

I. SCHOOL INFORMATION AND COVER PAGE

Created Monday, July 29, 2013

Updated Tuesday, July 30, 2013

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1. SCHOOL NAME

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

332300860941 LEADERSHIP PREP OCEAN HILL CS

2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 23

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
51 Christopher Avenue 3rd Floor Brooklyn, NY 11212	718-250-5767	212-881-9666	sgriffin@leadershipprep.org

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Contact Name	Sara Griffin
4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Title	Director of Operations
4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

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

6. DATE OF INITIAL CHARTER

2008-10-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2010-08-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2012-13 (as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2012-13

Check all that apply

• K

• 1

• 2

• 3

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

Yes/No	Name of CMO/EMO
Yes	Uncommon Schools

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

	Name	Work Phone	Alternate Phone	Email Address	Contact this individual also in emergencies
CEO (e.g., network superintendent)	Brett Peiser	[REDACTED]		[REDACTED]	No
CFO (e.g., network CFO)	Carolyn Hack	[REDACTED]		[REDACTED]	No
Compliance Contact	Tara Marlovits	[REDACTED]		[REDACTED]	Yes
Complaint Contact	Tara Marlovits	[REDACTED]		[REDACTED]	Yes

11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

Please list the sites where the school will operate in 2013-14.

	Physical Address	Phone Number	District/C SD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	51 Christopher Avenue, 3rd Floor Brooklyn, NY 11212	718-250-5767	CSD 23	K-5	No	DOE space

Site 2

Site 3

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Nikeya Bridges	[REDACTED]		[REDACTED]
Operational Leader	Sara Griffin	[REDACTED]		[REDACTED]
Compliance Contact	Tara Marlovits	[REDACTED]		[REDACTED]
Complaint Contact	Tara Marlovits	[REDACTED]		[REDACTED]

14. Were there any revisions to the school's charter during the 2012-2013 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

Yes

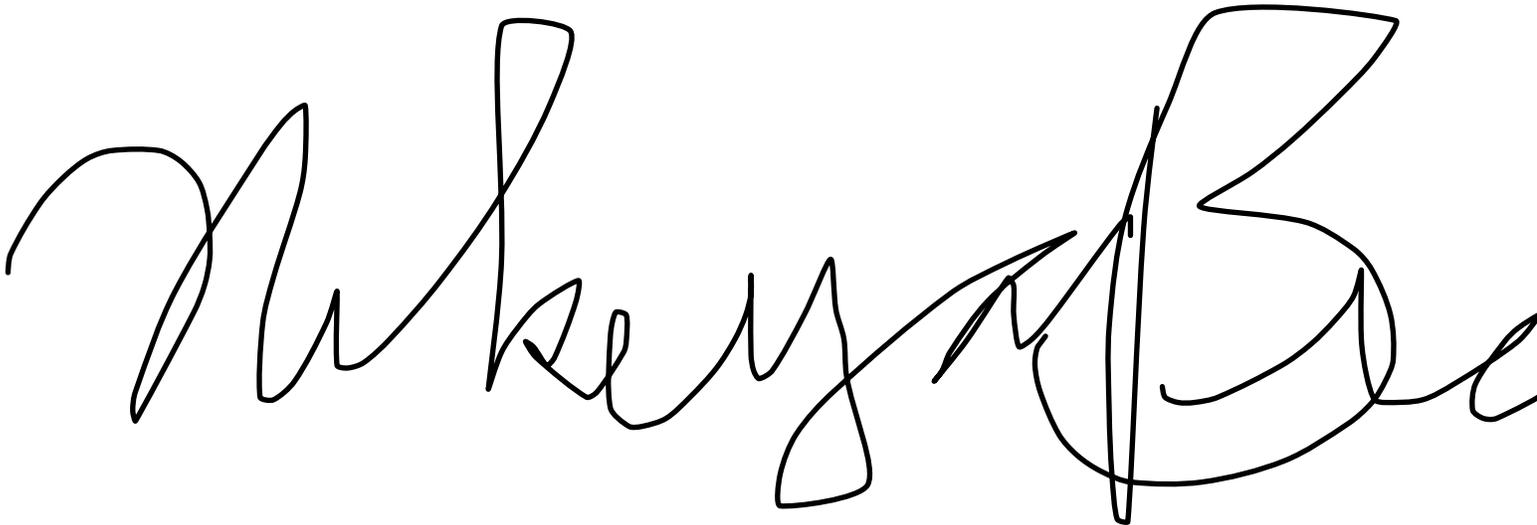
15. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in admissions/enrollment policy	Added a 5th grade lottery, and permitted schools to fill vacant spots at their discretion.	December 2012	December 2012
2	Other	Application for a planning year extension: changes to staff list, budget, facilities, enrollment, assessments, plan for meeting enrollment and retention targets	April 2013	April 2013
3	Change in Bylaws	Submitted a draft set of by laws.		
4				
5				

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

• Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees

Thank you.

Signature Page for President of Board of Trustees

Created Wednesday, July 31, 2013

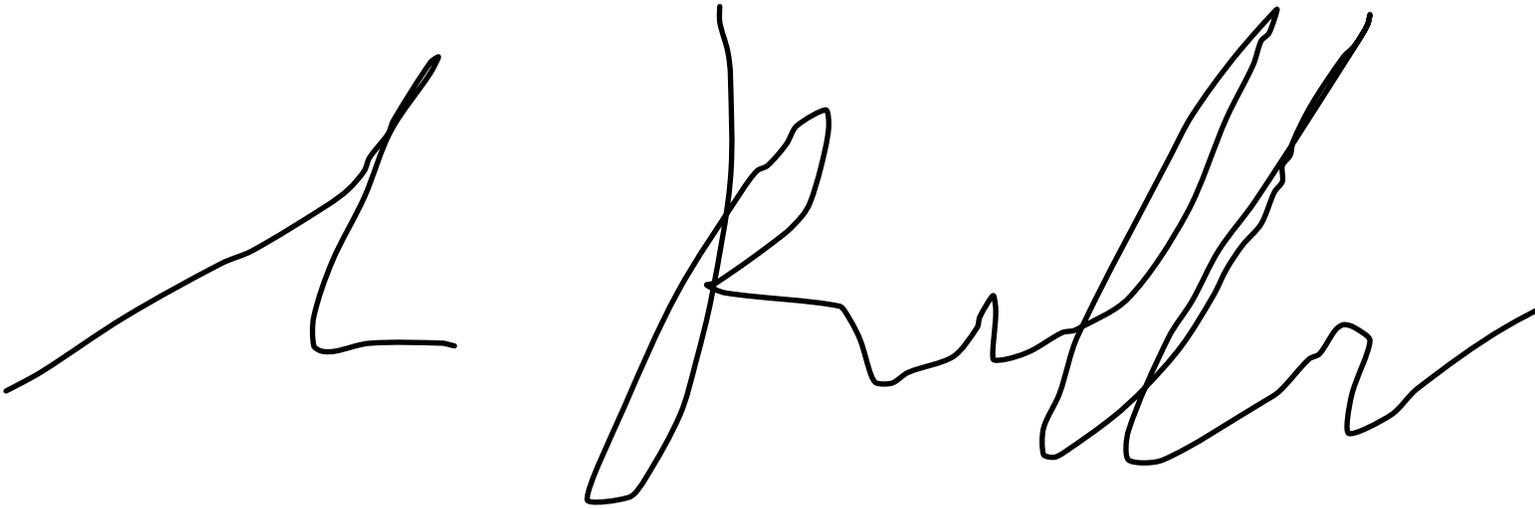
Page 1

332300860941 LEADERSHIP PREP OCEAN HILL CS

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- Yes
-

Signature, Board President

A handwritten signature in black ink, consisting of a stylized first name followed by a last name, written across the page.

Thank you.

**Leadership Prep Ocean Hill
CHARTER SCHOOL**

**2012-13 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 7, 2013

By Sara Griffin, Director of Operations

51 Christopher Avenue, Room 327
Brooklyn, NY 11212
718-250-5767, ext. 3201

Sara Griffin, Director of Operations, prepared this 2012-13 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Carrie Abramson	Governance
Nadine Augusta	Trustee
Caroline Curry	Finance
Ben Esner	N/A
Michael Hall	Secretary, Governance
John Kim	Trustee
Matthew Klein	N/A
Arvind Krishnamurthy	Chair (in 2013-14), Finance
Tokumbo Shobowale	Chair (in 2012-13), Executive
Dyrnest Sinckler	Finance
Jeff Wetzler	Vice Chair, Executive
Blonka Winkfield	Trustee

Nikeya Bridges has served as the Principal since 2010 and Sara Griffin has served as the Director of Operations since July 2013.

INTRODUCTION

BACKGROUND

In 2010, 28% of 3rd graders in Brownsville's Community School District (CSD) 23 scored Advanced or Proficient on the State ELA exam, and 28% performed at those levels on the State Math exam. Among District 23 8th graders, only 25% of them performed at the Advanced or Proficient Level on the State ELA exam, and only 35% did so on the State Math exam.

Leadership Preparatory Ocean Hill Charter School resides in Community School District 23, and expects that many students will enter the school substantially below grade level in reading and math. Students in District 23 schools routinely score below the city and state averages on standardized exams. This achievement gap becomes even more pronounced with 8th grade students, as seen in the table below.¹

Subject/Grade	Community School District 23 (% of Students Earning 3 or 4 in 2010)		State (% of Students Earning 3 or 4 in 2010)	
	3 rd	8 th	3 rd	8 th
ELA	28%	25%	56%	47%
Math	28%	35%	60%	60%

In 2000, The National Center for Educational Statistics showed that 27.4% of New York State's White residents over the age of 25 have a college degree, about twice the percentage of the state's African-American (15.8%) or Latino (11.5%) residents.² Educational inequalities, however, carry grave consequences for an alarming number of African-American males. As of the year 2000, according to the Justice Policy Institute, more African-American men were in jail or prison (791,000) than were enrolled at colleges or universities (603,032).³

Given these statistics, parents in this community are eager for high-quality public school options. Charter schools in central Brooklyn, including those in the Uncommon Schools network, have long waiting lists. There is a high need for rigorous, college-preparatory schools like Leadership Prep Ocean Hill in this community.

Leadership Prep Ocean Hill expects most of its students to live in Brooklyn, especially in the predominantly African-American communities in central Brooklyn surrounding Ocean Hill that share its demographic trends and academic under-performance. As of the year 2000, Ocean

¹ New York City Department of Education, Department of Assessment and Accountability & New York State Report Cards

² The National Center for Education Statistics, *Digest of Educational Statistics 2004*.

³ Fox Butterfield. "Study Finds Big Increase in Black Men as Inmates since 1980." *New York Times* (August 28, 2002): p. A14.

Hill's population under 18 years of age was 78% African-American and 19 % Latino.⁴ According to the 2000 Census, 81% of District 23 students qualify for free lunch. The median household income is \$15,042 and approximately 41% of the population receives income support. Leadership Prep Charter School, was founded in Ocean Hill/Brownsville (CSD 23) to address these alarming trends. We opened our doors in August of 2010 to 145 students in Kindergarten and First Grade. The mission of Leadership Prep is to prepare its students to enter, succeed in, and graduate from outstanding high schools and colleges. In pursuit of this mission, the school successfully completed its second year of operation in June 2012.

ENROLLMENT & DEMOGRAPHICS

Leadership Prep will grow to serve over 700 students in grades K through 8. Leadership Prep accepts students by random, public lottery, with preference given to students who live in the school's community school district (CSD 23) and/or who demonstrate that their family household is low-income, based on FRPL and/or public assistance eligibility status. Most of the school's students come from the Ocean Hill/Brownsville neighborhood of Brooklyn, where the school is located. Of the 318 students enrolled for the 2012-2013 school year:

- 83% were eligible for free or reduced-price lunch;
- 94% were African-American, 5% were Hispanic, and 1%Other/Asian
- 5% had special needs and 1% were ELL.

SCHOOL PROGRAM

Leadership Prep seeks to equip its scholars with the academic skills and personal characteristics that will prepare them for success in college and beyond. Leadership Prep has the following attributes:

- a college-preparatory mission;
- high standards for academics and character;
- a highly structured learning environment;
- a longer school day and longer school year;
- a focus on accountability and data-driven instruction; and
- a faculty of committed teachers and leaders

Leadership Prep provides its students with every possible opportunity to learn. This means that we not only have a longer school day that begins at 7:15 AM and ends at 4:00 PM, but we also have a longer school year. Over the course of the school year, this is equivalent to at least 25% more instructional time than the New York City Department of Education's minimum requirements.

Each day consists of over 3 hours of literacy instruction, 80 minutes of math instruction, a daily class in social studies or science, a class devoted to character development, and either dance, fitness, or performing arts.

⁴ New York City Department of City Planning. "[Brooklyn Community District 16 Profile](#)."

Because we understand that literacy is the key to all future knowledge, the Leadership Prep program has a strong focus on literacy instruction:

- In the early grades, scholars have nearly 3 hours of reading instruction each day, which includes a systematic decoding program (Reading Mastery), a teacher-designed reading comprehension curriculum, the use of the STEP Assessment⁵, and daily read alouds.
- All classrooms are staffed with two teachers, in order to ensure that the student-to-teacher ratio never exceeds 15:1;
- Students are expected to read for at least 15-20 minutes at home each night in Kindergarten and 1st grade, and for at least 30 minutes each night starting in 2nd grade;
- Students write in every class, and use the Writer's Workshop method to cultivate creativity and voice.

