

I. SCHOOL INFORMATION AND COVER PAGE

Created Wednesday, June 26, 2013

Updated Thursday, July 25, 2013

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1. SCHOOL NAME

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

331700860951 FAHARI ACADEMY CS

2. CHARTER AUTHORIZER

NYCDOE-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 17

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
72 Veronica Place 4th Floor	718-218-3185		Administration@fahariacademy.org

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Contact Name	Stephanie Clagnaz, Ed.D.
4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Title	Principal
4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

www.Fahariacademy.org

6. DATE OF INITIAL CHARTER

2008-08-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2009-08-01 00:00:00

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

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2012-13

Check all that apply

 5

 6

 7

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

Yes/No	Name of CMO/EMO
No	

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)	72 Veronica Place 4th Floor Brooklyn, NY 11226	718-218-3185	CSD 17	5-8	Yes	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	Stephanie Clagnaz	[REDACTED]		[REDACTED]
Operational Leader	Khalilia Southerland	[REDACTED]		[REDACTED]
Compliance Contact	Alexei Greig	[REDACTED]		[REDACTED]
Complaint Contact	Stephanie Clagnaz	[REDACTED]		[REDACTED]

13. Are the School sites co-located?

Yes

13a. Please list the terms of your current co-location.

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

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	The school requested was given permission by the Board and the DOE to enroll students in 7th and 8th grade.	October 19th, 2012	May 9th, 2013
2	Change in design or educational program	Revision of promotional standards to provide staged increase in expectations. Stakeholders felt that the initial introduction of a 75% passing and 3.0 on state tests was too stringent and many students were held back or withdrew, a staged approach to higher expectations will still get students there, but be more realistic about incoming skill levels and the effects that a sharply higher bar may have.	October 19th, 2012	May 9th, 2013
3	Change in design or educational program	Education program was revised to plan to accommodate 9th grade in the 2014-2015 school year.	December 12th, 2012	May 9th, 2013
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

Jason Stang

Thank you.

Appendix A: Progress Toward Goals

Created Thursday, July 25, 2013

Updated Thursday, September 12, 2013

Page 1

1. NEW YORK STATE REPORT CARD

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

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

URL is not available

2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

2a. ACADEMIC STUDENT PERFORMANCE GOALS

If the Progress Toward Charter Goals are based on student performance data that the school will not have access to by August 1, 2013 (e.g., the NYS Assessment results), please list goals and explain this in the "Progress Towards Attainment" column. This information can be updated for Appendix A when available but no later than November 1, 2013. Board of Regents-authorized charter schools that opened for instruction in the fall of 2012 or that were renewed in 2012-13 will be held to the same charter-specific academic goals. Board of Regents-authorized charter schools will also be held accountable to Student Performance Benchmark 1 of the Performance Framework.

2012-13 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress	2012-2013 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 1	Absolute Performance	Each year, 75 percent of 5th grades will perform at or above Level 3 on the New York State Examinations for ELA, Social Studies, and Mathematics.	This measure was not met. This year, New York State adopted new state assessments that are aligned to the Common Core Learning Standards. According to State Education Commissioner John B. King, the state assessments administered in 2012-13 established a new baseline for all students in New York State. The more rigorous exams resulted in significantly lower scores throughout the city and state. 5th grade students at Fahari achieved the following proficiency levels:	<ul style="list-style-type: none">1. Increased staff to reduce teacher-to-student ratio• In 2012-13, Fahari employed 8 core teachers for its fifth grade (four classes). In 2013-14, we increased 5th grade staff to 10 teachers.• In 2012-13, Fahari employed 7 core teachers for its sixth grade (four classes). In 2013-14, we increased 6th grade staff to 10.2 teachers.• In 2012-13, Fahari employed 3 core teachers for its seventh grade (two classes). In 2013-14,

- ELA: 2.2%
- Math: 1.1%

we increased 7th grade staff to 8.2 teachers (four classes).

- In 2012-13, Fahari employed 3 core teachers for its eighth grade (two classes). In 2013-14, we increased 8th grade staff to 4 core teachers.

2. Increased the number of special educators

- In 2012-13, Fahari employed 3.5 special educators for 12 homerooms. In 2013-14, we increased the number to 8 special educators for 14 homerooms.

3. Adopted intervention programs

- In 2012-13, there was no systematic, researched-based intervention program in reading. In 2013-14, we adopted LLI (Leveled Literacy Intervention) for our reading intervention. Our ELA Department Chair (Tamara Destine) and our Reading Specialist (Sonia Browning) were trained by Fountas and Pinnell in using their LLI intervention program. Our school schedule identifies 12 teachers who will be trained in the program. Implementation will begin mid-September.

- Math intervention includes student activities from the modules made available by NYSED on EngageNY.org. The modules are aligned to the math CCLS and are rigorous.

4. School schedule re-configured to include systematic

intervention/enrichment periods in ELA and mathematics

- In 2012-13, there was no systematic intervention for students in ELA. In 2013-14, grades 5, 6 and 7 have a daily intervention period built into the school day. Grade 8 receives ELA intervention through drama classes.

5. Hired a full-time, permanent instructional leader

- In 2012-13, the school employed a part-time, interim instructional leader. In 2013-14, Fahari hired a full-time, permanent instructional leader (Stephanie Clagnaz, Ed.D.).

6. Adopted Charlotte Danielson's Framework for Teaching

- In 2012-13, Fahari did not implement a complete model for effective teaching. In 2013-14, the Framework for Teaching was collaboratively adopted by the school and the UFT.

7. Adopted a new instructional model

- In 2012-13, there was no consistent instructional model implemented. In 2013-14, Fahari adopted Fisher and Frey's Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. Faculty is studying the model systematically during professional development sessions led by the school leader beginning in August, 2013 and continuing throughout the school year.

8. Negotiated a new teacher evaluation system that requires each teacher to receive a minimum of three classroom observations, including post-observations conferences and written feedback for each

- In 2012-13, instructional observations were inconsistent. Structured feedback was not provided to faculty members. In 2013-14, Fahari and the UFT negotiated a teacher evaluation system that requires a minimum of three structured observations per teacher with post observation conferences and written feedback. Teachers are also required to receive ongoing, documented developmental feedback

9. Administration of baseline and interim assessments

- In 2012-13, there were no baseline assessments administered. There were two interim assessments administered in ELA and math, but they were not aligned to standards. In 2013-14, baseline assessments are being administered in September in ELA and math. Interim assessments aligned to the CCLS will be administered during the second, third and fourth quarters of the year.

10. Instituted teacher teams to implement DDI (data driven instruction)

- In 2012-13, there was not a systematic way in which teachers gathered, analyzed and used student achievement data to drive instruction. In 2013-14, a full-time secondary school leader (Marcia Tineo) has been assigned to meet weekly with each grade level team to review individualized student achievement data.

