leaders Institute Charter School**

**PROJECTED BUDGET FOR 2016-2017**

**July 1, 2016 to June 30, 2017**

PROJECTED BUDGET FOR 2016-2017							Assumptions
July 1, 2016 to June 30, 2017							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	5,769,397	611,290	-	22,225	8,285	6,411,197	
Total Expenses	5,832,157	1,148,120	-	-	358,554	7,338,831	
Net Income	(62,760)	(536,830)	-	22,225	(350,269)	(927,634)	
Actual Student Enrollment	385	66				451	Total enrollment is 385 students, which includes 66 as special education, but only 49 of those are billable.
Total Paid Student Enrollment	385	49				434	Total enrollment is 385 students, which includes 66 as special education, but only 49 of those are billable.
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	
<b>TOTAL EXPENSES</b>	<b>5,832,157</b>	<b>1,148,120</b>			<b>358,554</b>	<b>7,338,831</b>	
<b>NET INCOME</b>	<b>(62,760)</b>	<b>(536,830)</b>		<b>22,225</b>	<b>(350,269)</b>	<b>(927,634)</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>	<b>REGULAR EDUCATION</b>	<b>SPECIAL EDUCATION</b>	<b>TOTAL ENROLLED</b>				
District of Location	385	66	451	Total enrollment is 385 students, which includes 66 as special education, but only 49 of those are billable.			
School District 2 (Enter Name)			-				
School District 3 (Enter Name)			-				
School District 4 (Enter Name)			-				
School District 5 (Enter Name)			-				
<b>TOTAL ENROLLMENT</b>	<b>385</b>	<b>66</b>	<b>451</b>	Total enrollment is 385 students, which includes 66 as special education, but only 49 of those are billable.			
<b>REVENUE PER PUPIL</b>	14,985	9,262	-				
<b>EXPENSES PER PUPIL</b>	15,148	17,396	-				

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

Trustee Name:

Jay D. Hufsch

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

Future Leaders Institute

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

Board Member

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

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

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

Yes  No

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

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

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

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

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

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

Signature  Date 7/20/16

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

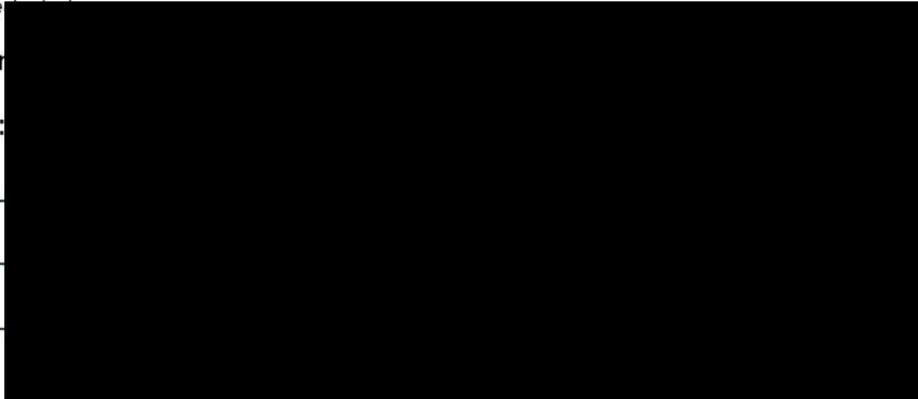
Business Telephone: \_\_\_\_\_

Business Address: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

Home Address: \_\_\_\_\_



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

Trustee Name:

Andy Hatcher

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

FLI Charter School

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

*Secretary*

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

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

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

Yes  No

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

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

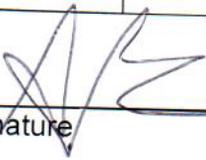
Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<i>None</i>			