Even as students leave for the day, the learning continues. Each student, including each Kindergarten student, takes home at least 20 minutes of Homework, every evening – including weekends and holidays. Parents/guardians review and sign each evening's assignment upon completion. Families and scholars are expected to read together for 20 minutes each night as well. Leadership Prep students finished the 2012-2013 school year with a 95% Homework completion rate.

FACULTY

One Lead Teacher and one Teacher are assigned to each classroom and provide differentiated instruction in small groups and individually. In 2012-2013, every teacher held a Bachelor's Degree and 98% either held or were working toward a Masters Degree.

At Leadership Prep, though, we know that more instructional time and rigorous instruction is not enough to get all of our scholars to college. We understand that we need to instill in our students the character attributes that will allow them to persevere, work hard, always try their best, respect their community, and grow into leaders, so that they can successfully travel the long road to college.

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

Additionally, routines and rituals constantly reinforce our expectations, core values, and mission. This process begins before students even enter the building. Every morning, the school Leadership Team meets students outside the school's front door to greet each student by name and shake each student's hand as the student crosses the threshold.

⁵ The STEP (Strategic Teaching and Evaluation Progress) Literacy Assessment provides a set of tools, tightly aligned with scientifically established milestones in reading development, to follow students' progress from kindergarten through third grade. These tools are organized into a developmentally sequenced set of tasks that can help a teacher understand the developmental status of individual students and a class of students at any given point. They also help a teacher analyze students' progress over time

Each week ends with a Friday Community Circle. Community Circles are centered around the Core Values of the school: *L.E.A.D: Love, Enjoy, Achieve, and Dream*. Role Models from our history who embody the Core Values are referenced in Community Meetings throughout the year and serve as role models for the other scholars. The Core Values and the corresponding role models shared at Community Circles are seen and heard throughout the entire school, from classrooms, where scholars sing chants and songs that embody the messages of the Core Values, to hallways that are lined with inspirational quotes, pictures, and messages from strong role models from both inside and outside of the school building.

Leadership Prep is led jointly by a Principal, who oversees teaching and learning in the school, and a Director for Operations, who manages all non-instructional components of the school. This dual leadership model allows the school to maintain a constant, unwavering focus on measurable student achievement while it grows as an effective, sustainable organization. Both school leaders benefit from extensive training and ongoing support from Uncommon Schools.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2007-08														
2008-09														
2009-10														
2010-11	85	58												143
2011-12	86	83	58											227
2012-13	90	90	83	55										318
2013-114 (projected)	90	87	87	83	55									402

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

The Leadership Prep Ocean Hill English Language Arts curriculum reflects our understanding that literacy is the foundation upon which all future knowledge is built. We provide our scholars with 160 minutes of reading instruction each day and we never allow anything to interfere with reading time (e.g. this year, all dental/vision/hearing screenings took place during art blocks so as not to interfere with reading blocks and we left for our field trips after reading blocks ended). Our reading program overcomes our scholars' early literacy deficits by aggressively accelerating them through a coherent set of curricula that addresses five components of early literacy: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The foundation of our reading curriculum lies in four complementary, research-based programs – Direct Instruction (Reading Mastery); Riverdeep Destination Reading Program (computer program); reading comprehension instruction based on the lesson plans of other Uncommon Schools teachers; guided reading instruction based on the STEP assessment, and explicit vocabulary instruction through Text Talk (designed by noted vocabulary expert Isabel Beck) – that incorporate these five components of early literacy to provide a rigorous reading education.

All Leadership Prep Ocean Hill scholars start the day with a 25-minute Read Aloud, where they sit on the rug, listen to their teacher read to them from a text taken from the Text Talk Program or a teacher-selected text, and answer questions that increase their reading comprehension skills and vocabulary base. Teachers select texts which allow them to teach particular comprehension concepts that are being taught during Reading Comprehension.

The Reading Mastery program, which teachers use as the curriculum for one of the daily 45-minute reading blocks, has an extremely strong research base. It is particularly effective in building the core decoding and fluency skills of students; moreover, the program is designed in a very linear, sequential manner. Students are not allowed to move on until they show mastery of the reading material. The Leadership Prep Ocean Hill program gives scholars five 45-minute Reading Mastery lessons a week in order to rapidly accelerate them to mastery.

Scholars spend three 45-minute blocks each week doing Reading Comprehension. During this time, scholars delve into authentic literature and practice independent reading strategies.

Scholars spend two 45-minute blocks each week doing Guided Reading using the STEP assessment. During this time, teachers use the assessment data as tools that are organized into a developmentally sequenced set of tasks that can help them understand the developmental status of individual students and a class of students at any given point. They also help a teacher analyze students' progress over time.

Scholars spend their third 45-minute reading block each day of the week on the classroom computers using the Riverdeep Destination Reading Program, which provides engaging individualized early literacy instruction that reinforces both phonics and comprehension skills.

Because we have two teachers in each classroom, all Leadership Prep Ocean Hill scholars are able to rotate through the above-mentioned three 45-minute reading blocks each day in groups of 10-11 scholars, following the below schedule. Between each reading group, scholars engage in a fun and energizing transition routine (e.g. singing the “Look at how I move! Dance to get from the desks to the rug”).

Leadership Prep Ocean Hill administers several different assessments throughout the year for various grade levels. Commercial assessments include the STEP Program (see “Summary of ELA Goal” section). School-created assessments include: bimonthly writing compositions and quarterly Interim Assessments. A full-time Learning Support Coordinator helps the Principal develop and lead extensive and intensive professional development to ensure that Leadership Prep Ocean Hill’s English Language Arts Goals are met. This school year, 2012-2013, an additional Special Education Teacher joined this team in order to offer more support to our growing school.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.⁶

Method

The school administered the New York State Testing Program English language arts assessment to students in Third Grade in April 2013. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

**2012-13 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁷			Total Enrolled
		IEP	ELL	Absent	
3	55	4	0	0	55
All	55				55

⁶ Because of the state’s new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous years using the state’s published results for scoring at proficiency.

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

Results

The 2012-2013 school year was Leadership Prep Ocean Hill's first year administering the NYS ELA exam. The school administered the New York State Testing Program Common Core English language arts assessment to students in Grade 3, and roughly 62% of Leadership Prep Ocean Hill's students enrolled in their second year scored at proficiency on the 2012-2013 NYS ELA Exam.

Performance on 2012-13 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	62%	55	62%	55
All	62%	55	62%	55

Evaluation

This is the first year that Leadership Prep Ocean Hill has administered the NYS ELA assessment, and we fell short of the measure by 13%. It is still the school's goal to see that at least 75% of tested students perform at proficiency on the Common Core exam, and we are looking forward to implementing a higher level of rigor in our English Language Arts instruction going forward to better prepare our students to meet this bar.

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

- We are continuing to strengthen our curriculum's alignment with the Common Core Standards, specifically in regards to Informational Reading, Science, and Social Studies. Over the 2012-13 school year we focused on improving our teaching practice and ensuring that teachers were educated and received professional development on the shift happening with Common Core prior to exams. We look forward to increasing our curricular alignment to the Common Core standards in the coming year, as well as our level of rigor in the classroom.
- Our school will focus more intently on writing instruction, specifically on best teaching practices in writing and the level of feedback on student work. We began to roll out changes during the 2012-13 year to improve our writing curriculum, and strongly believe with strengthened written responses more scholars will achieve at or above a Level 3 in the 2013-14 school year.

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year’s English language arts AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁸

Results

Leadership Prep Ocean Hill scored 160 on the ELA Performance Index. Because the State Education Department has not yet recalibrated the AMO to align with the new testing program, we cannot evaluate this score.

English Language Arts 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	2	36	57	5

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 36 & + & 57 & + & 5 & = & 98 \\
 & & & & 57 & + & 5 & = & \underline{62} \\
 & & & & & & \text{PLI} & = & 160
 \end{array}$$

Evaluation

The State Education Department has not recalibrated the AMO to align with the new English Language Arts 3-8 testing program

Leave Blank

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

Goal 1: Comparative Measure

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

Method

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

Results

In our first testing year, Leadership Prep Ocean Hill students in at least their second year outperformed peers in Community School District 23 on the first administration of the Common Core English Language Arts exam by 51 percentage points. 62% of Leadership Prep Ocean Hill's 3rd grade students, who were at least in their second year, scored "Proficient" (level 3) or "Advanced Proficient" (level 4) on the state ELA exam exceeding CSD 23 3rd graders by 51 percentage points. 11% of 3rd graders in District 23 scored "Proficient" (level 3) or "Advanced Proficient" (level 4).

**2012-13 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	62%	55	11%	909
All	62%	55	11%	909

Evaluation

Leadership Prep Ocean Hill Grade 3 students outperformed their peers in District 23 in ELA. Specifically, 3rd graders outperformed their peers by a margin of 51 percentage points, with almost 5 times as many students from Leadership Prep Ocean Hill scoring Proficient or Advanced compared to the district.

Additional Evidence

As this is Leadership Prep Ocean Hill's first testing year, internal comparative data is not available. As seen in the table, Leadership Prep Ocean Hill's third graders outperformed their district peers this year.

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

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3					62%	11%
All					62%	11%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹⁰

Method

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

Since this is the first year that we’ve taken the NYS assessments, we do not have any comparative data.

¹⁰ The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year’s results using reported free-lunch statistics.

2011-12 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7						
8						
All						

School's Overall Comparative Performance:
<i>We did not have a testing grade in the 2011-2012 school year.</i>

Evaluation

Again, we did not have a testing grade in 2011-2012, therefore we do not have anything to report.

Goal 1: Growth Measure¹¹
 Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.¹²

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

¹² See the Guidelines.

Results

This section does not apply because this is Leadership Prep Ocean Hill's first year of NYS examinations.

Leave Blank

Summary of the English Language Arts Goal

In its first year of state testing, Leadership Prep Ocean Hill's ELA results demonstrate that we are approaching our absolute goal of having 75% of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS ELA exam. We fell 13 percentage points short of attaining this goal, therefore there is still room for growth. Leadership Prep Ocean Hill did achieve its second Comparative goal. 62% of our tested students achieve proficiency on the NYS ELA exam, outperforming CSD 23 by over 50%. Finally, the third comparative goal does not apply this year because it is our first year of NYS testing.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	Not Applicable First Year of Testing
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

Action Plan

During the 2013-2014 school year, Leadership Prep will continue to deploy two teachers in each classroom, divide classrooms into three, skill-differentiated small reading groups, and deliver 160 minutes of daily reading instruction. The school will also continue to utilize Direct Instruction (Reading Mastery) as its main K-2 reading program, particularly because of its success in building the core decoding and fluency skills of students and to utilize the Riverdeep Destination Reading computer program to take students from basic phonemic awareness to sophisticated reading

comprehension skills in a three-year sequence. Teachers will also continue to develop and lead daily Reading Comprehension lessons in which students learn and practice reading comprehension skills.

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

Leadership Prep will also continue to give heavy focus to our rising third and fourth grade students. In the 2013-2014 school year, the instructional leadership team will grow by three members. We will include an instructional fellow and two instructional leaders in addition to the Director of Staff Development and Principal in order to support teaching and learning. Moreover, this year we are opening our Middle Academy with our first cohort of 5th graders. The Middle Academy has its own dedicated teaching staff and principal who have experience working with other Uncommon Middle schools.

In addition, we have added an additional intervention teacher for the 2013-14 school year and expect to start this intervention work from the beginning of the year. We also revised our daily schedules to allow for up to 50 more minutes of small-group instruction during the day which will be supplemented by more extensive tutoring for testing grades.

Leadership Prep will also implement professional development programs targeted towards ELA instruction. In preparation for the 2013-14 school year, teachers who are new to Leadership Prep will participate in two days of Reading Mastery, Guided Reading and STEP training. These trainings will be conducted by content experts and master teachers from the Uncommon Schools network. Moreover, Leadership Prep will continue to deliver professional development for all teachers on Evidence-Based Questions, interactive reading, Accountable Independent Reading and Habits of Discussion.

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

Beginning last year, Leadership Prep Ocean Hill began to modify the schools' existing curricula for English Language Arts (ELA), working to strengthen its Reading Instruction and align the ELA curriculum with the new Common Core learning standards. Leadership Prep Ocean Hill Elementary Academy will continue to make adjustments to its ELA curriculum. With the adoption of Common Core, we need to factor in the Lexile level of text, and so while 90% of the books used at Leadership Prep Ocean Hill EA were aligned, we continue to adjust other books, with some books moving down in reading level or grade. Furthermore, teachers will continue to make conversations more text based, and students will continue using text based evidence to support verbal and written responses.

While our narrative reading began aligning with Common Core last year, the work that our experienced teachers and instructional leaders have been doing this summer will ensure that our informational reading is also common core aligned. In addition, teachers and instructional leaders

are working to strengthen our writing curriculum so that there is an increased focus on the techniques used to teach writing and so that students are receiving an increased amount of feedback on their writing. This will ensure that student performance on the New York State ELA exam is increased in future years.

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

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

MATHEMATICS

Goal 1: Mathematics

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

Background

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

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

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

- Base tens
- Pictures
- Algorithms

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

Scholars at Leadership Prep receive 60-80 minutes of math instruction each day. The math program in K-2 includes a 20 minute Math Meeting which begins each day as well as a lesson and practice for 60 minutes. The math program in Grade 3 includes independent opening math routines as well as a lesson for 55 minutes.