- Grade level chairs have been established and receive one period of daily release time to develop an agenda and to examine a portfolio of student achievement data for all students.

- Individual student assessment portfolios have been created. Broad data for each student are being analyzed and used to drive instruction. Data include: state assessments, Stanford 10, baseline and interim assessments in ELA and math, Fountas and Pinnell reading levels and classroom assessments.

Academic Goal 2	Absolute Performance	Each year, 75 percent of 6th graders will perform at or above Level 3 on the New York State Examinations for ELA and Mathematics.	This measure was not met. This year, New York State adopted new state assessments in ELA and math that are aligned to the Common Core Learning Standards. According to State Education Commissioner John B. King, the state assessments administered in 2012-13 established a new baseline for all students in New York State.	Please see the comments above.
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			<p>The more rigorous exams resulted in significantly lower scores throughout the city and state. 6th grade students at Fahari achieved the following proficiency levels:</p> <ul style="list-style-type: none"> • ELA: 5.3% • Math: 8.2% 	
Academic Goal 3	Absolute Performance	Each year, 75 percent of 7th graders who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the New York State ELA and Mathematics examinations.	<p>This measure was not met. This year, New York State adopted new state assessments in ELA and math that are aligned to the Common Core Learning Standards. According to State Education Commissioner John B. King, the state assessments administered in 2012-13 established a new baseline for all students in New York State. The more rigorous exams resulted in significantly lower scores throughout the city and state. There were 52 students in 7th grade who were enrolled at Fahari for two consecutive years. Students who scored at proficient levels are:</p> <ul style="list-style-type: none"> • ELA: 6 of 53 students or 11% • Math: 7 of 53 students or 13% 	Please see the comments above.
Academic Goal 4	Absolute Performance	Each year 75 percent of 8th graders who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the New York State Examinations for Mathematics, Social Studies, ELA and Science.	<p>This measure was partially met. This year, New York State adopted new state assessments in ELA and math that are aligned to the Common Core Learning Standards. According to State Education Commissioner John B. King, the state assessments administered in 2012-13 established a new baseline for all students in New York State. The more rigorous exams resulted in significantly lower scores throughout the city and state. There were 46 students in 8th grade who were enrolled at Fahari for two consecutive years. Students who scored at proficient levels are:</p> <ul style="list-style-type: none"> • ELA: 9 of 46 students or 20% • Math: 14 of 46 students or 30% • Social Studies: There was no state assessment. • Science: All students in grade 8 took the Regents Exam in 	Please see the comments above.

			Living Environment in lieu of the state assessment. 85% of all 8th graders who took the Regents exam passed.	
Academic Goal 5	Value Added Performance	These goals require that the school reduce the difference between a grade's performance in year 1 and 75% by one half in year 2 and each subsequent year. For year 2012-2013: % of students proficient in year 3 + 1/2 (75 - % of students proficient in year 3)	<p>This measure was not met. This year, New York State adopted new state assessments in ELA and math that are aligned to the Common Core Learning Standards. According to State Education Commissioner John B. King, the state assessments administered in 2012-13 established a new baseline for all students in New York State. The more rigorous exams resulted in significantly lower scores throughout the city and state.</p> <p>For 5th to 6th grade:</p> <ul style="list-style-type: none"> • ELA: 26% to 5.3% • Math: 50% to 1.1% <p>For 6th to 7th grade:</p> <ul style="list-style-type: none"> • ELA: 42% to 16.5% • Math: 63% to 15.2% <p>For 7th to 8th grade:</p> <ul style="list-style-type: none"> • ELA: 88% to 19.6% • Math: 94% to 33.3% 	Please see the comments above.
Academic Goal 6	Value Added Performance	Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in Community School District 17. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE.	<p>This measure was partially met. The comparison between proficiency in District 17 and Fahari was as follows:</p> <p>ELA</p> <p>5th grade:</p> <ul style="list-style-type: none"> • District 17: 20.1% • Fahari: 2.2% <p>6th grade:</p> <ul style="list-style-type: none"> • District 17: 13.9% • Fahari: 5.3% <p>7th grade:</p> <ul style="list-style-type: none"> • District 17: 16.5% • Fahari: 11.3% <p>8th grade:</p> <ul style="list-style-type: none"> • District 17: 17.4% • Fahari: 19.6% <p>The longer students stay at Fahari, the higher their performance in ELA.</p>	Please see the comments above.
Academic Goal 7	Value Added Performance	Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in Community School	<p>This measure was partially met. The comparison between proficiency in District 17 and Fahari was as follows:</p> <p>Math</p> <p>5th grade:</p>	Please see the comments above.

District 17. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE.

- District 17: 16.4%
- Fahari: 1.1%

6th grade:

- District 17: 17.4%
- Fahari: 8.2%

7th grade:

- District 17: 11.1%
- Fahari: 15.2%

8th grade:

- District 17: 14.3%
- Fahari: 33.3%

The longer students stay at Fahari, the higher their performance in Math.

Academic Goal 8	Value Added Performance	From years 2-4, the school will receive a 'B' or higher on the Student Progress section of the NYCDOE Progress Report.	Unable to determine. Waiting for Progress Report from NYCDOE.
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2a1. Do have more academic goals to add?

Yes

2012-13 Progress Toward Attainment of Academic Goals

Academic Student Performance Goal	Measure Used to Evaluate Progress	2012-2013 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 9	Value Added Performance	Each year, the school will be deemed "In Good Standing."	The measure was met. Fahari was deemed "In Good Standing."
Academic Goal 10	Value Added Performance	Stanford 10: It is our goal to make our students competitive, not just with the students in the district or the state, but with their peers nationally. Fahari will administer the nationally-normed assessments at the beginning of the student's first year at the school and then in the Spring of each subsequent year. Review of results of national standardized assessments will be conducted annually and will inform the development of internally developed interim assessments as well as determining our curriculum.	<p>This goal was partially met. It was met in all categories by students that have been at the school for more than 2 years. This supports the trend that we see in other areas of academic performance that the longer students are at the school the better they are able to perform. Students who were in the 6th grade showed improved performance on reading comprehension.</p> <p>6th grade</p> <ul style="list-style-type: none"> • ELA mean NCE 2011-2012 (5th grade): 41.1 • ELA mean NCE 2012-2013: 43.4 <ul style="list-style-type: none"> • Math mean NCE 2011-2012 (5th grade): 45.9 • Math mean NCE 2012-2013: 43.4 <ul style="list-style-type: none"> • Partial Battery mean NCE 2011-2012 (5th grade): 43.6 • Partial Battery mean NCE 2012-2013: 43.5

- 7th grade
- ELA mean NCE 2011-2012 (6th grade): 48.4
 - ELA mean NCE 2012-2013: 51.1
-
- Math mean NCE 2011-2012 (6th grade): 48.4
 - MATH mean NCE 2012-2013: 51.1
-
- Partial Battery mean NCE 2011-2012 (6th grade): 53
 - PARTIAL BATTERY mean NCE 2012-2013: 53.8
- 8th grade
- ELA mean NCE 2011-2012 (7th grade): 58.7
 - ELA mean NCE 2012-2013: 59.7
-
- Math mean NCE 2011-2012 (7th grade): 48.4
 - Math mean NCE 2012-2013: 51.1
-
- Partial Battery mean NCE 2011-2012 (7th grade): 57.6
 - Partial Battery mean NCE 2012-2013: 64.8

Academic
Goal 11

Academic
Goal 12

Academic
Goal 13

Academic
Goal 14

Academic
Goal 15

Academic
Goal 16

2a2. Do have more academic goals to add?