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

**NONE**

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

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

Signature:  Date: 7/20/16

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

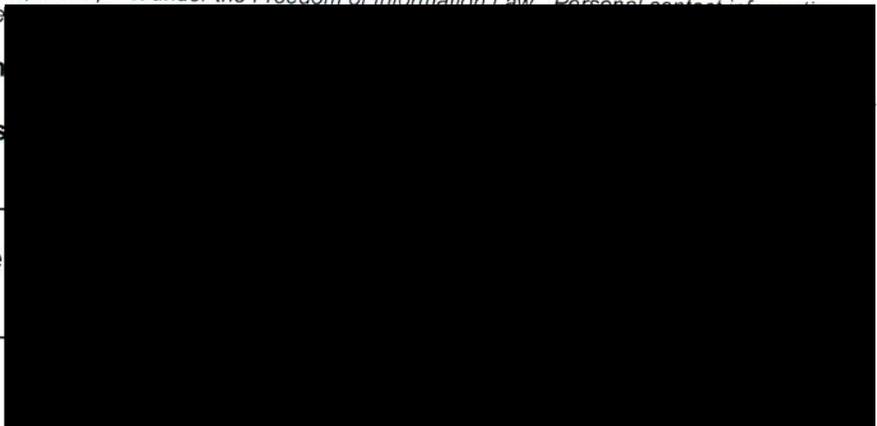
Business Telephone: \_\_\_\_\_

Business Address: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

Home Address: \_\_\_\_\_



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

Trustee Name:

Natalie Deak Jaros

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

FLI Charter School

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

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

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

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

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

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

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

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

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

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

*Natalie Deak Jaso* \_\_\_\_\_ *7/20/16*  
 Signature Date

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

**Business Telephone:** \_\_\_\_\_  
**Business Address:** \_\_\_\_\_  
**E-mail Address:** \_\_\_\_\_  
**Home Telephone:** \_\_\_\_\_  
**Home Address:** \_\_\_\_\_

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

Trustee Name:

GILDA G. WRAY

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

FUTURE LEADERS INSTITUTE

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

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

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

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

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

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

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

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

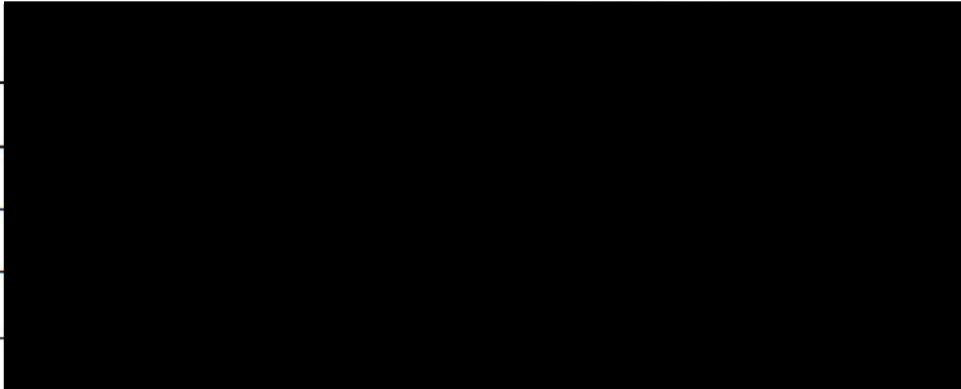
5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed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

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

Signature Jude J. Wray Date July 20, 2016

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

Business Telephone: \_\_\_\_\_  
 Business Address: \_\_\_\_\_  
 E-mail Address: \_\_\_\_\_  
 Home Telephone: \_\_\_\_\_  
 Home Address: \_\_\_\_\_



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

Trustee Name:

Katherine Brown

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

Future Leaders Institute charter school

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

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

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

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

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

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

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

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

None

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

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

Katherine M. Brown  
Signature

22 July 2016  
Date

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

Business Telephone

Business Address

E-mail Address

Home Telephone

Home Address



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

Trustee Name:

Joan Wicks

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

Future Leaders Institute Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Co-Chair, 2012-2015

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

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

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

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

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

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

<i>Please write "None" if applicable. Do not leave this space blank.</i> None			
--	--	--	--

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

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

Signature Joan Wicks Date July 25, 2016

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

Business Telephone: \_\_\_\_\_

Business Address: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

Home Address: \_\_\_\_\_

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

Trustee Name:

Rudolph Austin

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

Future Leaders Institute Charter School

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

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

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

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

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

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

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

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

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

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

  
 \_\_\_\_\_  
 Signature

7/28/16  
 \_\_\_\_\_  
 Date

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

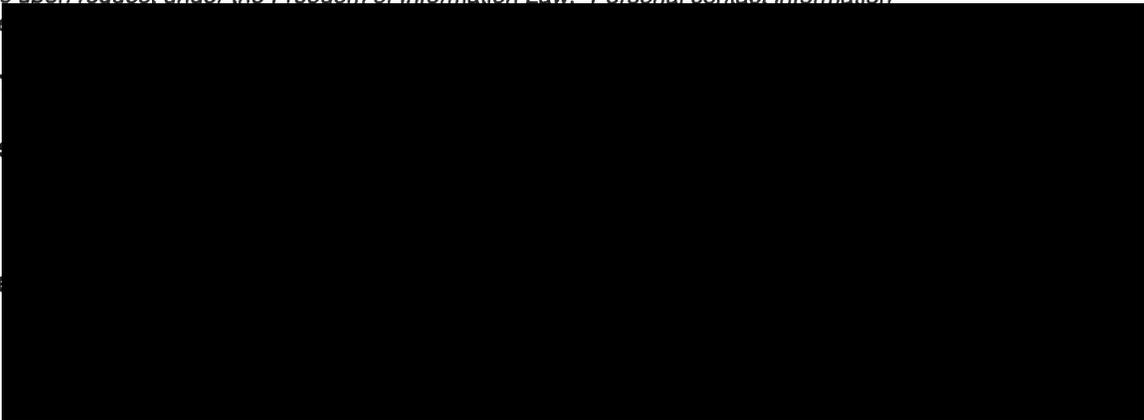
**Business Telephone:**

**Business Address:**

**E-mail Address:**

**Home Telephone:**

**Home Address:**



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

Trustee Name:

TOYE WIGLEY

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

Future Leaders Institute

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

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

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

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

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

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

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

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

Not Applicable

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

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

Signature Loze Zily Date 7/29/16

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

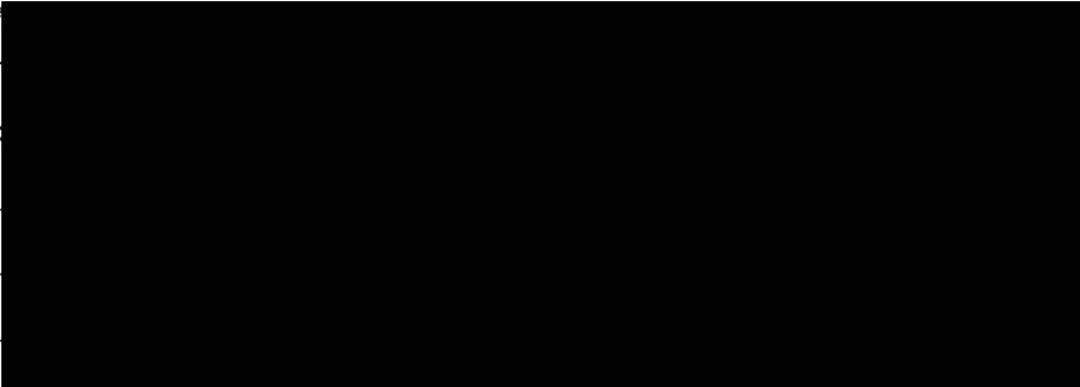
Business Telephone: \_\_\_\_\_

Business Address: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

Home Address: \_\_\_\_\_





# Entry 9 BOT Table

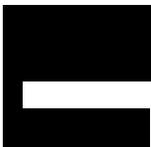
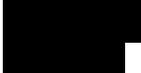
Created: 07/19/2016

Last updated: 08/01/2016

## Page 1

### 1. Current Board Member Information

	Trustee Name	Email Address	Position on the Board	Committee Affiliations	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Annie Adams	[REDACTED]	Trustee/Member	Board Governance Working Group; Legal/HR Working Group	Yes	Finance	2 Terms; Term length: 2 years; Elected: September 2014.
2	Rudolph Austin	[REDACTED]	Treasurer	Finance Committee	Yes	Finance	2 Terms; Term length: 12years; Elected: August 2013
3	Katherine Brown	[REDACTED]	Chair/Board President	Finance Committee ; Legal/HR Working Group	Yes	Legal	3 Terms; Term length: 2 years; Elected: October 2011
4	Jay Hatfield	[REDACTED]	Trustee/Member	Educational Accountability Working	Yes	Finance	3 Terms; Term Length: 2 years; Elected: August