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

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.¹³

¹³ Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous year's using the state's published results for scoring at proficiency.

Method

The school administered the New York State Testing Program mathematics assessment to students in Grade 3 in April 2013. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

**2012-13 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹⁴			Total Enrolled
		IEP	ELL	Absent	
3	55	4	0	0	55
All	55	4	0	0	55

Results

In its first year taking the NYS Math Exam, Leadership Prep Ocean Hill met the Absolute Measure with 80% of students enrolled in at least their second year performing at proficiency.

**Performance on 2012-13 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	80%	55	80%	55
All				

Evaluation

In its first year taking the NYS Math Exam, Leadership Prep Ocean Hill exceeded the absolute measure by 5 percentage points with 80% of its third graders achieving proficiency.

¹⁴ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year’s mathematics AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.¹⁵

Results

Leadership Prep Ocean Hill scored 180 on the Math Performance Index. Because the State Education Department has not yet recalibrated the AMO to align with the new testing program, we cannot evaluate this score.

Mathematics 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
0	0	20	31	49

$$\begin{array}{rcccccccc}
 \text{PI} & = & 20 & + & 31 & + & 49 & = & 100 \\
 & & & & 31 & + & 49 & = & \underline{80} \\
 & & & & & & \text{PLI} & = & 180
 \end{array}$$

Evaluation

The State Education Department has not recalibrated the AMO to align with the new Mathematics 3-8 testing program

Leave Blank

¹⁵ In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Goal 1: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹⁶

Results

In our first testing year, Leadership Prep Ocean Hill students in at least their second year outperformed peers in Community School District 23 on the first administration of the Common Core Math exam by 67.1 percentage points. 80% of Leadership Prep Ocean Hill’s 3rd grade students, who were at least in their second year, scored “Proficient” (levelm3) or “Advanced Proficient” (level 4) on the state Math exam, exceeding CSD 23 3rd graders by more than 67% percentage points.

**2012-13 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	80%	55	12.9%	922
All	80%	55	12.9%	922

Evaluation

Leadership Prep Ocean Hill students outperformed their peers in District 23 in Math for Grade 3. Specifically, 3rd graders outperformed their peers by a margin of 67.1 percentage points. Leadership Prep Ocean Hill exceeded the measure.

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according

¹⁶ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹⁷

Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

This section is not applicable because this is the first year that Leadership Prep Ocean Hill has taken the NYS exam.

Goal 1: Growth Measure¹⁸

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

¹⁷ The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

¹⁸ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.

Results

This section is not applicable because this is the first year that Leadership Prep Ocean Hill has taken the NYS exam.

Leave Blank

Summary of the Mathematics Goal

Leadership Prep Ocean Hill achieved both the absolute measure of at least 75% of tested students performing at proficiency and the comparative measure of tested students performing at a greater level of proficiency than the local school district.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Achieved
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	N/A First Year of Testing
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

Action Plan

Leadership Prep will continue to employ the Investigations math curriculum and differentiated instruction, methodologies and approaches to move students towards competency in the understanding and application of mathematical computation and problem solving. The school will

also continue to provide additional push-in and pull-out support through our Learning Support Coordinator and Learning Support Teacher to further address the needs of our student sub-populations. Leadership Prep is committed to meeting its accountability plan goals related to mathematics as listed above.

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

NCLB

Goal 5: NCLB

The school will make Adequate Yearly Progress.

Goal 5: Absolute Measure

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

Method

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

Results and Evaluation

Leadership Prep received a "Good Standing" status under the NCLB accountability system. The school has diligently worked to meet each NCLB requirement and comply with all stated guidelines for our first year of testing and we will maintain this going forward.

NCLB Status by Year

Year	Status
2010-11	N/A
2011-12	N/A
2012-13	Good Standing

Leadership Prep Ocean Hill	
Total Expenditures	\$4,212,735.00
Total Enrollment on BEDS Day	290
Total Expenditures Per Pupil	\$14,526.67
General Admin Expenses	\$925,677.44
Total Enrollment on BEDS Day	290
General Admin Expenditures Per Pupil	\$3,191.99

**LEADERSHIP PREPARATORY OCEAN HILL
CHARTER SCHOOL**

ADVISORY COMMENT LETTER

JUNE 30, 2013



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

October 17, 2013

To the Board of Trustees
Leadership Preparatory Ocean Hill Charter School

In planning and performing our audit of the financial statements of Leadership Preparatory Ocean Hill Charter School (the “Charter School”) as of and for the year ended June 30, 2013, in accordance with auditing standards generally accepted in the United States of America, we considered the Charter School’s internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the entity’s internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter School’s internal control.

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

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

During the course of our audit of the financial statements of Leadership Preparatory Ocean Hill Charter School, as of and for the year ended June 30, 2013 we observed the Charter School’s significant accounting policies and procedures and certain business, financial and administrative practices. As a result of our observations, we suggest you consider the following comment which we do not consider to be a significant deficiency or material weakness:

Approval for Transfers of Funds to Uncommon Schools

During our audit, we selected certain transfers made from the Charter School to Uncommon Schools, Inc. (USI) which primarily related to payment of management fees. We noted that in one instance, as of interim fieldwork the transfer authorization form was not signed by the Director of Operations; however, during year-end fieldwork, the form that was not signed as of interim had now been signed.

Recommendation

We recommend the Charter School adhere to their internal control policy requiring approval from both the Director of Operations and USI Director of Finance prior to transferring funds to USI, and ensure that they do so in a timely manner. Signing the transfer authorization forms subsequent to the transfer of funds does not provide the full benefit that is intended with this internal control function.

Status of matters included in our letter as of June 30, 2012, dated October 17, 2012

Depreciable Lives of Property, Plant, and Equipment

We noted during our audit that several fixed asset additions were recorded with depreciable lives that were not consistent with similar assets in prior years. The asset lives for computers and software added in the current year were seven years as opposed to the standard three years, which led to depreciation expense being understated and therefore revenue being overstated.

Recommendation

We recommend all assets in a particular class be recorded with the same depreciable life and that lives are reviewed in the software for accuracy.

Status as of June 30, 2013

During the current fiscal year we noted no issues with depreciable lives of fixed asset additions.

Fixed Assets

We noted during our audit that installation charges relating to an asset that was over the capitalization threshold were being expensed.

Recommendation

We recommend the Charter School capitalize all charges necessary to bring the asset into use.

Status as of June 30, 2013

During the current fiscal year, we noted no issues with the expensing of charges that should have been capitalized.

Dual Signatures

The Charter School has a dual signature policy for items over \$5,000. We noted five check over \$5,000 did not have two signatures.

Recommendation

We recommend the Charter School adhere to their check signing policy requiring dual signatures for amounts over \$5,000.

Status as of June 30, 2012

During the current fiscal year, we noted one instances of non-compliance with this policy.

Status as of June 30, 2013

During the current fiscal year, we noted no instances of non-compliance with this policy.

* * * * *

We believe that the implementation of this recommendation will improve the controls in place and efficiency of the Charter School's internal control.

This communication is intended solely for the information and use of Management, Finance Committee Members and Board Members and is not intended to be and should not be used by anyone other than these specified parties.

We appreciate the outstanding cooperation from your staff that our personnel received during the audit of the Charter School's financial statements. Should you have any questions or comments, please contact Shelby Stenson or Kate Welc.

Very truly yours,



MENGEL, METZGER, BARR & CO. LLP

**LEADERSHIP PREPARATORY OCEAN HILL
CHARTER SCHOOL**

BROOKLYN, NEW YORK

AUDITED FINANCIAL STATEMENTS

OTHER FINANCIAL INFORMATION

**REPORT REQUIRED BY
GOVERNMENT AUDITING STANDARDS**

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2013

(With Comparative Totals for 2012)



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

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MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Leadership Preparatory Ocean Hill Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Leadership Preparatory Ocean Hill Charter School (the "Charter School") which comprise the statement of financial position as of June 30, 2013, and the related statements of activities and changes in net assets, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Leadership Preparatory Ocean Hill Charter School as of June 30, 2013, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited Leadership Preparatory Ocean Hill Charter School's June 30, 2012 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 17, 2012. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2012 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Report Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 17, 2013 on our consideration of Leadership Preparatory Ocean Hill Charter School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Leadership Preparatory Ocean Hill Charter School's internal control over financial reporting and compliance.

Mengel, Metzger, Barw & Co. LLP

Rochester, New York
October 17, 2013

LEADERSHIP PREPARATORY OCEAN HILL CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2013

(With Comparative Totals for 2012)

<u>ASSETS</u>	<u>June 30,</u>	
	<u>2013</u>	<u>2012</u>
<u>CURRENT ASSETS</u>		
Cash	\$ 1,082,886	\$ 843,227
Grants and other receivables	60,234	271,440
Prepaid expenses	94,551	22,284
TOTAL CURRENT ASSETS	<u>1,237,671</u>	<u>1,136,951</u>
<u>PROPERTY AND EQUIPMENT, net</u>	<u>589,876</u>	<u>415,365</u>
TOTAL ASSETS	<u>\$ 1,827,547</u>	<u>\$ 1,552,316</u>
 <u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	<u>199,782</u>	<u>146,996</u>
TOTAL CURRENT LIABILITIES	199,782	146,996
<u>NET ASSETS, unrestricted</u>		
Undesignated	<u>1,627,765</u>	<u>1,405,320</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 1,827,547</u>	<u>\$ 1,552,316</u>

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

LEADERSHIP PREPARATORY OCEAN HILL CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2013
(With Comparative Totals for 2012)

	<u>Year ended June 30,</u>	
	<u>2013</u>	<u>2012</u>
Operating revenue and support:		
State and local per pupil operating revenue	\$ 4,279,514	\$ 3,128,937
Government grants	251,509	633,761
Contributions	-	100,000
Other income	<u>20,357</u>	<u>104</u>
TOTAL OPERATING REVENUE AND SUPPORT	4,551,380	3,862,802
Expenses:		
Program services - education	3,842,261	2,907,146
General and administrative	<u>486,674</u>	<u>381,005</u>
TOTAL EXPENSES	<u>4,328,935</u>	<u>3,288,151</u>
CHANGE IN NET ASSETS	222,445	574,651
Unrestricted net assets at beginning of year	<u>1,405,320</u>	<u>830,669</u>
UNRESTRICTED NET ASSETS AT END OF YEAR	<u>\$ 1,627,765</u>	<u>\$ 1,405,320</u>

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

LEADERSHIP PREPARATORY OCEAN HILL CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2013
(With Comparative Totals for 2012)

	Program services - education	General and administrative	Total	
			Year ended June 30,	
			2013	2012
Salaries	\$ 2,376,787	\$ 164,096	\$ 2,540,883	\$ 1,806,026
Payroll taxes and employee benefits	372,233	25,697	397,930	287,625
Repairs and maintenance	42,966	35,775	78,741	67,743
Textbooks	30,914	-	30,914	55,953
Occupancy	14,729	-	14,729	4,904
Instructional supplies and assessments	111,251	-	111,251	122,754
Computer and technology support	94,422	-	94,422	92,504
Student enrichment and services	53,289	-	53,289	43,726
Professional development	166,281	-	166,281	143,618
Professional services	-	15,931	15,931	15,046
Telephone	-	54,127	54,127	42,361
Insurance	-	36,598	36,598	29,634
Management fees	381,749	67,367	449,116	323,370
Office expense	12,414	51,727	64,141	58,516
Depreciation and amortization	185,226	1,898	187,124	180,017
Bad debt expense	-	10,487	10,487	226
Other	-	22,971	22,971	14,128
	<u>\$ 3,842,261</u>	<u>\$ 486,674</u>	<u>\$ 4,328,935</u>	<u>\$ 3,288,151</u>

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

LEADERSHIP PREPARATORY OCEAN HILL CHARTER SCHOOL

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2013
(With Comparative Totals for 2012)

	<u>Year ended June 30,</u>	
	<u>2013</u>	<u>2012</u>
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ 222,445	574,651
Adjustments to reconcile change in net assets to net cash provided from operating activities:		
Bad debt expense	10,487	226
Depreciation and amortization	187,124	180,017
Changes in certain assets and liabilities affecting operations:		
Grants and other receivables	200,719	25,435
Prepaid expenses	(72,267)	7,926
Accounts payable and accrued expenses	52,786	63,226
Deferred revenue	-	(100,000)
NET CASH PROVIDED FROM OPERATING ACTIVITIES	<u>601,294</u>	<u>751,481</u>
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	<u>(361,635)</u>	<u>(393,464)</u>
NET CASH USED FOR INVESTING ACTIVITIES	<u>(361,635)</u>	<u>(393,464)</u>
NET INCREASE IN CASH	239,659	358,017
Cash at beginning of year	<u>843,227</u>	<u>485,210</u>
CASH AT END OF YEAR	<u>\$ 1,082,886</u>	<u>\$ 843,227</u>

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

LEADERSHIP PREPARATORY OCEAN HILL CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2013 AND 2012

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

The Charter School

Leadership Preparatory Ocean Hill Charter School (the “Charter School”) is an educational corporation operating as a charter school in the borough of Brooklyn, New York City. On October 28, 2008, the Board of Regents of the University of the State of New York granted the Charter School a provisional charter valid for a term of five years and renewable upon expiration. The Charter School has applied for a charter extension up through and including July 31, 2015 to complete its fifth year of operation during its initial charter period.