(No response)

2012-13 Progress Toward Attainment of Academic Goals

Academic Student Performance Goal	Measure Used to Evaluate Progress	2012-2013 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 17			
Academic Goal 18			
Academic Goal 19			

Academic Goal
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Academic Goal
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Academic Goal
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Academic Goal
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2b. ORGANIZATIONAL GOALS

2012-13 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2012-2013 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 1	Student Engagement	Each year Fahari Academy will demonstrate its student engagement by maintain a 92% attendance rate. This will be measured by school reported data from an attendance tracking system such as ATS on the Annual Report submitted August 1st.	This measure was met. Fahari's average attendance rate for the 2012-2013 school year was 93.23%.	
Org Goal 2	Student Engagement	Each year, 90% of all students enrolled on the last day of the school year will return the following September, exclusive of students who moved outside of New York City.	This measure was met. Fahari had 92% of our students registered on the last day of school (not including our graduating 8th grade class) in the 2012-2013 school year return to Fahari for the 2013-2014 school year.	
Org Goal 3	Adherence to Contract Terms	Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	This measure was met. The Board of Trustees met monthly, properly publicly posted meeting notices, minutes and all relevant documents per all applicable NYS laws, regulations and contract terms.	
Org Goal 4	School Leadership, Governance, and Management	Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.	This measure was met. The school had a comprehensive set of policies for the 2012-2013 school year. Some of the policies include but are not limited to purchasing, certification verification and attendance. These policies have been reviewed for compliance and accuracy.	
Org Goal 5	School Leadership, Governance, and Management	Each year the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.	This measure was met. The Board of Trustees has maintained an independent legal counsel.	

2b.1 Do you have more organizational goals to add?

Yes

2012-13 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2012-2013 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 6	Parent Satisfaction	Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.	<p>This measure was met. Fahari Parents responded as follows:</p> <p>Academic Expectations: 7.8</p> <p>Communication: 8.3</p> <p>Engagement: 7.8</p> <p>Safety and Responses: 8.0</p>	
Org Goal 7	Staff Satisfaction	Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domain Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more teachers participate in the survey.	<p>This measure was not met. Fahari Teachers responded as follows:</p> <p>Academic Expectations: 6.6</p> <p>Communication: 5.9</p> <p>Engagement: 6.4</p> <p>Safety and Respects: 7.3</p>	<p>This year, Fahari has made significant changes to ensure that our teachers and staff feel supported and satisfied with the school. For the 2013-2014 school year, we have implemented the following in order to improve the school culture in each domain area:</p> <p>Academic Expectations:</p> <ol style="list-style-type: none"> 1. This year, Fahari will be following a research-based rubric, Charlotte Danielson's Framework for Teaching. The Framework for Teaching is aligned with the INTASC standards and grounded in a constructivist view of learning and teaching. There are four main domains of teacher responsibility: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. These domains will serve as an evaluation tool for each teacher and will be a guideline for what is expected of a teacher each day at Fahari. With this rubric in place, it will become clear what Fahari's academic as well as professional expectations are for each staff member. 2. Fahari has altered the school-day schedule to nine 45 minute periods a day. Out of the 9 periods, teachers receive three 45 minute periods of release time. Two of those periods are designated as "prep periods" where a teacher can focus on their lesson planning, student feedback,

and parent engagement. One out of the three periods is designated for an undisturbed lunch for each teacher. This assures the school that each teacher has a designated time to eat their lunch and nurture themselves for the day. This also ensures that teachers get enough time each day to review and prep for their lessons.

3. This year, Fahari has 14 homerooms. Out of the 14 homerooms, 11 follow employ aspects of a co-teaching model throughout the day. This model reduces the student to teacher ratio and ensures that our students receive the attention they need to succeed.

4. We have changed the instructional structure in our 5th and 6th grade to provide additional staffing to support students with the highest needs. The level of support in these grades allows students to have the ability to meet Fahari's academic expectations.

5. Fahari's principal has and will be observing our teachers, and providing constructive feedback throughout the year.

Communication:

1. Fahari has developed a weekly staff newsletter that features updates and reminders on facilities, the instructional model, schedules, etc. The memo is distributed every Friday afternoon via email.

2. Each morning before the students' breakfast, staff gathers for a 5-minute morning meeting. During this meeting events or reminders for the day are highlighted.

3. Every staff member has been given a blackberry and laptop. Staff members are required to view their email at least twice a day.

4. The leadership team maintains an open door policy which allows staff members at any given time express their concerns and needs.

Engagement:

1. Fahari has taken several steps this year to ensure staff members are engaged in certain decision makings. The Teacher Evaluation System used to evaluate teachers at Fahari was drafted and negotiated by the UFT and Fahari Leadership. A 4-point scale (known as the HEDI scale) was put in place. The rating scale goes as following: Highly Effective, Effective, Developing, and Ineffective. Evaluations are based on measures of teacher practice, including classroom observations using a research-based rubric of teacher practice, Charlotte Danielson's Framework for Teaching.

2. Fahari also developed various leadership positions for teachers. Positions include: 4 Department Chair positions, 4 Grade Level Chair positions, and 9 positions for a new Behavioral System Fahari put in place this year. Job descriptions for each position were given to teachers and all interested in the positions were encouraged to apply. Finalists were chosen by Fahari's principal (Dr. Clagnaz), and teachers then had the option of electing who they wanted as their grade, department, or a Behavioral Management Support Team (BMST) leader.

3. Our Director of HR will be working to plan staff trips and events throughout the year to increase staff engagement and morale.

4. Charlotte Danielson's Framework illustrates how an effective teacher is one who is constantly engaged in their lesson planning and students work.