				Group			2010
5	Andrew Hutcher		Secretary	Legal/HR Working Group	Yes	Operations and Legal	3 Terms; Term length: 2 years; Elected: April 2011
6	Natalie Deak Jaros		Vice Chair/Vice President	Educational Accountability Working Group; Finance Committee ; Board Governance Working Group	Yes	Finance	3 Terms; Term Length: 2 years; Elected: April 2011
7	Joan Wicks		Trustee/Member	Board Governance Working Group; Educational Accountability Working Group	Yes	Human Resources	3 Terms: Term Length: 2 years; Elected: October 2010
8	Toye Wigley		Trustee/Member		Yes	Marketing and Management	2 Terms; Term Length: 2 years; Elected: September 2013
9	Gilda Wray		Trustee/Member	Board Governance Working Group	Yes	Non-profit Management	2 Terms; Term Length: 2 years; Elected: September 2011
10							
11							
12							

13							
14							
15							
16							
17							
18							
19							
20							

**2. Total Number of Members on June 30, 2015**

10

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

0

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

0

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

10

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

11

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

9

**Thank you.**



2015-2016 Board Minutes Link:

<http://futureleadersinstitute.org/about-us/board-of-trustees/board-meeting-minutes/>



## **Student Enrollment and Retention Plan**

### **I. Outreach and Promotional Activities and Communication Plan:**

Future Leaders Institute (FLI) Charter School engages in many forms of outreach, promotional and communication activities for student recruitment throughout the year, beginning primarily in December preceding the lottery and continuing through April. These outreach activities include online, print, canvassing and direct (in-person) forms of communication.

For online promotions and outreach, FLI has a dedicated page on our school website for Admissions ([www.futureleadersinstitute.org/admissions](http://www.futureleadersinstitute.org/admissions)) which includes all information for enrollment, including current year's application (posted on December 1) and the lottery process and date. Also, there is a dedicated email address ([admissions@futureleadersinstitute.org](mailto:admissions@futureleadersinstitute.org)) for families to communicate with FLI if they are interested in or have questions about admissions; families can submit applications via this email address as well. FLI participates in the New York City Charter School Center's online Common Application, and provides the direct link on the Admissions page for the public to complete an application electronically. Additional online outreach and promotion include efforts such as Facebook campaigns, and two months of advertising on *DNAInfo.com*, which has over 2 million viewers and subscribers in New York City.

Print advertising includes publishing admissions and recruitment advertisements in local newspapers and publications from January through March, including *amNY*, Strauss Media circulars and *El Diario* newspaper (a Spanish-language periodical). FLI's advertisement content includes the method and deadlines for submitting an application, the school website, details on SPED services provided by FLI, school contact information, and a list of our Information Session (open houses) dates.

Canvassing to local pre-schools, community centers, businesses and other agencies begins in November. FLI staff distribute student recruitment flyers (and applications, beginning in December) to these sites, give admissions presentations, and meet with parents and families. New canvassing this year also includes distribution of flyers and applications to the NYC DOE Family Welcome Centers in Manhattan (both 7<sup>th</sup> Avenue and 125<sup>th</sup> Street locations), a primary resource for parents in Community School Districts 1 through 6 in searching for schools for their children.



FLI also attends charter school and kindergarten school choice fairs in Manhattan and Queens to communicate to parents about FLI's application process and deadline, information session dates and lottery dates.

Lastly, as mentioned above, from January through March, FLI hosts on-campus Information Sessions (open houses) that provide the opportunity for prospective parents to learn more about the school, our admission and lottery process, ask questions of school leadership and teachers, and to take a tour of the school and classrooms. FLI offers both daytime and evening sessions to accommodate parents' varying work schedules. Parents and teachers who are bilingual (Spanish or French/Haitian Creole) are also available at Information Sessions to speak to parents in languages other than English, if necessary. Our SETTS staff is also on hand during sessions to provide details and to answer questions about our SPED services.

## **II. ELL Outreach**

Future Leaders Institute Charter School engages with parents and families, current and prospective, who speak languages other than English in a variety of ways. With respect to student recruitment, FLI's application is translated and available in Spanish and French (our school's predominant ELL populations). Our ELL Coordinator participates in the recruitment process by being available during Information Sessions, on lottery drawing day, and during enrollment sessions (post-lottery). FLI engages in ELL advertising via periodicals such as *El Diario*, a neighborhood newspaper directed to New York's Spanish-speaking community. Finally, our Family Coordinator engages our bilingual teachers and parents to assist with communicating with families who speak languages other than English to keep all potential applicants informed during the admissions and enrollment process.