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

Financial Statement presentation

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

These classes of net assets are defined as follows:

Permanently restricted – Net assets resulting from contributions and other inflows of assets whose use by the Charter School is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the Charter School. The Charter School had no permanently restricted net assets at June 30, 2013 or 2012.

Temporarily restricted – Net assets resulting from contributions and other inflows of assets whose use by the Charter School is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the Charter School pursuant to those stipulations. The Charter School had no temporarily restricted net assets at June 30, 2013 or 2012.

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

Revenue and support recognition

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

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

LEADERSHIP PREPARATORY OCEAN HILL CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2013 AND 2012

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

Cont'd

Contributions

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

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

Cash

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

Grants and other receivables

Grants and other receivables are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts based on its assessment of the current status of individual receivables from grants, agencies and others. Balances that are still outstanding after management has used reasonable collection efforts are written off against the allowance for doubtful accounts. There was no allowance for doubtful accounts at either June 30, 2013 or 2012.

Property and equipment

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

LEADERSHIP PREPARATORY OCEAN HILL CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2013 AND 2012

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

Cont'd

Tax exempt status

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

The Charter School has filed for and received income tax exemptions in the jurisdictions where it is required to do so. The Charter School files the Form 990 tax returns in the U.S. federal jurisdiction. The tax returns for the years ended June 30, 2010 through June 30, 2013 are still subject to potential audit by the IRS. Management of the Charter School believes it has no material uncertain tax positions and, accordingly it has not recognized any liability for unrecognized tax benefits.

Contributed services

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

In-kind Contributions

Gifts and donations other than cash are recorded at fair value at the date of contribution. The Charter School received in-kind contributions of textbooks totaling \$20,254 in the year ended June 30, 2013 and are included in other income in the accompanying statement of activities and changes in net assets for the year ended June 30, 2013.

Use of estimates in the preparation of financial statements

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

Comparatives for year ended June 30, 2012

The financial statements include certain prior year summarized comparative information in total but not by functional classification. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Charter School's financial statements for the year ended June 30, 2012, from which the summarized information was derived.

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 17, 2013 which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted.

LEADERSHIP PREPARATORY OCEAN HILL CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2013 AND 2012

NOTE B: RELATED PARTY TRANSACTIONS

Uncommon Schools, Inc. (“USI”), a not-for-profit organization dedicated to helping start and run charter schools, provides management and other administrative support services to the Charter School. The Charter School entered into a five year agreement with USI, dated July 1, 2009, under which the Charter School pays USI a service fee of a set percentage of the average number of students enrolled at the Charter School during the school year multiplied by the approved per pupil operating expenses for the school year, and a percentage of all other public entitlement funding receivable during the fiscal year, excluding in-kind contributions and funds from competitive public grants. This percentage is fixed at 10% for years 1-3, decreasing to 9.5% in year 4 and 9% in year 5. The fee incurred for the years ended June 30, 2013 and 2012, was approximately \$449,000 and \$323,000, respectively. At June 30, 2013 and 2012, approximately \$84,200 and \$26,800, respectively, are included in accounts payable, relating to USI.

The Charter School is related to Friends of Leadership Prep, (“FOLP”) through common Board representation and management. FOLP is an organization that was established to generate funding and encourage the development of charter schools. There were no transfers from FOLP during the year and period ended June 30, 2013 or June 30, 2012. The facts exclude FOLP from the provisions GAAP, which would otherwise require consolidation with the Charter School.

The Charter School is related to Leadership Preparatory Brownsville Charter School, Leadership Preparatory Bedford Stuyvesant Charter School, Leadership Preparatory Canarsie and Friends of Leadership Prep through common Board representation. As none of the schools have an economic interest in the net assets of any other school, the facts do not require consolidation of any of these schools with the Charter School in accordance with GAAP. At June 30, 2012 there was approximately \$18,000 included in accounts payable, relating to Leadership Preparatory Brownsville Charter School. There were no such related party amounts included in accounts payable at June 30, 2013.

NOTE C: SCHOOL FACILITY

The Charter School is located in a New York City Department of Education facility. During the years ended June 30, 2013 and 2012, the Charter School paid approximately \$15,000 and \$5,000, respectively, to the New York City Department of Education for additional after-school and weekend usage.

LEADERSHIP PREPARATORY OCEAN HILL CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2013 AND 2012

NOTE D: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	<u>Year ended June 30,</u>	
	<u>2013</u>	<u>2012</u>
Furniture and fixtures	\$ 89,398	\$ 78,013
Computers and software	590,334	518,167
Leasehold improvements	<u>409,199</u>	<u>131,115</u>
	1,088,931	727,295
Less accumulated depreciation and amortization	<u>499,055</u>	<u>311,930</u>
	<u>\$ 589,876</u>	<u>\$ 415,365</u>

NOTE E: RETIREMENT PLAN

The Charter School sponsors a defined contribution 403(b) plan covering most employees. The Charter School matches employees' contributions up to the lesser of 3% of gross payroll or \$3,500. The Charter School's total contribution to the Plan for the years ended June 30, 2013 and 2012 approximated \$35,500 and \$30,500, respectively.

NOTE F: CONTINGENCY

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

NOTE G: CONCENTRATIONS

At June 30, 2013 and 2012, approximately 32% and 78% of accounts receivable are due from New York State, respectively. At June 30, 2013 and 2012 approximately 63% and 22% of accounts receivable are due from a grantor, respectively.

During the years ended June 30, 2013 and 2012, 94% and 81%, respectively, of total operating revenue and support came from per-pupil funding provided by New York State. The per-pupil rate is set annually by the State based on the school district in which the Charter School is located.

LEADERSHIP PREPARATORY OCEAN HILL CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2013 AND 2012

NOTE H: OPERATING LEASES

The Charter School leases office equipment under a non-cancelable lease agreement expiring August 2017. The future minimum payments on the agreement are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2014	\$ 18,947
2015	18,947
2016	12,159
2017	1,800
	<u>\$ 51,853</u>

LEADERSHIP PREPARATORY OCEAN HILL CHARTER SCHOOL

OTHER FINANCIAL INFORMATION



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

INDEPENDENT AUDITOR'S REPORT ON OTHER FINANCIAL INFORMATION

Board of Trustees
Leadership Preparatory Ocean Hill Charter School

We have audited the financial statements of Leadership Preparatory Ocean Hill Charter School as of and for the year ended June 30, 2013, and have issued our report thereon dated October 17, 2013, which contained an unmodified opinion on those financial statements. Our audit was prepared for the purpose of forming an opinion on the financial statements as a whole. The 2013 financial information hereinafter is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements for the year ended June 30, 2013 taken as a whole.

Mengel, Metzger, Barr & Co. LLP

Rochester, New York
October 17, 2013

LEADERSHIP PREPARATORY OCEAN HILL CHARTER SCHOOL

SCHEDULE OF ELEMENTARY SCHOOL AND MIDDLE SCHOOL ACTIVITIES

FOR THE YEAR ENDED JUNE 30, 2013

	<u>Elementary School</u>	<u>Middle School</u>	<u>Total</u>
State and local per pupil operating revenue	\$ 4,279,514	\$ -	\$ 4,279,514
Government grants	251,509	-	251,509
Other income	<u>20,357</u>	<u>-</u>	<u>20,357</u>
TOTAL OPERATING REVENUE AND SUPPORT	4,551,380	-	4,551,380
Salaries	2,508,383	32,500	2,540,883
Payroll taxes and employee benefits	396,304	1,626	397,930
Repairs and maintenance	78,716	25	78,741
Textbooks	30,914	-	30,914
Occupancy	14,729	-	14,729
Instructional supplies and assessments	111,251	-	111,251
Computer and technology supplies	94,092	330	94,422
Student enrichment and services	53,289	-	53,289
Professional development	164,492	1,789	166,281
Professional services	13,635	2,296	15,931
Telephone	54,127	-	54,127
Insurance	36,598	-	36,598
Management fees	449,116	-	449,116
Office expense	64,126	15	64,141
Depreciation and amortization	187,124	-	187,124
Bad debt expense	10,487	-	10,487
Other	<u>22,943</u>	<u>28</u>	<u>22,971</u>
TOTAL EXPENSES	<u>4,290,326</u>	<u>38,609</u>	<u>4,328,935</u>
CHANGE IN NET ASSETS	<u>\$ 261,054</u>	<u>\$ (38,609)</u>	<u>\$ 222,445</u>

LEADERSHIP PREPARATORY OCEAN HILL CHARTER SCHOOL

REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

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

Board of Trustees
Leadership Preparatory Ocean Hill Charter School

We have audited in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Leadership Preparatory Ocean Hill Charter School, which comprise the statement of financial position as of June 30, 2013, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements and have issued our report thereon dated October 17, 2013.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

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

We noted certain matters that we reported to management of Leadership Preparatory Ocean Hill Charter School in a separate letter dated October 17, 2013.

Purpose of This Report

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

Restricted Use

This report is intended solely for the information and use of the Board of Trustees, management, federal, state and local awarding agencies, the State University of New York, the New York State Education Department and others within the Charter School and is not intended to be and should not be used by anyone other than these specified parties.

Mengel, Metzger, Barw & Co. LLP

Rochester, New York
October 17, 2013



Charter Schools Institute
The State University of New York

Directions:

- The file has two tabs: "Info Tab" and "Dashboard"
- Enter in the number fassigned to your selected school from the table at right in the *first green* cell below. Once entered, that school's information will populate the Dashboard Tab with the school name at the top.
- To add a comparison school, enter the assigned number for the school or region in the *second green* cell.
- To aid you in identifying comparable schools, the table at right contains key school information that shows region, grades served and enrollment as of 2009-10, years of existence, management/partner organization or not and facility type. If you do not want to use the comparison tool simply leave the second green cell blank.

ENTER SCHOOL CODE	SCHOOL or NETWORK
58	
COMPARABLE SCHOOL, REGION or NETWORK*	
1000	

* Comparable School or Region is for Graphical Analysis Only (Graphs 5 thru 8)

School Code	School	Region	Grades Served	Actual Enrollment	Years of Operation	Management or Partner Organization
		1001 - NYC/Long Island Upstate NY 1003 - Western & Central NY	As of 2011-12	For 2011-12	Including 2011-12	* Denotes a For Profit Organization
1		1001	Err:510	Err:510	3	
2		1002	Err:510	Err:510	8	
3		1001	Err:510	Err:510	4	
4		1001	Err:510	Err:510	6	
5		1001	Err:510	Err:510	2	
6		1002	Err:510	Err:510	6	
7		1002	Err:510	Err:510	2	
8		1002	Err:510	Err:510	7	
9		1001	Err:510	Err:510	12	
10		1002	Err:510	Err:510	11	
11		1001	Err:510	Err:510	4	
12		1002	Err:510	Err:510	2	
13		1002	Err:510	Err:510	2	
14		1001	Err:510	Err:510	9	
15		1001	Err:510	Err:510	8	
16		1001	Err:510	Err:510	12	
17		1001	Err:510	Err:510	2	
18		1001	Err:510	Err:510	9	
19		1001	Err:510	Err:510	3	
20		1001	Err:510	Err:510	3	
21		1003	Err:510	Err:510	9	
22		1001	Err:510	Err:510	12	
23		1001	Err:510	Err:510	12	
24		1001	Err:510	Err:510	2	
25		1001	Err:510	Err:510	2	
26		1003	Err:510	Err:510	12	
27		1001	Err:510	Err:510	8	
28		1001	Err:510	Err:510	3	
29		1001	Err:510	Err:510	11	
30		1001	Err:510	Err:510	7	
31		1001	Err:510	Err:510	3	
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33		1001	Err:510	Err:510	4	
34		1002	Err:510	Err:510	4	
35		1001	Err:510	Err:510	12	
36		1001	Err:510	Err:510	11	
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1000				Err:510	
1001				Err:510	
1002					
				Err:510	
1003				Err:510	
1010				Err:510	
1011				Err:510	
1012				Err:510	
1013				Err:510	
1014				Err:510	
1015				Err:510	
1016				Err:510	
1017				Err:510	
1018				Err:510	
1019				Err:510	
1020					0