5. We will continue to implement professional development for all staff members every Wednesday from 2:00pm – 4:00pm.

Safety & Respect:

1. Fahari has implemented a new behavioral management system

this year. The BMST consists of 9 staff members. The main objective of BMST is to limit the loss of instructional time when a behavioral issue arises. We are committed to keeping all of our students in the classroom. If there is unsafe behavior occurring in the classroom, the teacher will email the BMST for support. The BMST member will then go to the classroom where the incident is taking place to support the teacher and help solve the problem. The BSMT will help serve as another support tool for teachers when an issue arises during their classroom.

2. We have also added an additional Guidance Counselor this year in efforts to support students that are struggling emotionally.

3. Fahari has also moved to silent hallway transitions for all grades. This will help eliminate conflicts between students and also make the transition flow in a faster and more organized manner.

Org Goal 8	Student Satisfaction	For schools serving grades 5 and higher, each year, students will express satisfaction with the school as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more of students enrolled participate in the survey.	<p>This measure was partially met. Students responded as follows:</p> <p>Academic Expectations: 7.8 –* Measure met</p> <p>Communication: 7.2</p> <p>Engagement: 6.2</p> <p>Safety and Respect: 6.1</p>	<p>Fahari has developed a more engaging and rigorous academic program. We expect our new program will help improve the areas where we did not meet our goals.</p> <p>Communication:</p> <p>1. This year, each grade level will be producing a monthly newsletter for students and families. The newsletter will feature specific updates for each grade level as well as school-wide updates. It will also feature achievement awards and upcoming events.</p> <p>2. We will continue to implement Community Meeting. Community Meeting is a weekly meeting that all grade levels attend. During Community Meeting, updates, news, and shout outs are shared with students.</p> <p>Engagement:</p> <p>1. As advocates and leaders of Fahari’s student body, Fahari PRIDE Council will continue to represent our student voice and promote student involvement and</p>
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enjoyment. This year, they will be doing more hands-on work including planning school-wide events and attending community service events.

2. We are working towards emphasizing learning by doing and integrating problem solving and critical thinking in all classrooms. We are working towards one goal: to educate our students as a whole, providing them with not only rigorous academic instruction, but also social and emotional development skills.

3. This year we added a full enrichment program to our curriculum which includes Music, Art, Drama and Spanish. We want to give our students different outlets of success.

Safety and Respect:

1. As stated above, Fahari has implemented a new behavioral management system this year. The BMST consists of 9 staff members. The main objective of BMST is to limit the loss of instructional time when a behavioral issue arises. We are committed to keeping all of our students in the classroom. If there is unsafe behavior occurring in the classroom, the teacher will email the BMST for support. The BMST member will then go to the classroom where the incident is taking place to support the teacher and help solve the problem. This system will ensure that student's feel safe and extra supported.

2. We have also added an additional Guidance Counselor this year in efforts to support students that are struggling emotionally.

3. We will continue to increase opportunities for students to take part in creating and maintaining a positive culture.

4. As mentioned previously, we have moved to silent transitions to avoid conflicts between students.

Org Goal	School Culture	Develop a strong school culture and supportive relationships that	This measure was partially met. Data results from the Learning	As discussed in previous sections, we have developed several
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9		are essential to our school's success	Environment Survey show that our school relationship with our parents was above our goal of 7.5. However, it is clear that our school culture with students and faculty was not as strong as we had hoped	initiatives to improve our school culture with our faculty as well as with our students.
Org Goal 10	Leadership Structure	Establish a strong leadership team that furthers the school's mission, program and goals strategically to ensure adequacy, alignment and coherence of actions.	This measure was met. For the 2012-2013 school year, the school had an interim leadership team to restructure the organization of the school. This year, we have a fully developed leadership team with a clear structure. Each member is responsible for a key aspect of the school.	
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				

2c. FINANCIAL GOALS

2012-13 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	2012-2013 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Financial Goal 1	Financial Stability and Internal Controls	Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract. This will be measured each year by an analysis of student enrollment figures in ATS.	This measure was met. Our projected enrollment number in our Charter Narrative for the 2012-2013 school year was 336 students. Per ATS, Fahari had 324 students enrolled on BEDS day and 314 students on the last day of school. Throughout the 2012-2013 year, we were at or above 93% of our projected enrollment.	
Financial Goal 2	Financial Stability and Internal Controls	Each year, we will maintain a balanced budget and positive cash flow.	This measure was met. Fahari maintained a balanced budget that was approved by the Board of Trustees and a stable cash flow.	
Financial Goal 3	Financial Stability and	Each year we will audit our finances through an independent financial firm	This goal was met. We had an independent financial firm audit our	

Internal
Controls

that will result in an unqualified
opinion and no major findings.

finances on June 3rd, 2013, August
19th, 2013 and August 20th, 2013.

Financial
Goal 4

Financial
Goal 5

Appendix B: (Total Expenditures and Administrative Expenditures Per Child)

Fahari Academy Charter School

6/30/2013

Total Number of Enrolled Students (BEDS DAY):

312

	Total Expenditures	Administrative Expenditures
Total :	\$ 5,376,745	\$ 869,873
Expenditures Per Pupil:	\$ 17,233	\$ 2,788

Audited Financial Statement Checklist

Created Thursday, October 31, 2013

Page 1

Charter School Name:

1. Please check each item that is included in the 2012-13 Audited Financial Statement submitted for your charter school.

	Yes	No	NA
Audited Financial Statements (including report on compliance and report on internal control over financial reporting)	True	False	False
Single Audit (if applicable)	False	False	True
CSP Agreed Upon Procedures (if applicable)	False	False	True
Management Letter	True	False	False
Report on Extracurricular Student Activity Accounts (if applicable)	False	False	True
Corrective Action Plans for any Findings	False	False	True

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2012-13 Audited Financial Statement.

	Yes	No
Report on Compliance	False	True
Report on Internal Control over Financial Reporting	False	True
Single Audit	False	True
CSP Agreed Upon Procedures Report	False	True
Management Letter	False	True

Thank you Daniela .

FAHARI ACADEMY 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 16, 2013

To the Board of Trustees
Fahari Academy Charter School

In planning and performing our audit of the financial statements of Fahari Academy 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 Charter School’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.

Status of matters included in our letter as of June 30, 2012, dated October 5, 2012:

Debit Card

We noted during our testing of controls surrounding the debit card that a significant amount of supporting documentation for purchases was missing. The Charter School had identified lack of documentation as an issue and canceled the debit card in order to prevent any potential misuse of the card.

Recommendation

If the School enters into a new credit or debit card in the future, we recommend following the policies and procedures as laid out in the Financial Policies and Procedures Manual.

Status as of June 30, 2013

The debit card has been cancelled, but the school entered into a new credit card this year. We noted that credit card purchases tested had the necessary supporting documentation and that the policies and procedures detailed in the Financial Policies and Procedures Manual were being followed.