## **III. SPED Outreach**

For expertise with engaging prospective students with special needs, Future Leaders Institute Charter School is a member of the NYC Charter School Center's Special Education Collaborative, a consortium of NYC's special education professionals and community with far reaching relationships and deep engagement with families with special needs across all boroughs in the city. An inclusive approach, FLI includes details on our school's SPED services within all of our standard advertisements, not as separate advertisements. In addition, FLI's IEP Coordinator participates in recruitment and lottery planning, and is available, along with the



other SETSS faculty, to speak with prospective parents and students during Information Sessions and via email and phone correspondence throughout the school year.

#### **IV. Lottery Process – 2016-2017 School Year**

Admission decisions at Future Leaders Institute Charter School are based on a free and open lottery system, which provides all students with a fair and equal opportunity for admission. FLI held the lottery drawing for the 2016-2017 school year on Tuesday, April 5, 2016, beginning at 5 p.m. Applications for the 2016-2017 school year were required to be submitted by 11:59 p.m. on Friday, April 1, 2016 to be included in the lottery drawing. The lottery is held in the school's auditorium, open to the public and video recorded. Applications are tagged with a number at random and are selected electronically utilizing random number generator and selector software. All offers of admission are granted based on the outcome of the lottery; preference is granted for siblings of current FLI students enrolled at the time of the lottery. Those applicants not accepted at the time of the lottery are placed on a waitlist. Postcards and letters informing applicants of their status as a result of the lottery (accepted or waitlisted) are sent during the week following the lottery.

#### **V. Recruitment Timeline – 2016-2017 School Year**

The following highlights the timeline of Future Leaders Institute Charter School's primary student recruitment initiatives in 2015-2016 for the 2016-2017 school year:

- **Flyer and Application Distribution to Manhattan Family Welcome Centers – December - March**
  - 333 Seventh Avenue, 12th Floor; Room 1211, New York, NY 10001 (Districts Served: 1, 2, 4); 388 West 125th Street, 7th Floor; Room 713, New York, NY 10027 (Districts Served: 3, 5, 6)
  
- **Advertisements Schedule:**



## **FUTURE LEADERS INSTITUTE CHARTER SCHOOL**

- ***Newspaper/Periodical Advertising:***
  - *amNY*: 10/26/15 (announcing application opening in December), 12/28/15, 1/4/16, 1/25/16 and 2/29/16 (2016-2107 Ad – includes SPED services info)
- ***Online Advertising:***
  - *DNAInfo New York Neighborhood News*: February 1, 2016 – March 31, 2016
- ***Spanish Language Advertising:***
  - *El Diario Newspaper*: 2 distributions in February
- ***Direct Mailing:***
  - Vanguard Direct (targeted mailing for admissions information and lottery results) – March and April
- **Student Recruitment Fairs Schedule:**
  - Harlem Children’s Zone Annual School Fair: 11/18/2015
  - ABC Cassidy’s Place (Pre-K) Student Recruitment Presentation: 12/15/2015
  - Boys & Girls Harbor Kindergarten School Choice Fair, Harlem, NY: 1/26/2016
  - Citywide Independent Charter School Fair, Long Island City, NY: 1/30/2016
- **Information Sessions Schedule (on campus):**
  - **Kindergarten:**
    - January 21, 2016 at 9:30 a.m.
    - March 22, 2016 at 10:00 a.m.
  - **Middle School (Grades 5-8):**
    - February 25, 2016 at 9:30 a.m.
  - **Grades K-5:**



## FUTURE LEADERS INSTITUTE CHARTER SCHOOL

- January 12, 2016 at 5:30 p.m.  
February 10, 2016 at 5:30 p.m.  
March 8, 2016 at 10:00 a.m.  
March 10, 2016 at 5:30 p.m.  
March 29, 2016 at 5:30 p.m.
  
- **Application Deadline:** April 1, 2016
  
- **Lottery Drawing Date:** April 5, 2016



# Entry 12 Teacher and Administrator Attrition

Created: 07/08/2016

Last updated: 08/01/2016

Report changes in teacher and administrator staffing.