Facilities

- Free/Public -
Private -
Combination



Err:511

SCHOOL INFORMATION

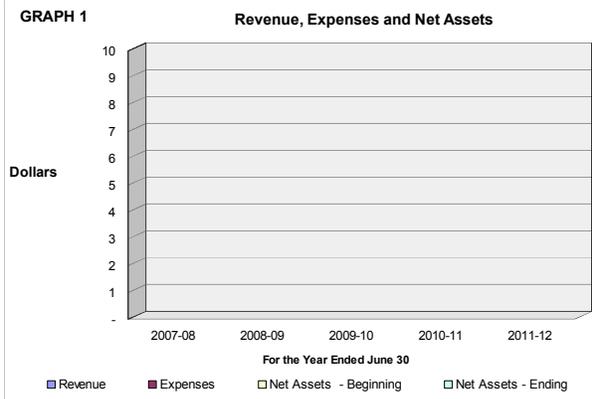
FINANCIAL POSITION	2007-08	2008-09	2009-10	2010-11	2011-12
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 2	Err:511	Err:511	Err:511	Err:511	Err:511
Grants and Contracts Receivable	Err:511	Err:511	Err:511	Err:511	Err:511
Accounts Receivable	Err:511	Err:511	Err:511	Err:511	Err:511
Prepaid Expenses	Err:511	Err:511	Err:511	Err:511	Err:511
Contributions and Other Receivables	Err:511	Err:511	Err:511	Err:511	Err:511
Total Current Assets - GRAPH 2	Err:511	Err:511	Err:511	Err:511	Err:511
Property, Building and Equipment, net	Err:511	Err:511	Err:511	Err:511	Err:511
Other Assets	Err:511	Err:511	Err:511	Err:511	Err:511
Total Assets - GRAPH 2	Err:511	Err:511	Err:511	Err:511	Err:511
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	Err:511	Err:511	Err:511	Err:511	Err:511
Accrued Payroll and Benefits	Err:511	Err:511	Err:511	Err:511	Err:511
Deferred Revenue	Err:511	Err:511	Err:511	Err:511	Err:511
Current Maturities of Long-Term Debt	Err:511	Err:511	Err:511	Err:511	Err:511
Short Term Debt - Bonds, Notes Payable	Err:511	Err:511	Err:511	Err:511	Err:511
Other	Err:511	Err:511	Err:511	-	Err:511
Total Current Liabilities - GRAPH 2	Err:511	Err:511	Err:511	Err:511	Err:511
L-T Debt and Notes Payable, net current maturities	Err:511	Err:511	Err:511	Err:511	Err:511
Total Liabilities - GRAPH 2	Err:511	Err:511	Err:511	Err:511	Err:511
Net Assets					
Unrestricted	Err:511	Err:511	Err:511	Err:511	Err:511
Temporarily restricted	Err:511	Err:511	Err:511	Err:511	Err:511
Total Net Assets	Err:511	Err:511	Err:511	Err:511	Err:511
Total Liabilities and Net Assets	Err:511	Err:511	Err:511	Err:511	Err:511
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	Err:511	Err:511	Err:511	Err:511	Err:511
Students with Disabilities	Err:511	Err:511	Err:511	Err:511	Err:511
Grants and Contracts					
State and local	Err:511	Err:511	Err:511	Err:511	Err:511
Federal - Title and IDEA	Err:511	Err:511	Err:511	Err:511	Err:511
Federal - Other	Err:511	Err:511	Err:511	Err:511	Err:511
Other	Err:511	Err:511	Err:511	Err:511	Err:511
Food Service/Child Nutrition Program	Err:511	Err:511	Err:511	Err:511	Err:511
Total Operating Revenue	Err:511	Err:511	Err:511	Err:511	Err:511
Expenses					
Regular Education	Err:511	Err:511	Err:511	Err:511	Err:511
SPED	Err:511	Err:511	Err:511	Err:511	Err:511
Regular Education & SPED (combined)	Err:511	Err:511	Err:511	Err:511	Err:511
Other	Err:511	Err:511	Err:511	Err:511	Err:511
Total Program Services	Err:511	Err:511	Err:511	Err:511	Err:511
Management and General	Err:511	Err:511	Err:511	Err:511	Err:511
Fundraising	Err:511	Err:511	Err:511	Err:511	Err:511
Total Expenses - GRAPH 1 / GRAPH 4	Err:511	Err:511	Err:511	Err:511	Err:511
Surplus / (Deficit) From School Operations	Err:511	Err:511	Err:511	Err:511	Err:511
Support and Other Revenue					
Contributions	Err:511	Err:511	Err:511	Err:511	Err:511
Fundraising	Err:511	Err:511	Err:511	Err:511	Err:511
Miscellaneous Income	Err:511	Err:511	Err:511	Err:511	Err:511
Net assets released from restriction	Err:511	Err:511	Err:511	Err:511	Err:511
Total Support and Other Revenue	Err:511	Err:511	Err:511	Err:511	Err:511
Total Unrestricted Revenue	Err:511	Err:511	Err:511	Err:511	Err:511
Total Temporarily Restricted Revenue	Err:511	Err:511	Err:511	Err:511	Err:511
Total Revenue - GRAPH 1	Err:511	Err:511	Err:511	Err:511	Err:511
Change in Net Assets	Err:511	Err:511	Err:511	Err:511	Err:511
Net Assets - Beginning of Year - GRAPH 1	Err:511	Err:511	Err:511	Err:511	Err:511
Prior Year Adjustment(s)	Err:511	Err:511	Err:511	Err:511	Err:511
Net Assets - End of Year - GRAPH 1	Err:511	Err:511	Err:511	Err:511	Err:511
Functional Expense Breakdown					
Personnel Service					
Administrative Staff Personnel	Err:511	Err:511	Err:511	Err:511	Err:511
Instructional Personnel	Err:511	Err:511	Err:511	Err:511	Err:511
Non-Instructional Personnel	Err:511	Err:511	Err:511	Err:511	Err:511
Personnel Services (Combined)	Err:511	Err:511	Err:511	Err:511	Err:511
Total Salaries and Staff	Err:511	Err:511	Err:511	Err:511	Err:511
Fringe Benefits & Payroll Taxes	Err:511	Err:511	Err:511	Err:511	Err:511
Retirement	Err:511	Err:511	Err:511	Err:511	Err:511
Management Company Fees	Err:511	Err:511	Err:511	Err:511	Err:511
Building and Land Rent / Lease	Err:511	Err:511	Err:511	Err:511	Err:511
Staff Development	Err:511	Err:511	Err:511	Err:511	Err:511
Professional Fees, Consultant & Purchased Services	Err:511	Err:511	Err:511	Err:511	Err:511
Marketing / Recruitment	Err:511	Err:511	Err:511	Err:511	Err:511
Student Supplies, Materials & Services	Err:511	Err:511	Err:511	Err:511	Err:511
Depreciation	Err:511	Err:511	Err:511	Err:511	Err:511
Other	Err:511	Err:511	Err:511	Err:511	Err:511
Total Expenses	Err:511	Err:511	Err:511	Err:511	Err:511
ENROLLMENT					
Chartered Enroll	Err:511	Err:511	Err:511	Err:511	Err:511
Revised Enroll	Err:511	Err:511	Err:511	Err:511	Err:511
Actual Enroll - GRAPH 4	Err:511	Err:511	Err:511	Err:511	Err:511
Chartered Grades	Err:511	Err:511	Err:511	Err:511	Err:511
Revised Grades	Err:511	Err:511	Err:511	Err:511	Err:511
Actual Grades	Err:511	Err:511	Err:511	Err:511	Err:511

Err:511

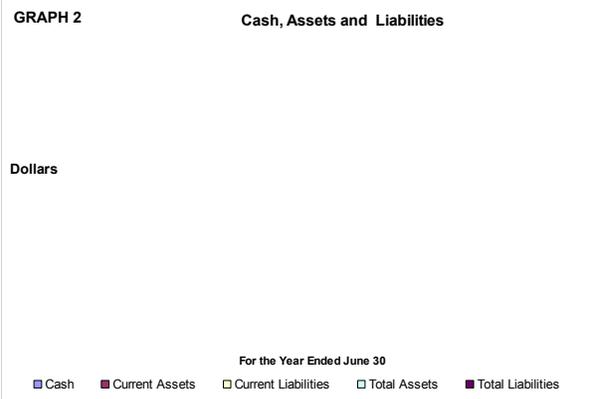
SCHOOL ANALYSIS

	2007-08	2008-09	2009-10	2010-11	2011-12
Primary School District	Err:511				
Per Pupil Funding	Err:511	Err:511	Err:511	Err:511	Err:511
Increase over prior year	Err:511	Err:511	Err:511	Err:511	Err:511
PER STUDENT BREAKDOWN					
Revenue					
Operating	Err:511	Err:511	Err:511	Err:511	Err:511
Other Revenue and Support	Err:511	Err:511	Err:511	Err:511	Err:511
TOTAL - GRAPH 3	Err:511	Err:511	Err:511	Err:511	Err:511
Expenses					
Program Services	Err:511	Err:511	Err:511	Err:511	Err:511
Management and General, Fundraising	Err:511	Err:511	Err:511	Err:511	Err:511
TOTAL - GRAPH 3	Err:511	Err:511	Err:511	Err:511	Err:511
% of Program Services	Err:511	Err:511	Err:511	Err:511	Err:511
% of Management and Other	Err:511	Err:511	Err:511	Err:511	Err:511
% of Revenue Exceeding Expenses - GRAPH 5	Err:511	Err:511	Err:511	Err:511	Err:511
Student to Faculty Ratio					Err:511
Faculty to Admin Ratio					Err:511
Financial Responsibility Composite Scores - GRAPH 6					
Score	Err:511	Err:511	Err:511	Err:511	Err:511
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring -1.0 - 0.9	Err:511	Err:511	Err:511	Err:511	Err:511
Working Capital - GRAPH 7					
Net Working Capital	Err:511	Err:511	Err:511	Err:511	Err:511
As % of Unrestricted Revenue	Err:511	Err:511	Err:511	Err:511	Err:511
Working Capital (Current) Ratio Score	Err:511	Err:511	Err:511	Err:511	Err:511
Risk (Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4)	Err:511	Err:511	Err:511	Err:511	Err:511
Rating (Excellent > 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Err:511	Err:511	Err:511	Err:511	Err:511
Quick (Acid Test) Ratio					
Score	Err:511	Err:511	Err:511	Err:511	Err:511
Risk (Low > 2.5 / Medium 1.0 - 2.4 / High < 1.0)	Err:511	Err:511	Err:511	Err:511	Err:511
Rating (Excellent > 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Err:511	Err:511	Err:511	Err:511	Err:511
Debt to Asset Ratio - GRAPH 7					
Score	Err:511	Err:511	Err:511	Err:511	Err:511
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	Err:511	Err:511	Err:511	Err:511	Err:511
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Err:511	Err:511	Err:511	Err:511	Err:511
Months of Cash - GRAPH 8					
Score	Err:511	Err:511	Err:511	Err:511	Err:511
Risk (Low > 6 mo. / Medium 3 - 6 mo. / High < 3 mo.)	Err:511	Err:511	Err:511	Err:511	Err:511
Rating (Excellent > 6 mo. / Good 3 - 6 mo. / Poor < 3 mo.)	Err:511	Err:511	Err:511	Err:511	Err:511

Average - Yrs. OR Charter Term	5
	Err:511
	Err:511
	Err:511

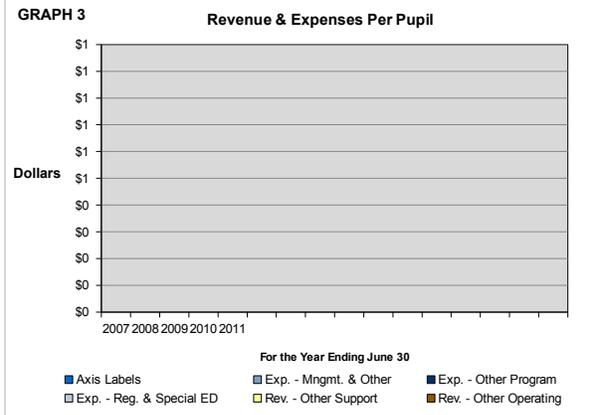


This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year to year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year building a more fiscally viable school.

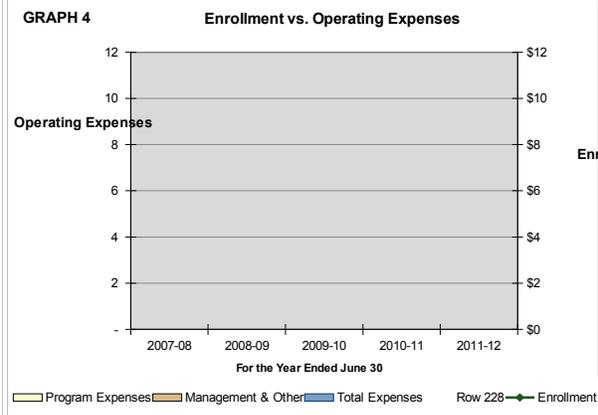


This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

Err:511



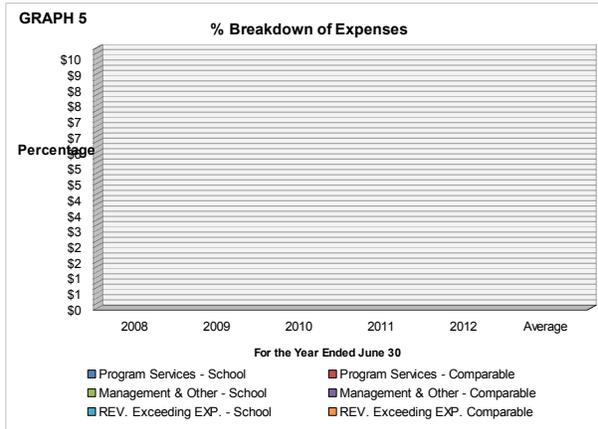
This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.



This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

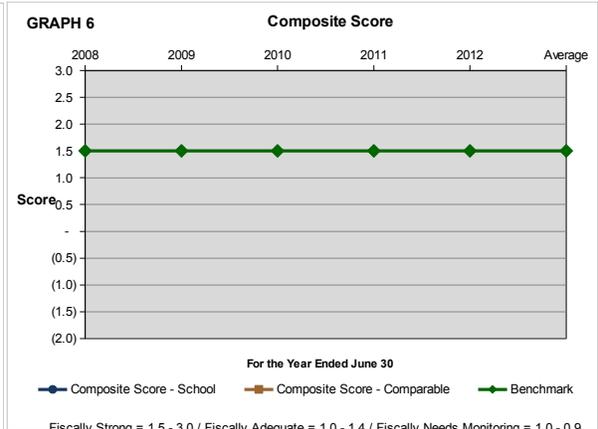
Comparable School, Region or Network:

* Average = Average - 5 Yrs. OR Charter Term



This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.