Procedures

We noted during our testing in two instances, the policies as described in the Financial Policies and Procedures Manual were not followed. In one instance, the lowest vendor bid was not accepted and there was no written statement to provide a brief explanation of the factors justifying that decision. In the second instance, a packing slip was not stamped and signed by the office assistant to indicate the packing slip was reviewed for accuracy and checked against the original PO to ensure contents were properly received.

Recommendation

We recommend all policies included in the Financial Policies and Procedures Manual are followed and that any policies included in the manual that are deemed to be impractical are modified to ensure they reflect procedures as performed.

Status as of June 30, 2013

We noted that the policies in the Financial Policies and Procedures Manual were followed in regards to the above procedures; however, we also noted that the Financial Policies and Procedures Manual needs to be updated for current practices.

* * * * *

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 Michelle Cain or Greg Carver.

Very truly yours,

Mengel, Metzger, Barr & Co. LLP

MENGEL, METZGER, BARR & CO. LLP

FAHARI ACADEMY CHARTER SCHOOL

BROOKLYN, NEW YORK

AUDITED FINANCIAL STATEMENTS

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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Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	15



MENDEL METZGER BARR & CO. LLP

Certified Public Accountants

INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Fahari Academy Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Fahari Academy 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 audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

- 3 -

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 Fahari Academy Charter School as of June 30, 2013, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the Fahari Academy 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 5, 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 16, 2013 on our consideration of Fahari Academy Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on 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 Fahari Academy Charter School's internal control over financial reporting and compliance.

Mengel, Metzger, Barw & Co. LLP

Rochester, New York
October 16, 2013

FAHARI ACADEMY 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	\$ 639,059	\$ 493,694
Cash in escrow	70,202	70,155
Grants and other receivables	51,915	372,658
Prepaid expenses	<u>52,799</u>	<u>23,938</u>
TOTAL CURRENT ASSETS	813,975	960,445
<u>PROPERTY AND EQUIPMENT, net</u>	<u>295,784</u>	<u>274,024</u>
TOTAL ASSETS	<u>\$ 1,109,759</u>	<u>\$ 1,234,469</u>
 <u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 128,042	\$ 132,057
Accrued payroll and benefits	203,458	91,685
Deferred Revenue	<u>1,090</u>	<u>-</u>
TOTAL CURRENT LIABILITIES	332,590	223,742
<u>NET ASSETS, unrestricted</u>	<u>777,169</u>	<u>1,010,727</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 1,109,759</u>	<u>\$ 1,234,469</u>

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

FAHARI ACADEMY 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	\$ 4,880,894	\$ 3,363,182
Federal grants	259,583	127,211
State and local grants	21,034	21,348
Contributions	1,391	-
Other income	-	2,225
Interest income	<u>48</u>	<u>34</u>
TOTAL OPERATING REVENUE AND SUPPORT	5,162,950	3,514,000
Expenses:		
Program:		
Regular Education	3,429,514	2,025,819
Special Education	970,062	695,494
General and administrative	<u>996,932</u>	<u>897,649</u>
TOTAL EXPENSES	<u>5,396,508</u>	<u>3,618,962</u>
CHANGE IN NET ASSETS	(233,558)	(104,962)
Unrestricted net assets at beginning of year	<u>1,010,727</u>	<u>1,115,689</u>
UNRESTRICTED NET ASSETS AT END OF YEAR	<u>\$ 777,169</u>	<u>\$ 1,010,727</u>

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

FAHARI ACADEMY CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

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

	Program Services			Supporting Services	Total	
	Regular Education	Special Education	Sub-total	General and administrative	Year ended June 30, 2013	2012
Salaries	\$ 2,136,805	\$ 642,308	\$ 2,779,113	\$ 559,771	\$ 3,338,884	\$ 1,579,609
Payroll taxes and employee benefits	403,111	121,172	524,283	105,601	629,884	325,505
Facility permits and repairs	2,727	820	3,547	715	4,262	5,393
Technology and communication	76,255	22,922	99,177	19,975	119,152	77,617
Curriculum and classroom supplies	197,702	39,692	237,394	3,347	240,741	191,447
Professional development	80,275	15,563	95,838	26,981	122,819	166,323
Professional services	377,122	83,276	460,398	197,371	657,769	1,077,091
Insurance	14,444	4,342	18,786	3,784	22,570	16,096
Office expense	40,509	12,177	52,686	59,045	111,731	70,225
Depreciation	51,103	15,365	66,468	13,383	79,851	44,209
Marketing and staff/student recruiting	48,946	12,270	61,216	6,824	68,040	64,994
Other	515	155	670	135	805	453
	<u>\$ 3,429,514</u>	<u>\$ 970,062</u>	<u>\$ 4,399,576</u>	<u>\$ 996,932</u>	<u>\$ 5,396,508</u>	<u>\$ 3,618,962</u>

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

FAHARI ACADEMY 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	\$ (233,558)	\$ (104,962)
Adjustments to reconcile change in net assets to net cash provided from (used for) operating activities:		
Depreciation	79,851	44,209
Changes in certain assets and liabilities affecting operations:		
Cash in escrow	(47)	(40,033)
Grants and other receivables	320,743	(321,250)
Prepaid expenses	(28,861)	(11,943)
Accounts payable and accrued expenses	(4,015)	77,888
Accrued payroll and benefits	111,773	31,738
Deferred revenue	<u>1,090</u>	<u>-</u>
NET CASH PROVIDED FROM (USED FOR) OPERATING ACTIVITIES	246,976	(324,353)
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	<u>(101,611)</u>	<u>(200,302)</u>
NET CASH USED FOR INVESTING ACTIVITIES	<u>(101,611)</u>	<u>(200,302)</u>
NET INCREASE (DECREASE) IN CASH	145,365	(524,655)
Cash at beginning of year	<u>493,694</u>	<u>1,018,349</u>
CASH AT END OF YEAR	<u>\$ 639,059</u>	<u>\$ 493,694</u>

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

FAHARI ACADEMY 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

Fahari Academy Charter School (the “Charter School”), is an educational corporation operating as a charter school in the borough of Brooklyn, New York City. On December 16, 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’s mission is to serve grades five through twelve in the Flatbush community. Fahari Academy Charter School educates, supports, challenges and trains scholars for success in college.

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 and 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 and 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.

FAHARI ACADEMY 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.

Cash in escrow

The Charter School maintains cash in an escrow account, in accordance with the terms of its Charter Agreement.

Grants and other receivables

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

Property and equipment

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

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 tax returns in the U.S. federal jurisdiction. With few exceptions, as of June 30, 2013, the Charter School is no longer subject to US federal income tax examinations by tax authorities for the years ended prior to June 30, 2010. 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 will not recognize any liability for unrecognized tax benefits.

FAHARI ACADEMY 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

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.