Page 1

## Instructions for completing the Teacher and Administrator Attrition Tables

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

### 2015-16 Teacher Attrition Table

	FTE Teachers on June 30, 2015	FTE Teachers Departed 7/1/15 - 6/30/16	FTE Teachers Filling Vacant Positions 7/1/15 - 6/30/16	FTE Teachers Added in New Positions 7/1/15-6/30/16	FTE of Teachers on June 30, 2016
	36	1	1	2	38

### 2015-16 Administrator Position Attrition Table

	FTE Administrative Positions on June 30, 2015	FTE Administrators Departed 7/1/15 - 6/30/16	FTE Administrators Filling Vacant Positions 7/1/15 - 6/30/16	FTE Administrators Added in New Positions 7/1/15-6/30/16	FTE Administrative Positions on June 30, 2016
	16	3	3	0	16

Thank you



# Entry 13 Uncertified Teachers

Last updated: 08/01/2016

## Page 1

The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Enter the relevant full time equivalent (FTE) count of teachers in each column. For example, a school with 20 full time teachers and 5 half time teachers would have an FTE count of 22.5. If more than one column applies to a particular teacher, please select one column for the FTE count.

### Staff Qualifications (June 30, 2016)

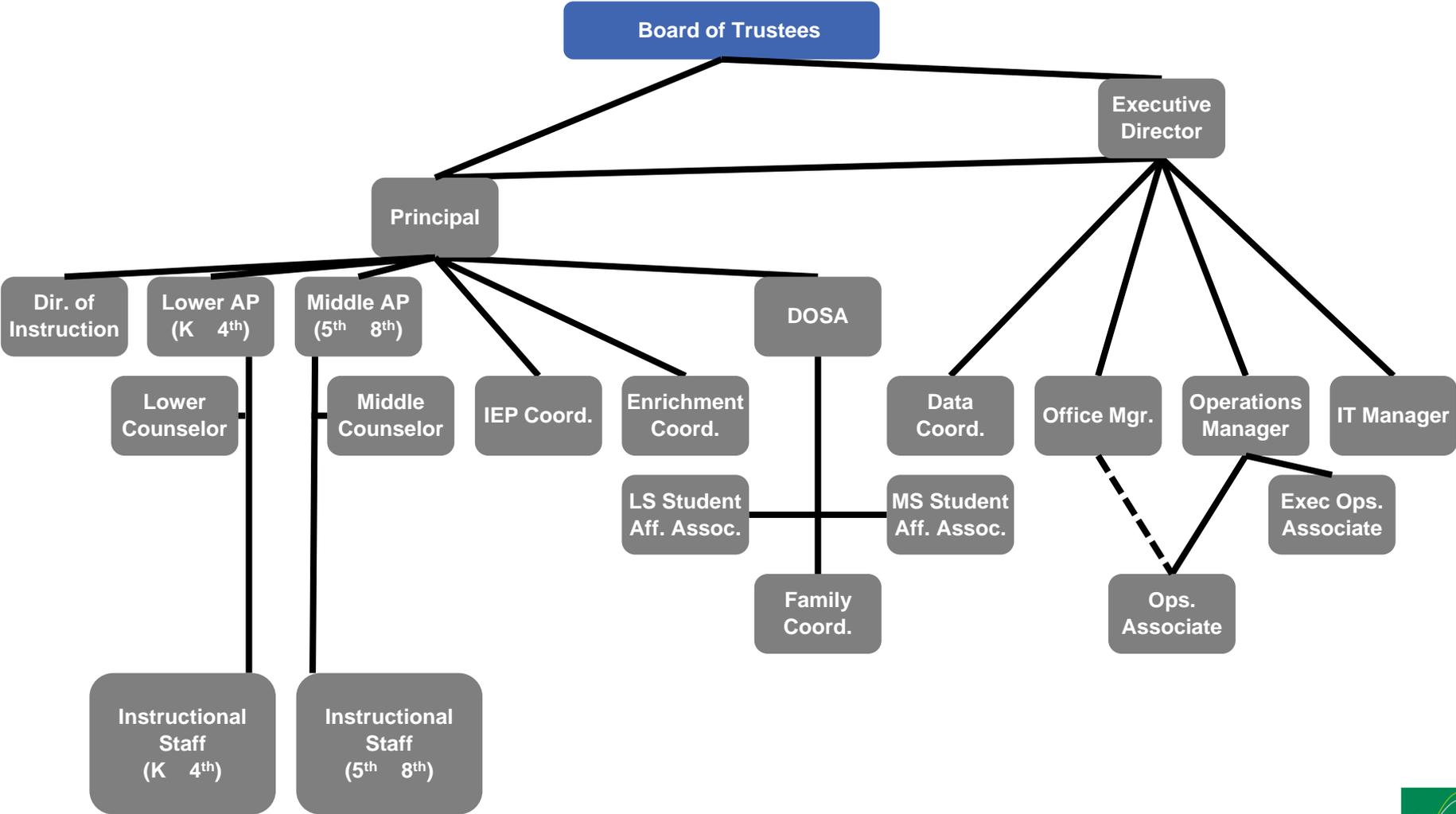
**Note:** Columns should sum to the FTE count of Teachers on June 30, 2016, and each teacher should be in only one column.