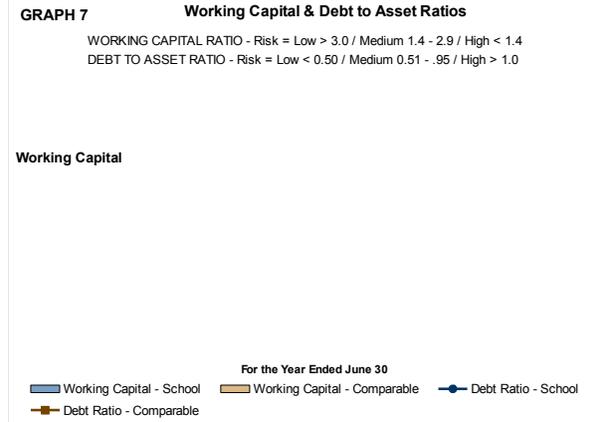
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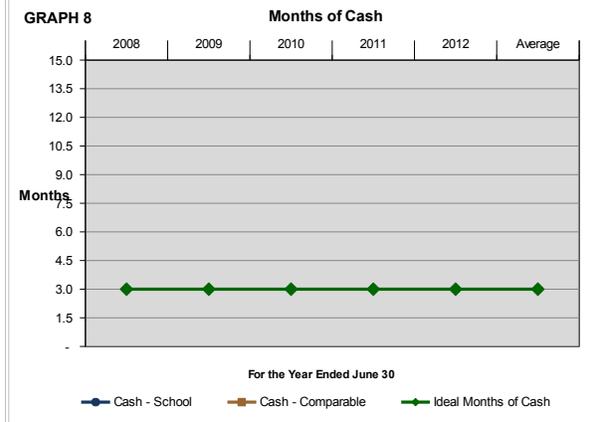
This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.

GRAPH 7 Working Capital & Debt to Asset Ratios

WORKING CAPITAL RATIO - Risk = Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4
DEBT TO ASSET RATIO - Risk = Low < 0.50 / Medium 0.51 - .95 / High > 1.0



This chart illustrates Working Capital and Debt to Asset Ratios. W/C indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. Debt to Asset indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

**Leadership Preparatory Ocean Hill Charter School
Budget / Operating Plan
2013-14**

6	Total Revenue	-	1,787,959	-	-	1,787,959	-	-	1,787,959	-	-	1,787,959	-	-
7	Total Expenses	-	1,806,113	-	-	1,806,113	-	-	1,806,113	-	-	1,806,113	-	-
8	Net Income	-	(20,155)	-	-	(20,155)	-	-	(20,155)	-	-	(20,155)	-	-
9	Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-
10	Total Paid Student Enrollment	-	476	-	-	476	-	-	476	-	-	476	-	-
12			Prior Year Actual		1st Quarter - 7/1 - 9/30		2nd Quarter - 10/1 - 12/31		3rd Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30			
13			2012-13	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current
14														
15	REVENUE		* If there are NO budget revisions at the time of quarterly submittal leave 'CURRENT' Column(s) COMPLETELY BLANK. IF Current Column(s) are left blank the Original Budget numbers for that particular quarter will flow to the TY Current Budget AND to the Quarterly Tab. IF Current Budget column is utilized, the ORANGE CELLS MUST be filled in first for the entire column to register. If utilizing the CURRENT BUDGET column the entire column should be completed.											
16	REVENUES FROM STATE SOURCES													
17	Per Pupil Revenue	CY Per Pupil Rate												
18	New York City	13,527	-	1,609,713	-	-	1,609,713	-	-	1,609,713	-	-	1,609,713	-
19	School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
20	School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
21	School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
22	School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
23	School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
24	School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
25	School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
26	School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
27	School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
28	School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
29	School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
30	School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
31	School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
32	School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
33	School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
34	TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	-	1,609,713	-	-	1,609,713	-	-	1,609,713	-	-	1,609,713	-
35	Special Education Revenue	-	-	24,307	-	-	24,307	-	-	24,307	-	-	24,307	-
36	Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
37	Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
38	DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-
39	Other	-	-	-	-	-	-	-	-	-	-	-	-	-
40	Other	-	-	-	-	-	-	-	-	-	-	-	-	-
41	TOTAL REVENUE FROM STATE SOURCES	-	-	1,634,020	-	-	1,634,020	-	-	1,634,020	-	-	1,634,020	-
42														
43	REVENUE FROM FEDERAL FUNDING													
44	IDEA Special Needs	-	-	5,494	-	-	5,494	-	-	5,494	-	-	5,494	-
45	Title I	-	-	50,086	-	-	50,086	-	-	50,086	-	-	50,086	-
46	Title Funding - Other	-	-	4,284	-	-	4,284	-	-	4,284	-	-	4,284	-
47	School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
48	Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
49	Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-
50	Other	-	-	-	-	-	-	-	-	-	-	-	-	-
51	Other	-	-	-	-	-	-	-	-	-	-	-	-	-
52	TOTAL REVENUE FROM FEDERAL SOURCES	-	-	59,865	-	-	59,865	-	-	59,865	-	-	59,865	-
53														
54	LOCAL and OTHER REVENUE													
55	Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
56	Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
57	Erate Reimbursement	-	-	93,949	-	-	93,949	-	-	93,949	-	-	93,949	-
58	Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
59	Interest Income	-	-	125	-	-	125	-	-	125	-	-	125	-
60	Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
61	Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
62	OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
63	TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	94,074	-	-	94,074	-	-	94,074	-	-	94,074	-
64														
65	TOTAL REVENUE	-	-	1,787,959	-	-	1,787,959	-	-	1,787,959	-	-	1,787,959	-

Leadership Preparatory Ocean Hill Charter School Budget / Operating Plan 2013-14						DESCRIPTION OF ASSUMPTIONS
6	Total Revenue	7,151,834	7,151,834	-	7,151,834	7,151,834
7	Total Expenses	7,232,453	7,232,453	-	(7,232,453)	(7,232,453)
8	Net Income	(80,618)	(80,618)	-	(80,618)	(80,618)
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
11						
12						
13						
14						
15	REVENUE					
16	REVENUES FROM STATE SOURCES					
17	Per Pupil Revenue	CY Per Pupil Rate				
18	New York City	13,527	6,438,852	6,438,852	-	6,438,852
19	School District 2 (Enter Name)	-	-	-	-	-
20	School District 3 (Enter Name)	-	-	-	-	-
21	School District 4 (Enter Name)	-	-	-	-	-
22	School District 5 (Enter Name)	-	-	-	-	-
23	School District 6 (Enter Name)	-	-	-	-	-
24	School District 7 (Enter Name)	-	-	-	-	-
25	School District 8 (Enter Name)	-	-	-	-	-
26	School District 9 (Enter Name)	-	-	-	-	-
27	School District 10 (Enter Name)	-	-	-	-	-
28	School District 11 (Enter Name)	-	-	-	-	-
29	School District 12 (Enter Name)	-	-	-	-	-
30	School District 13 (Enter Name)	-	-	-	-	-
31	School District 14 (Enter Name)	-	-	-	-	-
32	School District 15 (Enter Name)	-	-	-	-	-
33	School District - ALL OTHER	-	-	-	-	-
34	TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	6,438,852	6,438,852	-	6,438,852
35	Special Education Revenue		97,229	97,229	-	97,229
36	Grants					
37	Stimulus					
38	DYCD (Department of Youth and Community Developm.)					
39	Other					
40	Other					
41	TOTAL REVENUE FROM STATE SOURCES		6,536,081	6,536,081	-	6,536,081
42						
43	REVENUE FROM FEDERAL FUNDING					
44	IDEA Special Needs		21,977	21,977	-	21,977
45	Title I		200,345	200,345	-	200,345
46	Title Funding - Other		17,138	17,138	-	17,138
47	School Food Service (Free Lunch)					
48	Grants					
49	Charter School Program (CSP) Planning & Implementation					
50	Other					
51	Other					
52	TOTAL REVENUE FROM FEDERAL SOURCES		239,460	239,460	-	239,460
53						
54	LOCAL and OTHER REVENUE					
55	Contributions and Donations					
56	Fundraising					
57	Erate Reimbursement		375,794	375,794	-	375,794
58	Earnings on Investments					
59	Interest Income		500	500	-	500
60	Food Service (Income from meals)					
61	Text Book					
62	OTHER					
63	TOTAL REVENUE FROM LOCAL and OTHER SOURCES		376,294	376,294	-	376,294
64						
65	TOTAL REVENUE		7,151,834	7,151,834	-	7,151,834
66						

Leadership Preparatory Ocean Hill Charter School Budget / Operating Plan 2013-14						DESCRIPTION OF ASSUMPTIONS
6	Total Revenue	7,151,834	7,151,834	-	7,151,834	7,151,834
7	Total Expenses	7,232,453	7,232,453	-	(7,232,453)	(7,232,453)
8	Net Income	(80,618)	(80,618)	-	(80,618)	(80,618)
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
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68	EXPENSES					
69	ADMINISTRATIVE STAFF PERSONNEL COSTS					
70	Executive Management	200.378	200.378	-	(200.378)	(200.378)
71	Instructional Management	2.00	2.00	-	-	-
72	Deans, Directors & Coordinators	4.00	310.738	-	(310.738)	(310.738)
73	CFO / Director of Finance	-	-	-	-	-
74	Operation / Business Manager	-	-	-	-	-
75	Administrative Staff	2.50	127.893	-	(127.893)	(127.893)
76	TOTAL ADMINISTRATIVE STAFF	10.50	870.540	-	(870.540)	(870.540)
77						
78	INSTRUCTIONAL PERSONNEL COSTS					
79	Teachers - Regular	34.50	2,254,964	-	(2,254,964)	(2,254,964)
80	Teachers - SPED	3.00	183,207	-	(183,207)	(183,207)
81	Substitute Teachers	-	-	-	-	-
82	Teaching Assistants	2.00	100,000	-	(100,000)	(100,000)
83	Specialty Teachers	3.00	207,317	-	(207,317)	(207,317)
84	Aides	-	-	-	-	-
85	Therapists & Counselors	1.50	108,705	-	(108,705)	(108,705)
86	Other	-	111,183	-	(111,183)	(111,183)
87	TOTAL INSTRUCTIONAL	44.00	2,965,377	-	(2,965,377)	(2,965,377)
88						
89	NON-INSTRUCTIONAL PERSONNEL COSTS					
90	Nurse	-	-	-	-	-
91	Librarian	-	-	-	-	-
92	Custodian	-	-	-	-	-
93	Security	-	-	-	-	-
94	Other	1.00	54,370	-	(54,370)	(54,370)
95	TOTAL NON-INSTRUCTIONAL	1.00	54,370	-	(54,370)	(54,370)
96						
97	SUBTOTAL PERSONNEL SERVICE COSTS	55.50	3,890,287	-	(3,890,287)	(3,890,287)
98						
99	PAYROLL TAXES AND BENEFITS					
100	Payroll Taxes		335,107	-	(335,107)	(335,107)
101	Fringe / Employee Benefits		430,264	-	(430,264)	(430,264)
102	Retirement / Pension		-	-	-	-
103	TOTAL PAYROLL TAXES AND BENEFITS		765,371	-	(765,371)	(765,371)
104						
105	TOTAL PERSONNEL SERVICE COSTS	55.50	4,655,657	-	(4,655,657)	(4,655,657)
106						
107	CONTRACTED SERVICES					
108	Accounting / Audit		16,664	-	(16,664)	(16,664)
109	Legal		3,500	-	(3,500)	(3,500)
110	Management Company Fee		643,676	-	(643,676)	(643,676)
111	Nurse Services		-	-	-	-
112	Food Service / School Lunch		-	-	-	-
113	Payroll Services		14,342	-	(14,342)	(14,342)
114	Special Ed Services		10,000	-	(10,000)	(10,000)
115	Titlement Services (i.e. Title I)		-	-	-	-
116	Other Purchased / Professional / Consulting		41,035	-	(41,035)	(41,035)
117	TOTAL CONTRACTED SERVICES		729,217	-	(729,217)	(729,217)
118						
119	SCHOOL OPERATIONS					
120	Board Expenses		500	-	(500)	(500)
121	Classroom / Teaching Supplies & Materials		201,500	-	(201,500)	(201,500)
122	Special Ed Supplies & Materials		-	-	-	-
123	Textbooks / Workbooks		11,000	-	(11,000)	(11,000)
124	Supplies & Materials other		-	-	-	-
125	Equipment / Furniture		111,000	-	(111,000)	(111,000)
126	Telephone		110,600	-	(110,600)	(110,600)
127	Technology		523,665	-	(523,665)	(523,665)
128	Student Testing & Assessment		19,350	-	(19,350)	(19,350)
129	Field Trips		37,000	-	(37,000)	(37,000)
130	Transportation (student)		17,500	-	(17,500)	(17,500)
131	Student Services - other		54,200	-	(54,200)	(54,200)
132	Office Expense		46,200	-	(46,200)	(46,200)
133	Staff Development		217,190	-	(217,190)	(217,190)
134	Staff Recruitment		10,774	-	(10,774)	(10,774)
135	Student Recruitment / Marketing		51,500	-	(51,500)	(51,500)
136	School Meals / Lunch		-	-	-	-
137	Travel (Staff)		-	-	-	-
138	Fundraising		-	-	-	-
139	Other		164,832	-	(164,832)	(164,832)
140	TOTAL SCHOOL OPERATIONS		1,576,811	-	(1,576,811)	(1,576,811)
141						
142	FACILITY OPERATION & MAINTENANCE					
143	Insurance		56,765	-	(56,765)	(56,765)
144	Janitorial		1,000	-	(1,000)	(1,000)
145	Building and Land Rent / Lease		209,002	-	(209,002)	(209,002)
146	Repairs & Maintenance		-	-	-	-
147	Equipment / Furniture		4,000	-	(4,000)	(4,000)
148	Security		-	-	-	-
149	Utilities		-	-	-	-
150	TOTAL FACILITY OPERATION & MAINTENANCE		270,767	-	(270,767)	(270,767)
151						
152	DEPRECIATION & AMORTIZATION					
153	RESERVES / CONTINGENCY					
154						
155	TOTAL EXPENSES		7,232,453	-	(7,232,453)	(7,232,453)
156						
157	NET INCOME		(80,618)	-	(80,618)	(80,618)
158						