Marketing and recruiting costs

The Charter School expenses marketing and recruiting costs as they are incurred. Total marketing and recruiting costs approximated \$68,000 and \$65,000 for the years ended June 30, 2013 and 2012, respectively.

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 revenues 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 16, 2013, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted.

Other Services provided by a local district

The Charter School is located in a New York City Department of Education facility and received donated Metrocards, special education services and miscellaneous staff services from the local district. The Charter School was unable to determine a value for these services.

NOTE B: SCHOOL FACILITY

As part of the New York City Chancellor's Charter School Initiative, the New York City Department of Education has committed space to the Charter School at no charge. The facilities and services provided by the New York City Department of Education to the Charter School are outlined in a Shared Facility Use Agreement.

FAHARI ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS, Cont'd
JUNE 30, 2013 AND 2012

NOTE C: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	June 30,	
	2013	2012
Furniture and fixtures	\$ 242,301	\$ 164,325
Computer equipment	211,149	187,514
	453,450	351,839
Less accumulated depreciation	157,666	77,815
	\$ 295,784	\$ 274,024

NOTE D: OPERATING LEASE

The Charter School leases office equipment under non-cancelable lease agreements expiring in February 2014 and October 2015. The future minimum payments on these agreements are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2014	\$ 5,665
2015	3,561
2016	1,187
	\$ 10,413

NOTE E: 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.

FAHARI ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2013 AND 2012

NOTE F: RETIREMENT PLAN

The Charter School sponsors a defined contribution 401(k) plan covering most employees. The Charter School matches employees' contributions up to 3% of gross payroll. The Charter School's total contribution to the Plan for the years ended June 30, 2013 and 2012 approximated \$41,700 and \$5,400.

NOTE G: CONCENTRATIONS

At June 30, 2013, approximately 50% of accounts receivable are due from New York State and 34% of receivables are due from The Schools and Libraries portion of the Universal Service Fund (E-Rate). At June 30, 2012, approximately 93% of accounts receivable were due from New York City.

During the years ended June 30, 2013 and 2012, 95% and 96%, 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.

FAHARI ACADEMY CHARTER SCHOOL

REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

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

Board of Trustees
Fahari Academy 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 Fahari Academy 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 16, 2013.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Fahari Academy 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 Fahari Academy Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Fahari Academy 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 Fahari Academy Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the 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 New York City Department of Education, 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 16, 2013

FAHARI ACADEMY CHARTER SCHOOL

REPORT TO THE BOARD OF TRUSTEES

JUNE 30, 2013



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants



October 16, 2013

The Board of Trustees
Fahari Academy Charter School

We have audited the financial statements of Fahari Academy Charter School as of and for the year ended June 30, 2013, and have issued our report thereon dated October 16, 2013. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit

As communicated in our engagement letter dated May 28, 2013, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in conformity with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of its respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing 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 over financial reporting. Accordingly, as part of our audit, we considered the internal control of Fahari Academy Charter School solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, and our firm have complied with all relevant ethical requirements regarding independence.

Qualitative Aspects of the Entity's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by Fahari Academy Charter School is included in Note A to the financial statements. There have been no initial selection of accounting policies and no changes in significant accounting policies or their application during 2013. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments.

The most sensitive accounting estimates affecting the financial statements were the collectability of grants receivable, as well as the allocation of costs for the statement of functional expenses. We evaluated the key factors and assumptions used to develop the estimates and determined that they are reasonable in relation to the basic financial statements taken as a whole.

Financial Statement Disclosures

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting Fahari Academy Charter School's financial statements relate to revenue and support recognition, which is referred to in the notes of the financial statements.

Identified or Suspected Fraud

We have not identified or obtained information that indicates that fraud may have occurred.

Significant Difficulties Encountered during the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to Fahari Academy Charter School's financial statements or the auditor's report. No such disagreements arose during the course of the audit.

Representations Requested from Management

We have requested certain written representations from management, which are included in the management representation letter dated October 16, 2013.

Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings or Issues

In the normal course of our professional association with Fahari Academy Charter School, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, business conditions affecting the entity, and business plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as Fahari Academy Charter School's auditors.

* * * * *

Should you desire further information concerning these matters, Michelle Cain or Greg Carver will be happy to meet with you at your convenience.

This report is intended solely for the information and use of the Board of Trustees and management of Fahari Academy Charter School and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

Mengel, Metzger, Barr & Co. LLP

MENGEL, METZGER, BARR & CO. LLP

Appendix E: Disclosure of Financial Interest Form

Created Monday, July 08, 2013

Updated Tuesday, July 30, 2013

Page 1

331700860951 FAHARI ACADEMY 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 08, 2013

Updated Monday, July 22, 2013

Page 1

331700860951 FAHARI ACADEMY 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	Jason Starr	Chair/President	Yes	Legal services	Time served on board: 2 years and 2 months. Original election: 06/11. Elected to new term on 6/13. Term expires: 06/15	Governance, Development
2	Steven Yaeger	Treasurer	Yes	Financial Management	Board member 4 years - Original election: 09/09 Elected to new term on 06/13 Term expires: 06/15	Finance, Development
3	Thomas Campbell	Secretary	Yes	Financial Management and Facilities	Time served on board: 2 years and 2 months. Original election: 06/11. Elected to new term on 6/13. Term expires: 06/15	Governance, Development
4	Allison Pierre	Member	Yes	Legal services	Time served on board: 8 months. Original election: 12/12.	Governance
5	Christina Bonne Anne	Member	Yes	Community Outreach and Educational Programs	Time served on board: 3 months. Original election: 05/13. Elected to new term on 6/13. Term expires: 06/15	Development
6	Elizabeth Lenig	Vice Chair/Vice President	Yes	Academic Programs and Assessment	Time served on board: 1 years and 4 months. Original election: 04/12. Elected to new term on 6/13. Term expires: 06/15	Academic, Development
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						

19

20

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

2

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

2

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?

10

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

12

Thank you.

