

I. SCHOOL INFORMATION AND COVER PAGE

Created Wednesday, June 26, 2013

Updated Thursday, August 01, 2013

Page 1

1. SCHOOL NAME

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

353100860984 NEW WORLD PREP CS

2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 31

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
26 Sharpe Avenue, Staten Island, NY 10302	718-705-8990	718-442-1583	info@newworldprep.org

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES Contact Name	Jamie Esperon
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)

<http://newworldcharter.org/wordpress/>

6. DATE OF INITIAL CHARTER

2009-10-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2010-09-01 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

- 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/CS D	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	26 Sharpe Avenue, Staten Island, NY 10302	718-705-8990	CSD 31	6-8	No	Rent/Lease
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	Jamie Esperon	[REDACTED]		[REDACTED]
Operational Leader	Amanie Kaur	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact				
Complaint Contact				

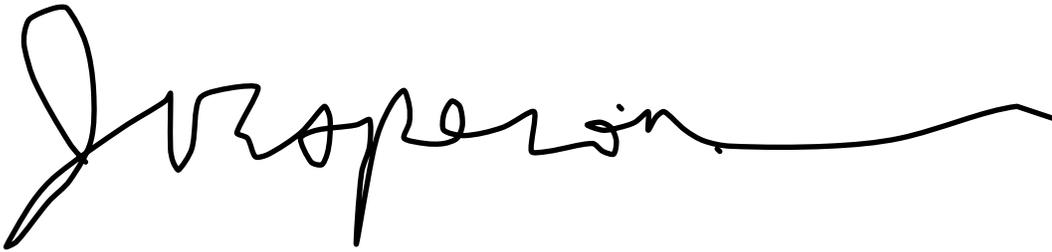
14. Were there any revisions to the school's charter during the 2012-2013 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

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

• Yes

Signature, Head of Charter School

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

Signature, President of the Board of Trustees

Thank you.

Signature Page for President of Board of Trustees

Created Wednesday, July 31, 2013

Page 1

353100860984 NEW WORLD PREP CS

16. My signature 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 stylist on your mobile device to sign your name).

- Yes
-

Signature, Board President

A handwritten signature in black ink, reading "John P. Gohin". The signature is written in a cursive style with a large initial "J" and a distinct "P" and "G".

Thank you.



**New World Preparatory
CHARTER SCHOOL**

**2012-13 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 16, 2013

By Jamie V. Esperon, Principal

New World Preparatory Charter School
26 Sharpe Avenue
Staten Island, NY 10302
(718)705-8990
info@newworldprep.org
www.newworldprep.org

Jamie V. Esperon, Principal, prepared this 2012-13 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
John P. Tobin	Board Chair; Facilities, Academic and Finance committees
Angelo Aponte	Vice President; Facilities and Finance committees
Denis P. Kelleher	Treasurer; Facilities and Finance committees
Rev. Terry Troia	Board Secretary; Academic committee
Araceli Arizmendi	Board Member; Community Engagement committee
Carin Guarasci	Board Member; Academic committee
Jack Minogue	Board Member; Board Recruitment & Personnel committee
Linda Mulligan	Board Member; PTO President
Arnold Obey	Board Member
Emma Vidals	Board Member; Community Engagement committee
Peter Weinman	Board Member

Jamie V. Esperon has served as the Principal since 2010.

INTRODUCTION

New World Preparatory Charter School (“NWP”) will provide an exceptional education for students in grades 6-8 by employing research-proven strategies to raise middle school academic achievement including: academic rigor and relevance, personalization, focused professional development, and meaningful engagement of families and the larger community. We will build on our nation’s promise of opportunity by exemplifying the role social justice holds in shaping a community *of* the people, *by* the people and *for* the people. Our students will graduate from NWP with a strong academic foundation, an awareness of the needs of others, and with the social and emotional readiness needed to succeed in middle school and high school and graduate from college.

Set in a neighborhood in close proximity to the Statue of Liberty, New World Preparatory Charter School will be “a golden door”—a school community where diversity is not just accepted but celebrated. Our school’s design features – academic rigor and relevance, personalization, a focus on professional development, and engaging families and the larger community as critical partners– are specifically targeted toward providing middle school students with the academic, social and emotional foundations to succeed in middle school, high school, college and beyond.

NWP will use a curriculum that is research based and aligned to the Common Core and New York State Learning Standards. Students will benefit from an extended school day with more time on task for mastery of academic subjects. We will have a school-wide focus on critical thinking, reading and writing across all content areas to improve the overall academic performance of every student. Our students will be challenged to develop the habits and dispositions that will enable them to succeed in middle school, be prepared for a college preparatory high school curriculum and be college ready. As opposed to focusing merely on information recall, our students will be challenged in all content areas to cite evidence to support their viewpoints, make connections, consider alternatives, assess importance and understand the connection between what they are learning and its relevance to their life and future success. The curriculum and instructional framework will support student’s preparation for post-secondary education.

We will engage our students around topics that are relevant to their everyday lives. Our board has decided to use a social justice framework as a strategy for engaging students around a curriculum that is relevant to their interests. Some examples of topics that teachers may develop lessons around include health care, environmental issues, civil rights, immigration, the economics of poverty, and the United States’ relationships in a changing world.