Leadership Preparatory Ocean Hill Charter School Budget / Operating Plan 2013-14						DESCRIPTION OF ASSUMPTIONS
6	Total Revenue	7,151,834	7,151,834	-	7,151,834	7,151,834
7	Total Expenses	7,232,453	7,232,453	-	(7,232,453)	(7,232,453)
8	Net Income	(80,618)	(80,618)	-	(80,618)	(80,618)
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
11						
12						
13						
14						
15						
159						
160	ENROLLMENT - *School Districts Are Linked To Above Entries*					
161	New York City					
162	School District 2 (Enter Name)					
163	School District 3 (Enter Name)					
164	School District 4 (Enter Name)					
165	School District 5 (Enter Name)					
166	School District 6 (Enter Name)					
167	School District 7 (Enter Name)					
168	School District 8 (Enter Name)					
169	School District 9 (Enter Name)					
170	School District 10 (Enter Name)					
171	School District 11 (Enter Name)					
172	School District 12 (Enter Name)					
173	School District 13 (Enter Name)					
174	School District 14 (Enter Name)					
175	School District 15 (Enter Name)					
176	School District - ALL OTHER					
177	TOTAL ENROLLMENT					
178						
179	REVENUE PER PUPIL					
180						
181	EXPENSES PER PUPIL					

Appendix E: Disclosure of Financial Interest Form

Created Monday, July 29, 2013

Updated Thursday, August 01, 2013

Page 1

332300860941 LEADERSHIP PREP OCEAN HILL CS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2012-13 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at: <http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/>.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <http://fluidsurveys.com/account/surveys/210748/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

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

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

Thank you.

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

Yes

Thank you.

Appendix F: BOT Membership Table

Created Monday, July 29, 2013

Page 1

332300860941 LEADERSHIP PREP OCEAN HILL CS

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Carrie Abramson	Member	Yes	Finance	Renewed for 3rd term on June 2012, current term expires June 2015	Governance
2	Caroline Curry	Member	Yes	Finance	2 terms, current term expires June 2014	Finance
3	Ben Esner	Member	Yes	Program/Organization Management	2 terms, current term expires June 2014	None
4	Michael Hall	Secretary	Yes	Finance	2 terms, current term expires June 2014	Governance
5	Matthew Klein	Member	Yes	Program	2 terms, current term expires June 2014	None
6	Arvind Krishnamurthy	Member	Yes	Finance	Elected 2008-2009, current term expires June 2014; will serve as Chair in the 2013-14 school year	Finance
7	Tokumbo Shobowale	Chair/President	Yes	Organization Management	Current term expires June 2016	Executive
8	Dyrnest Sinckler	Member	Yes	Finance	2 terms, current term expires June 2014	Finance
9	Jeff Wetzler	Vice Chair/Vice President	Yes	Organization Management	Current term expires June 2016	Executive
10	John Kim	Member	Yes	Finance	Elected June 2013; pending authorizer approval	None
11	Nadine Augusta	Member	Yes	Program	Elected June 2013; pending authorizer approval	None
12	Blonka Winkfield	Member	Yes	Organization Management	Elected June 2013; pending authorizer approval	None
13						
14						
15						
16						
17						
18						
19						
20						

2. Total Number of Members Joining Board during the 2012-13 school year

3

3. Total Number of Members Departing the Board during the 2012-13 school year

1

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

15

5. How many times did the Board meet during the 2012-13 school year?

5

6. How many times will the Board meet during the 2013-14 school year?

5

Thank you.

Plan for Meeting Enrollment and Retention Targets

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

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

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

I. Outreach to Target Populations

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

IIA. Overview of Recruitment Strategies

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

Specifically,

- All Uncommon Schools in New York City that will recruit new students will continue to work together on community outreach efforts. By combining our efforts and sharing information about all of our schools at one time, we will be able to reach far more students in New York City than if our schools work independently. Ultimately, school leaders will be responsible for recruitment at their schools, but by

collaborating, meeting regularly, dividing labor, and sharing best practices, we will be able to significantly increase the overall number of families that each school can reach.

- Our schools will continue to use a combined application that will allow a family to apply to multiple Uncommon Schools with just one application. This will make it easier for a family to learn about and access all of our schools and allows our schools to reach a broader population of students.
- One of our largest efforts to reach prospective students will continue to be through multiple mailings that we will send out throughout the student recruitment season. The New York City Department of Education provides lists of students by current grade and zip code to Vanguard Direct, Inc. Uncommon Schools will choose the zip codes near our schools that have the highest number of FRPL and ELL students and then will partner with Vanguard to send a mailing to those families. The final list will include close to 20,000 families of rising Kindergarten or 5th grade students. The mailing will include an application in English and Spanish as well as our color brochure.
- Uncommon Schools NYC will continue to run both English and Spanish language ads in the New York City Housing Authority Journal. On their website, the NYCHA Journal says they are “hand-delivered to each of the 178,000 apartments in NYCHA’s 334 public housing developments throughout the five boroughs.” It will also be distributed to more than 10,000 NYCHA employees, and mailed to elected officials and community leaders. It is also available through email subscription.
- LPOH will continue to send staff out to organizations such as community centers, libraries, food pantries, and preschools to talk to members of the community about our school and what we offer families.
- LPOH will continue to invite families to our school for guided tours during the school day to see what learning at LPOH looks like for our scholars.

IIB. Recruitment of Students with Disabilities

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

Specifically,

- Using a list created by NYSED, LPOH will continue to identify and target all preschools that are certified to offer services to students with disabilities in our school communities. Head Starts will be included in this search, as they are mandated to serve a student body with at least 10% students with disabilities. We will identify a list of preschools that are high priority for our schools due to their location and student population. These high priority sites will receive calls, visits, and recruitment materials for LPOH. In particular, LPOH will work with 12 early childhood development centers in the Bedford Stuyvesant community, nine of which are Head Start centers.

- LPOH will continue to identify other Head Starts and daycares. While slightly farther away from our schools, each center will still receive a call from our admissions office to introduce LPOH as well as to offer to have an LPOH member visit the preschool in person to provide more information. These preschools will also receive a mailing that contains brochures, flyers and Kindergarten and 5th grade applications.
- LPOH will continue to reach out to other schools in their Community School Districts, and talk about the supports we offer students. LPOH will ask if they have any referrals for students that would benefit from our programmatic support.
- LPOH will continue to build strong connections with its Committee on Special Education and we will also ensure they know we are an option for students, should they wish to recommend students to join us.
- LPOH will reach out to related service agencies that they work with/have worked with in the past, and talk about the supports we offer students. We will ask if they have any clients they could recommend to apply.

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

Specifically,

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

IIC. Recruitment of English Language Learners

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

Specifically,

- To plan our outreach efforts, we will continue to use Census tract data to create maps showing the distributions of the populations of the top five most spoken languages after English. We will use these maps to locate the highest density areas of these non-English speaking populations near our schools.
- Using these maps, we will continue to create two community canvassing walks for LPOH to take to travel through those neighborhoods. On the walks, school staff will visit local stores, organizations, and apartment buildings and hang flyers and leave brochures and applications in English and in Spanish at each location. In addition, school staff will talk to residents along the way (in English and in Spanish) to spread the word about our schools.
- We will continue to translate all our outreach materials that are distributed by our schools. Materials that will be produced and disseminated in English and Spanish will include our enrollment website and online lottery and waitlist applications, paper lottery applications, full color brochures and flyers, posters, informational packets, and tear away information sheets.
- We will continue to utilize the New York City Charter School Center’s Common Application, which is available to families in six different languages.
- We will continue to identify high priority local community organizations to reach out to based on factors including location, age group served and proximity to high non-English speaking populations. Each organization will receive a call from our admissions office by a fluent Spanish speaking staff member and a mailing including brochures, flyers and applications in both English and Spanish.
- A Spanish speaking staff member will continue to be available at our admissions office by phone and email 40 hours a week. Not only will he/she be available to take incoming calls, he/she will also follow up with all Spanish speaking families to encourage them to send in documentation to qualify for all admissions preferences to ensure they had the best possible chance of acceptance into our schools.
- We also know that families of our current ELL students are our best resource to reach new ELL students. All families at our schools will continue to receive applications to distribute to family and friends in English and Spanish. Families of ELL students will continue to receive extra applications in Spanish. In addition, each school will continue to identify families of ELL students and families of non-ELL students where some Spanish is spoken at home who are interested in volunteering to support student admissions efforts. These families will meet with a school staff member to learn about a variety of ways that they can get the word out about our schools and distribute applications to others. These families will also be encouraged to speak at their churches, or other local organizations to spread the word about our schools.
- Uncommon Schools NYC will continue to run Google ads in Spanish so that families searching for information about schools in New York City in Spanish will see ads for our school and be directed to our Spanish webpages and applications.
- Each applicant, whether they are selected in the lottery or placed on the waitlist, will continue to receive a letter in both Spanish and English telling them the results of the lottery and the next steps to enrolling in the school.

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

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

Specifically,

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

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

II. Admissions

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

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

III. Evaluation of Recruitment and Enrollment Efforts

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

enrolled in the school. For example, during the student recruitment season, LPOH will track the number of applications received by families who indicate their home language is not English and who complete the Spanish version of the application. These numbers will provide good indicators as to whether or not the school's outreach efforts are reaching students who may be English Language Learners and enables the school to adjust outreach efforts during the recruitment season. When students enroll in the school, LPOH will gather information about whether or not the students qualify for Free or Reduced Price Meals or qualify for Special Education services. The school will then compare these numbers to those of the Community School District and determine whether or not it will need to make modifications to community outreach efforts or admissions policies for the following year. Additionally, by examining the demographics of the entering Kindergarten classes, LPOH can determine if it is making progress toward meeting the proposed enrollment targets for the entire school population.

Uncommon Schools and LPOH will continue to document all student recruitment activities and store information on an Uncommon Schools shared drive or on shared spreadsheets. For example, Uncommon Schools has a shared spreadsheet of over 600 community organizations, many of which are identified as organizations that provide services to low income families, families whose first language is not English, and families whose children receive special needs services. The LPOH Operations Team will continue to use this spreadsheet to identify organizations to conduct community outreach and then record all interactions with these organizations in the spreadsheet, so that the school can determine the partnership's efficacy for future years.

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

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

VI. Persistence

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

VII. Evaluation of Retention Efforts

LPOH' leadership team will continue to be responsible for regularly monitoring and overseeing the school's retention efforts and the performance of students in the three populations. Historically, high levels of persistence for these sub-populations are indicators that the school's strategy for retaining students is working. LPOH will continue to be committed to attracting and retaining all students by offering a high-quality educational program, hiring and training highly-qualified teachers, and communicating regularly with families. The Director of Operations at LPOH will continue to actively monitor the enrollment and retention of students who are English language learners, students who qualify for free and reduced price lunch, and students with special needs. If

the numbers do not reach or exceed the targets established by the SUNY Charter Schools Institute, the school will revisit its enrollment and retention practices.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 24, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/4dc74fcc3e3188173de9845f6f9956>

Page 1

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

1. Trustee Name:

Arvind Krishnamurthy

2. Charter School Name:

Leadership Preparatory Ocean Hill Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Chair/President

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

No

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

No

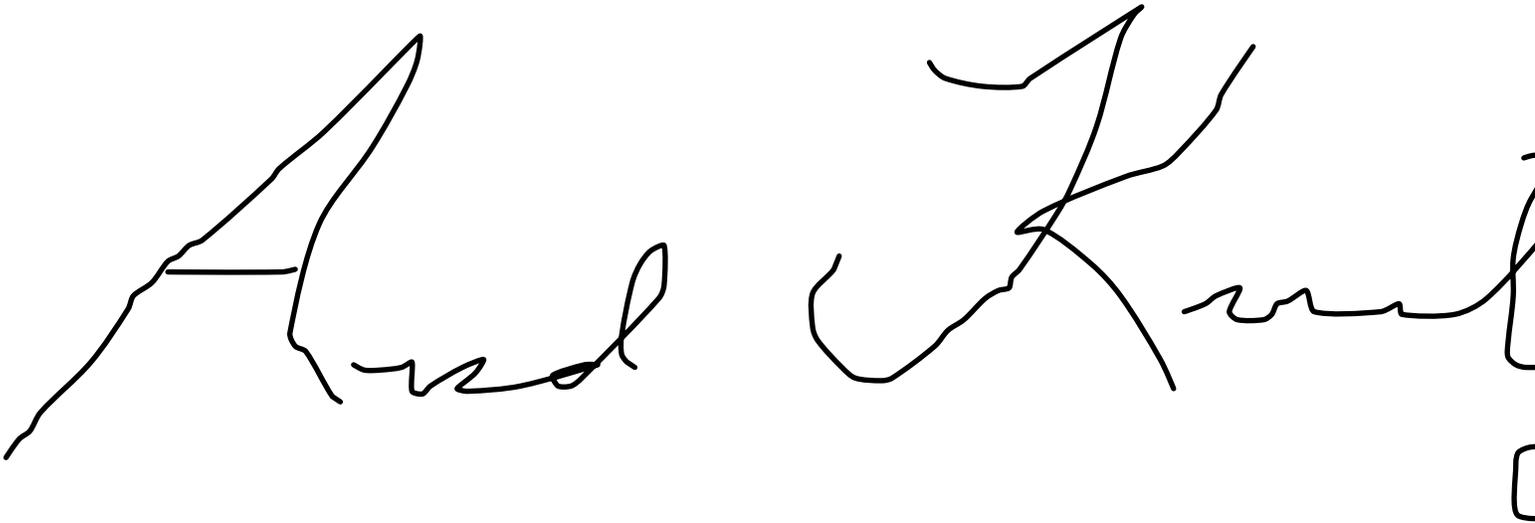
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "A. K. ...". The signature is written in a cursive style with a large initial "A" and a prominent "K".