Appendix H:

Fahari Academy Charter School

2012-2013

Recruitment Efforts

- Student recruitment staff visited congregations and distributed flyers to ten places of worship within walking distance to the school. Staff also made stops to community centers, particularly those like CAMBA that provide adult ESL classes, afterschool programs that serve low-income families, and organizations like the Caribbean Women's Health Association, Ifetayo Cultural Arts Center, and Haitian Center's Council that serves immigrant populations.
- Staff also targeted for outreach locations and providers of services to low-income communities, including libraries, medical offices, WICs, Boys and Girls Club, YMCA facilities and day cares. Fahari also included homeless shelters with its outreach, and distributed applications.
- To further ensure saturation and information about Fahari's educational program, in particular as it services students with disabilities and English Language Learners, Fahari mailed flyers, applications and notices about school information sessions to all families of eligible, incoming 5th, 6th, 7th and 8th grade students in 32 codes that surround Fahari: 11203, 11210, 11213, 11216, 11218, 11219, 11225, 11226, 11229, 11230, 11232, 11236, 11238, 11203, 11210, 11213, 11216, 11218, 11219, 11225, 11226, 11229, 11230, 11232, 11236, 11238, 11203, 11210, 11218, 11225, 11226, 11230, 11203, 11210, 11218, 11225, 11226, 11230.
- The school translated all recruitment materials and provided live translators for all recruitment events into the predominant languages of the community: Haitian Creole and Spanish. Fahari also listed who to contact at the school for explanation of the materials for ESL families.
- Staff also attended middle school fairs in October 2012 and March 2013.
- Fahari advertised open seats in El Diario and Caribbean Newspaper, which reached over 200,000 readers in the Brooklyn and New York area.
- Staff contacted Parent coordinators of neighboring schools and also reached out to current Fahari Spanish speaking student's families.

Retention Efforts

Fahari instituted a number of additional support programs to help students be successful and to retain at-risk students, particularly students with disabilities, English Language Learners (ELL's) and students eligible for free and reduced lunch (FRL students):

- In addition to supporting students with disabilities based on the information written in their Individualized Education Plans (IEP's) the school's Child Study Team (CST) reviewed academic and behavior data of struggling students (particularly Special Education, ELL and FRL students) and devised specialized plans to offer additional interventions and supports for these students.
- Teachers met in teams with parents of students with disabilities that were struggling academically for a sustained period of time. In the meetings the teachers worked with families to devise comprehensive support plans that would give the student support both in-school and out-of-school (especially at home) to ensure these students would be academically successful in school
- The school's Family Engagement Director held parent workshops which gave parents strategies to help them better support and monitor their children's progress.
- The school's Special Education Director reviewed IEP's and met with families of students who were having struggles to review IEP's and make modifications as necessary to give these students the best support possible within the school setting.
- Students who had poor academic performance in the previous year were provided with after-school tutoring services. Students with disabilities and ELL students were given priority in being selected for these additional support services

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 08, 2013

Updated Tuesday, March 11, 2014

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/a21b1ad7d65bd8fea053c90c5c436d>

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:

Christina Bonne-Annee

2. Charter School Name:

Fahari Academy Charter School

3. Charter Authorizer:

NYC Department of Education

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...: Committee 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

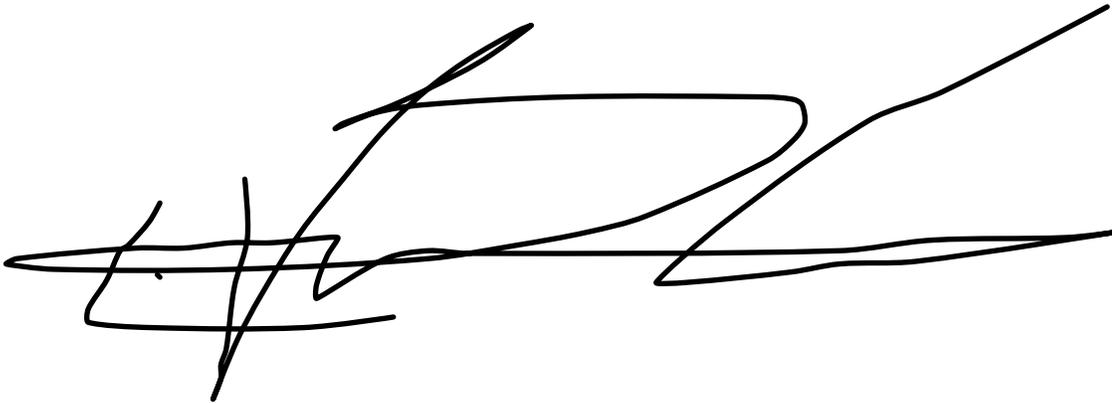
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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, consisting of several overlapping, fluid strokes. The signature is positioned below the text 'Signature of Trustee'.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 11, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/8d29c26c4ab1c18f8f43eb9019b1479>

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:

Elizabeth Lenig

2. Charter School Name:

Fahari Academy Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Vice Chair/Vice President

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Elizabeth J. King". The signature is written in a cursive style with a large initial 'E' and a distinct 'J' and 'K'.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 25, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/1a4137e909049c34e503e289c47de1>

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:

Allison Pierre

2. Charter School Name:

Fahari Academy Charter School

3. Charter Authorizer:

NYC Department of Education

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

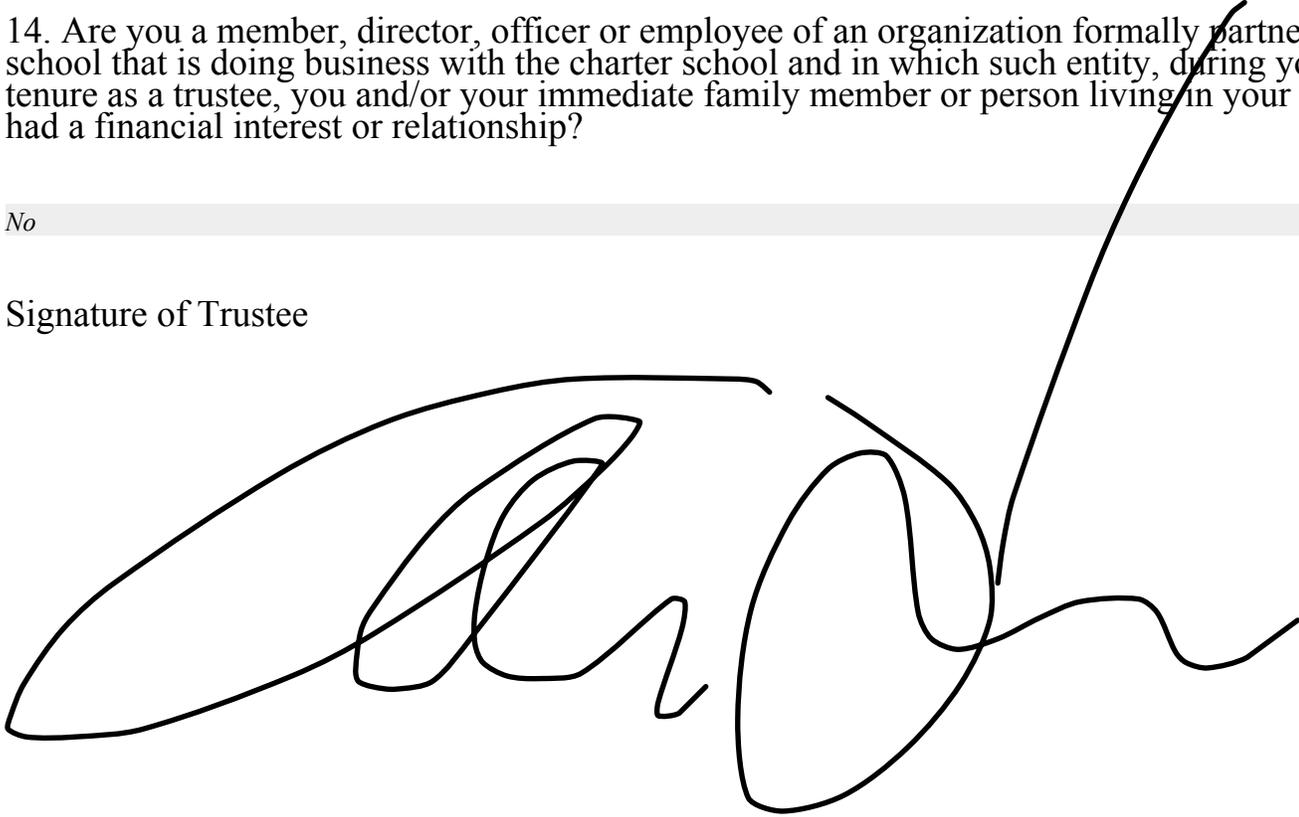
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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 large, stylized handwritten signature in black ink, consisting of several overlapping loops and a long, sweeping line extending upwards and to the right.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 09, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/0fdfd2e7513c8cff16e3e90f56762333>