1. Total FTE Count of Uncertified Teachers (6-30-16)	7
2. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (6-30-16)	5
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-16)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-16)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-16)	0
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-16)	2

**Thank you.**

# FLI's Org. Chart for the 2015-2016 School Year

## FLI's Org. Chart for the 2015-2016 School Year





**2016-2017 Calendar**

<b>JULY 2016</b>		
WED 7/6 to FRI 7/29	Summer Academy	18
<b>SEPTEMBER 2016</b>		
MON 9/05	Labor Day Holiday	
THU 9/08	First Day of School- 1/2 Day for Kindergarten Students	
MON 9/12	Eid al-Adha (schools closed)	
THU 9/15	Back To School Family Night	
MON 9/26	First Day of Extended Day- Whole School	
		16
<b>OCTOBER 2016</b>		
MON 10/03- TUE 10/04	Rosh Hashanah (schools closed)	
MON 10/10	Columbus Day (schools closed)	
WED 10/12	Yom Kippur (schools closed)	
		17
<b>NOVEMBER 2016</b>		
TUE 11/08	Election Day (no school for students)/PD for Teachers	
FRI 11/11	Veterans Day (schools closed)	
WED 11/23	End of First Term (no extended day)	
THU 11/24- FRI 11/25	Thanksgiving Day (schools closed)	
		18
<b>DECEMBER 2016</b>		
THU 12/01- FRI 12/02	Parent Teacher Conferences (no extended day)	
MON 12/26- MON 1/02	Winter Recess (schools closed)	
SAT 12/31- SUN 1/01	New Year's Day Holiday	
		17
<b>JANUARY 2017</b>		
MON 1/16	Dr. Martin Luther King, Jr. Day (schools closed)	
MON 1/23	Extended Day Resumes	
		20
<b>FEBRUARY 2017</b>		
TUE 2/14	Valentine's Day	
WED 2/15- THU 2/16	End of Term Benchmark Exams for ELA and Math	
FRI 2/17	End of Second Term	
MON 2/20	President's Day	
MON 2/20- FRI 2/24	Mid-Winter Recess (schools closed)	
		15
<b>MARCH 2017</b>		
WED 3/01- THU 3/02	Parent Teacher Conferences (no extended day)	
MON 3/06	Extended Day Resumes	
TUE 3/28- THU 3/30	ELA State Test	
		23
<b>APRIL 2017</b>		
WED 4/05	2016 Lottery (for prospective students)	
MON 4/10	NYSESLAT Speaking Begins (Including Make-Up Tests)	
MON 4/10- TUE 4/18	Spring Recess	
SUN 4/16	Easter Day	
		13
<b>MAY 2017</b>		
TUE 5/02-THU 5/04	Math State Test	
MON 5/08	NYSESLAT Listening, Reading, Writing Begins (Including Make-Up Tests)	
WED 5/19	NYSESLAT Speaking Ends/ NYSESLAT Listening, Reading, Writing Ends (Including Make-Up Tests)	

WED 5/24	4th Grade/ 8th Grade Science Performance Tests End (Including Make-Up Tests)	
MON 5/29	Memorial Day (schools closed)	
TUE 5/30- WED 5/31	Parent Teacher Conferences (no extended day)	
		22
<b>JUNE 2017</b>		
THU 6/01	Extended Day Resumes	
FRI 6/02	4th Grade/ 8th Grade Science Performance Tests End (Including Make-Up Tests)	
MON 6/05	4th Grade/ 8th Grade Science Written Tests	
MON 6/05- TUE 6/06	End of Term Benchmark Exams for ELA and Math	
TUE 6/06- WED 6/07	4th Grade/ 8th Grade Science Written (Make-Up) Tests	
THU 6/08	Anniversary Day/Chancellor's Conference Day (no school for students)-PD for Teachers	
MON 6/12	June Clerical Day (no school for students)-PD for Teachers	
FRI 6/23	8th Grade Graduation Day/ End of Third Term	
MON 6/26	Eid al-Fitr (schools closed)	
WED 6/28	Last Day of School	
		17
	<b>TOTAL DAYS</b>	<b>196</b>