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 24, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/650d4047df6d64c93dd5b782d115ff>

Page 1

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

1. Trustee Name:

Michael Hall

2. Charter School Name:

Leadership Preparatory Ocean Hill Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Secretary

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

No

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

No

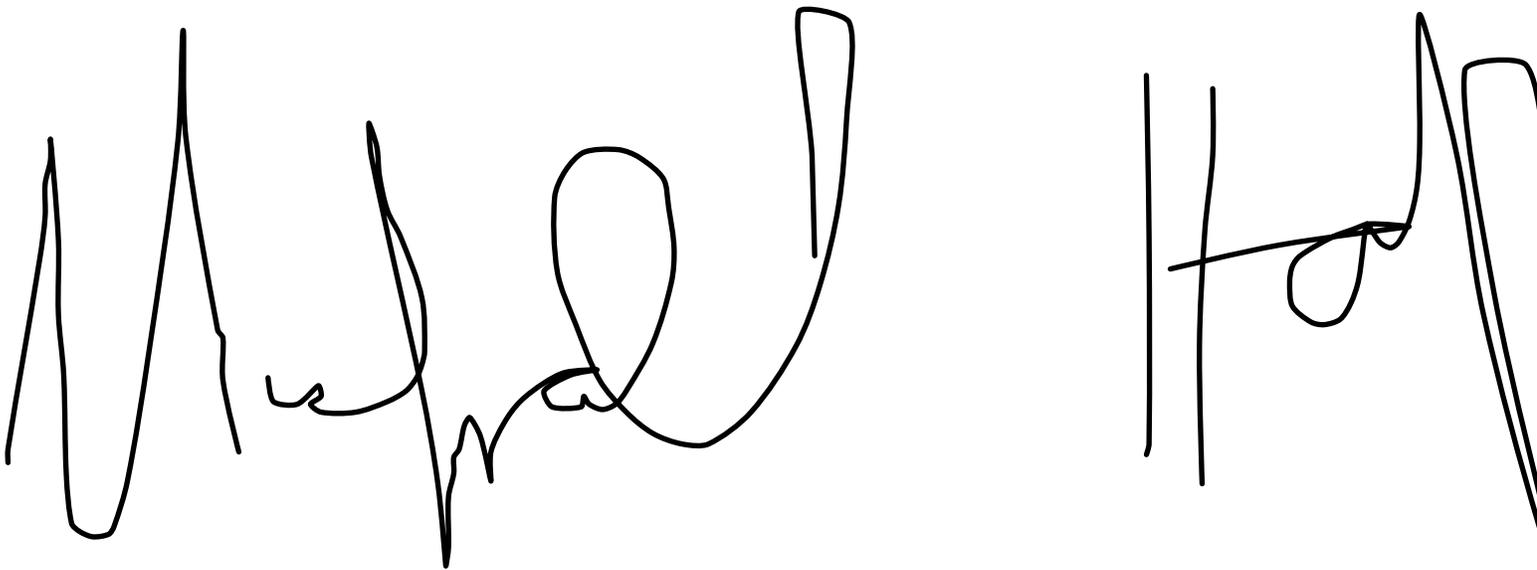
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

The image shows two handwritten signatures in black ink. The signature on the left is highly stylized and cursive, appearing to be 'M. J. ...'. The signature on the right is also cursive but more legible, appearing to be 'H. ...'.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 24, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/d104f2241508ec4d97e5b1fbb5a3fd>

Page 1

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

1. Trustee Name:

Jeffrey Wetzler

2. Charter School Name:

Leadership Preparatory Ocean Hill Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Vice Chair/Vice President

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

No

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

Yes

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

[cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Position Held	EVP, Strategy, Innovation, and Organizational Development
[cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Responsibilities	Strategy, Innovation, and Organizational Development
[cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Salary	-
[cmoeY.3] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Start Date	started this role 4-2013

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

No

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

Yes

14a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write None.

	Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1	TFA	provide corps members	do not know		I am not part of the decisions on the part of TFA, nor the school, regarding TFA's provision of CMs
2					
3					
4					
5					

Signature of Trustee

Arthur W. W. W.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 29, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/8d21ec9e7712acc593e24c744c4f6b>

Page 1

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

1. Trustee Name:

Caroline Curry

2. Charter School Name:

Leadership Preparatory Ocean Hill Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Treasurer

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

No

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

No

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

No

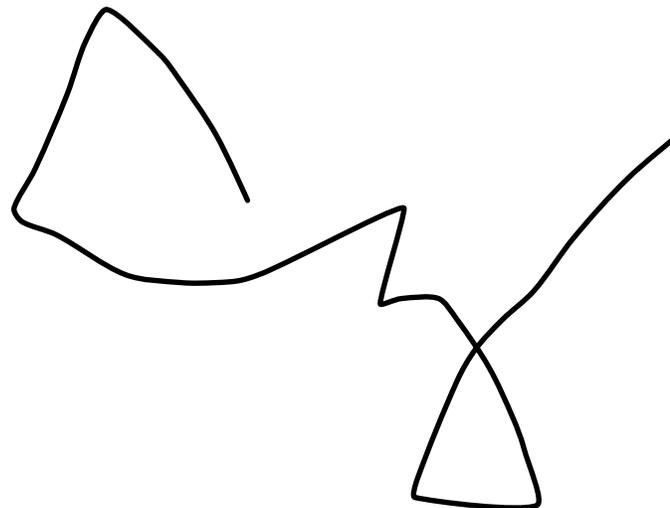
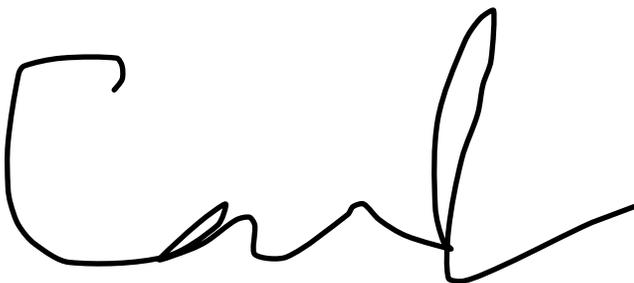
14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest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

(No response)

14a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write None.

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

Signature of Trustee



Required Form: Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 30, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/9cf6661fad73d1e3acedb68132ef60>

Page 1

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

1. Trustee Name:

Test

2. Charter School Name:

Leadership Preparatory Ocean Hill Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: trustee

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke, positioned below the text "Signature of Trustee".

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 31, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/00415ea8634aacedd3eda084beef71>

Page 1

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

1. Trustee Name:

Olatokumbo Shobowale

2. Charter School Name:

Leadership Preparatory Ocean Hill Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Chair/President

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

No

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

No

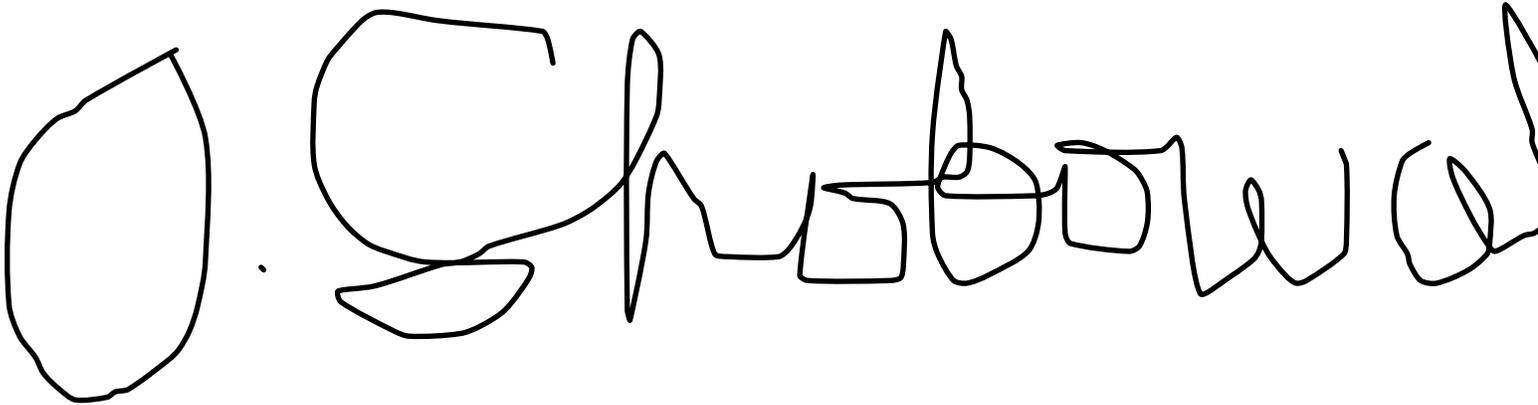
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink. It begins with a large, stylized capital letter 'O' followed by a period. The rest of the signature is written in a cursive, flowing script that appears to read 'Shustrow'.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 31, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/9e22add540a4c23dcce0d9a508d8e1>

Page 1

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

1. Trustee Name:

Dyrnest K. Sinckler

2. Charter School Name:

Leadership Preparatory Ocean Hill Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: member of Finance Committee

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

No

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

No

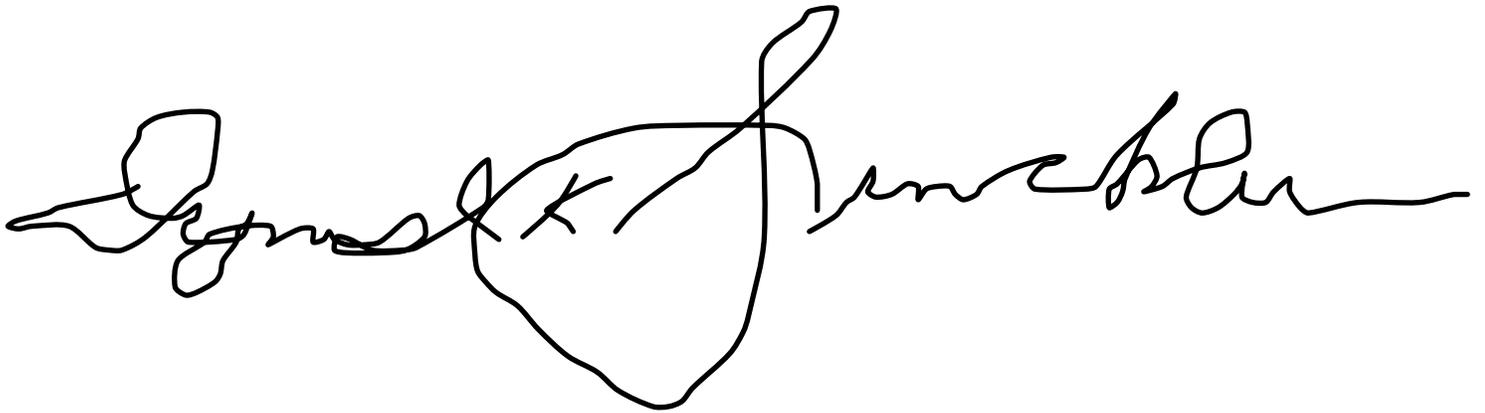
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "August K. Jurek". The signature is written in a cursive style with a large, prominent loop for the letter 'J'.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 31, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/c4e9dfec020f7c830e535feed64dbec>

Page 1

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

1. Trustee Name:

Benjamin Esner

2. Charter School Name:

Leadership Preparatory Ocean Hill Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

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

No

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

No

Page 2

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

No

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

No

Signature of Trustee

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Thursday, August 01, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/fca8b95a63e6cd1695b4f3a2e5920c>

Page 1

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

1. Trustee Name:

Carrie Abramson

2. Charter School Name:

Leadership Preparatory Ocean Hill Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: Development Chair

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink that reads "Carrie". The letters are cursive and connected.A handwritten signature in black ink that reads "Amanda". The letters are cursive and connected.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Thursday, August 01, 2013

<https://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/57b4159608b158cf815bea71616be>

Page 1

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

1. Trustee Name:

Matthew Klein

2. Charter School Name:

Leadership Preparatory Ocean Hill Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: member

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Matthew Ke". The signature is written in a cursive style with a long horizontal stroke extending to the right.