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:

Jason Starr

2. Charter School Name:

Fahari Academy Charter School

3. Charter Authorizer:

NYC Department of Education

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

- Vice Chair/Vice President

- 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

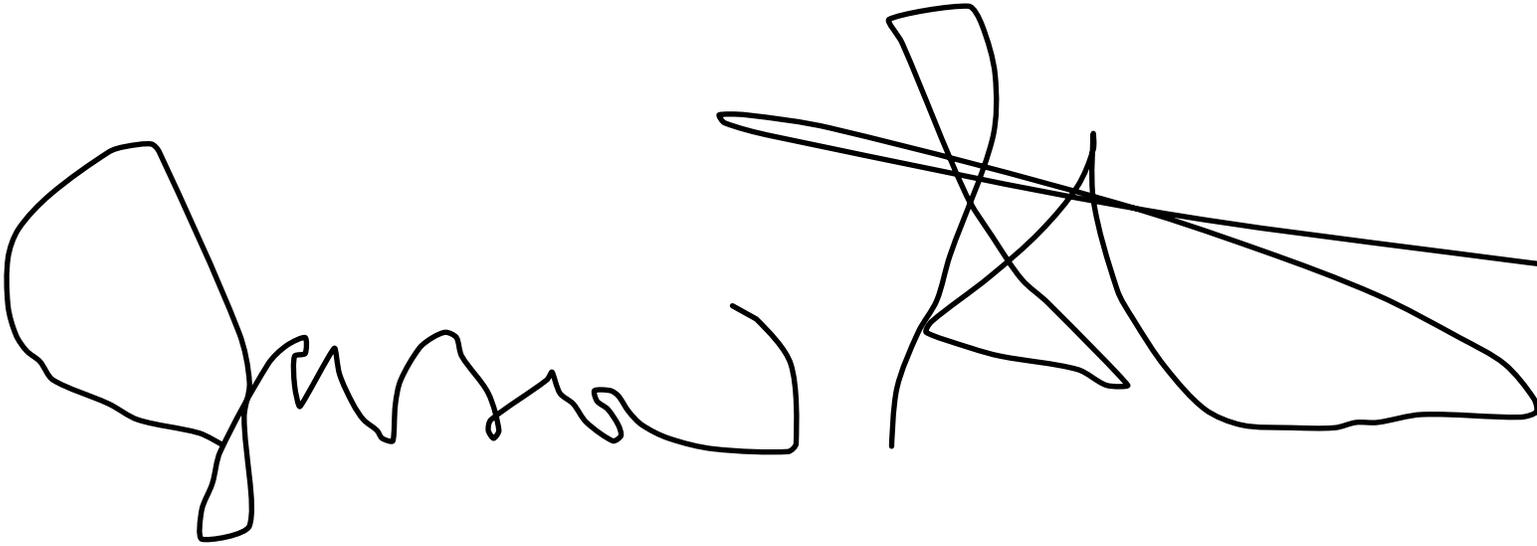
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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

A handwritten signature in black ink, consisting of a large, stylized initial 'D' followed by a series of loops and a long horizontal stroke that ends in a large, sweeping loop.

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 08, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/a93fda7ca220d2d05c7ae142833506>

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:

Steven Yaeger

2. Charter School Name:

Fahari Academy Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

0023

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

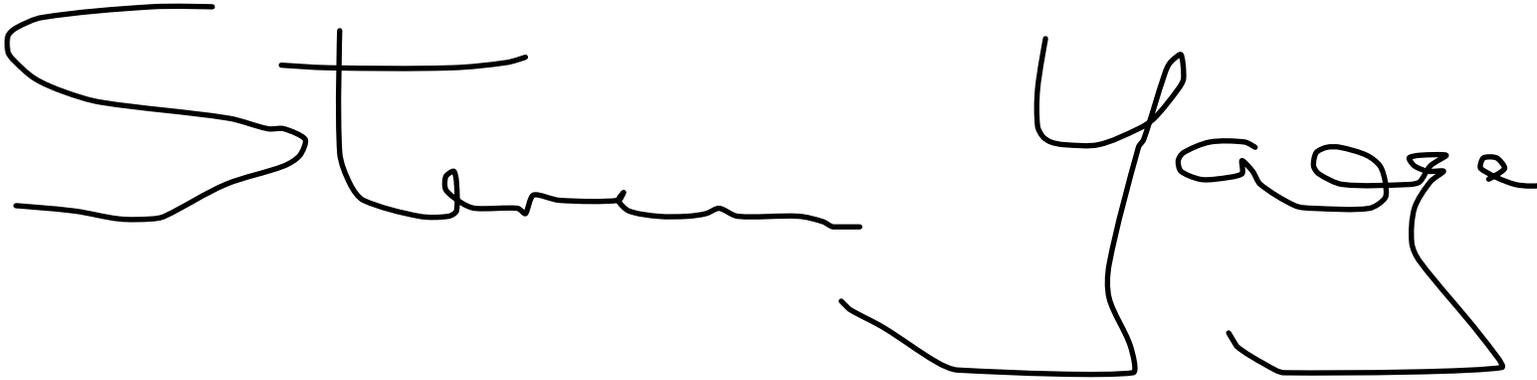
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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

Signature of Trustee

A handwritten signature in black ink that reads "Steven Yager". The signature is written in a cursive style with a large, looped 'S' at the beginning and a long, sweeping underline.