Student assessments at NWP will be designed to provide ongoing, useful feedback to staff and students. Our regular classroom assessments, which will be both formal and informal, will include a range of activities such as quizzes, selected responses, open-ended and closed constructed responses, end of unit tests, performance tasks, interviews, open-ended questions and conferences. Our staff will meet regularly to analyze data, review student work and use it to plan instruction. We will incorporate interim assessments quarterly to support a structure for evaluating student progress and identifying students’ needs so that interventions can be integrated into the daily academic program. NWP will analyze classroom, interim assessment and standardized test data to design appropriate interventions and instructional strategies to ensure that student achievement goals are met. Our staff will be trained to deploy instructional methods that are appropriate to the developmental needs of middle grades students.

NWP will present a clear alternative to large, impersonal middle schools by serving less than 375 students and having structured time scheduled to support the social and emotional needs of each child. Each grade level will contain at most 5 classes of no more than 25 students in a class. By keeping the school population and class size small, we will create a school community where each student is known and

supported. Additionally, students in all grade levels will participate in a structured advisory program that will function to further develop relationships that support learning. Each teacher will be assigned a group of approximately 18 students to whom they will serve as an advisor over the course of the students' three years at the school. That teacher will establish a relationship with not only the students but their families as well.

Our school has been designed around a focus on continuous and targeted professional development of our staff. The value our board places on quality professional development is evidenced by our school's academic calendar, thoughtful scheduling decisions, and teacher/principal appraisal systems. On a yearly basis, faculty will participate in a two-week pre-service. Weekly, school will be dismissed early to provide time for school-wide professional development. On a daily basis, teachers will have common planning time will have an opportunity to plan curriculum and lessons together, engage in conversations about students in need of support, determine interventions and learn new strategies and approaches to support their own development as teachers. They will receive coaching from staff developers and feedback from the school's instructional leader.

At NWP, professional development will be results-oriented. Studies of successful school improvement efforts have repeatedly shown that good results depend on the building of a collaborative community of adult learners who accept joint responsibility for student achievement.

School Enrollment by Grade Level and School Year¹

School Year	6	7	8	Total
2009-10	Not Opened			
2010-11	109	No Grade 7 or 8		109
2011-12	89	107	No Grade 8	196
2012-13	97	97	90	284

¹ The below data is based on BEDS day enrollment reports and may not be consistent with the number of students enrolled at the time of exams as listed in the subsequent tables.

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at the school will become proficient in reading and writing of the English language.

Background

NWP used a balanced comprehensive literacy approach to accomplish our mission of producing students who meet or exceed the CCLS. At NWP there was a school-wide emphasis on reading and writing strategies embedded across all content areas so that students are reading, writing, listening and speaking across the curriculum.

A program 'Literacy Leaders' was established where students were provided small group instruction of up to 12 students with a focus on guided reading, vocabulary development and independent reading. In addition the school adopted the Hochman writing program that provided explicit instruction on specific writing strategies to support student improvement. One component of the language arts literature curriculum will be Expeditionary Learning, which is a NY state approved, inquiry based language arts program that combines interpretive discussion and activities with outstanding literature to help all students learn to read for meaning and think critically. Students will learn to understand the text; move to analysis, interpretation, and evaluation; weigh several avenues of meaning, revise thinking, and then convey this thinking in an organized, cogent fashion.

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 3-8.²

Method

The school administered the New York State Testing Program English language arts assessment to students in sixth through eighth grades 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	Not Tested ³	Total
-------	-------	-------------------------	-------

² 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.

³ 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.

	Tested	IEP	ELL	Absent	Enrolled ⁴
6	95	0	0	0	95
7	96	0	0	0	96
8	88	0	0	0	88
All	279	0	0	0	279

Results

In the 2012-13 school year, 14.1% of students in at least their second year achieved proficiency. This included 13% of students in the seventh grade and 15.1% of students in the eighth grade. Since the sixth grade is New World Prep’s incoming grade, all of those students are in their first year.

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
6	12.7%	95		
7	11.4%	96	13.0%	77
8	14.8%	88	15.1%	86
All	12.9%	279	14.1%	163

Evaluation

For 2012-13, NWP did not meet the absolute measure for ELA proficiency. Overall, only 14.1% of students in at least their second year scored at or above the standard for proficiency. The school fell short of its goal of 75% by 60.9 percentage points.

Literacy Leaders will address reading standards and the Hochman writing program will address writing. Although growth was anticipated, students need more time in the program to impact change. The entire instructional staff has been trained in guided reading to facilitate the Literacy Leaders program, and over $\frac{3}{4}$ of the staff has been to the Hochman training. All teachers will be sent to the training this year.

Additional Evidence

4

NWP's seventh grade results for the last two years show a drop of 14.8 percentage points of students achieving proficiency in ELA. Overall, there has been a decrease in 13.7 percentage points from 2011-12 to this year. This reflects the decline in scores also seen throughout the state as curriculum continues to adjust towards the new common core standards. NWP's 7th and 8th grade mean growth percentiles were above the statewide median in ELA. When the 2012 cut scores provided by the SED are used, some improvement is noted: In grade 7, 33.8% of students at least in their second year achieved levels 3 or 4. In 8th grade, 28.6% achieved proficiency.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6	No students in their second year					
7	No Students in 7 th or 8 th Grade Classes		27.8%	90	13.0%	77
8			No 8 th Grade Class		15.1%	86
All			27.8%	90	14.1%	163

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 200.⁵

Results

NWP achieved an aggregate PI scores of 71 in ELA for the 2012-13 school year.

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

⁵ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

	42	45	9	4
--	----	----	---	---

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 45 & + & 9 & + & 4 & = & 58 \\
 & & & & 9 & + & 4 & = & \underline{13} \\
 & & & & & & \text{PLI} & = & 71
 \end{array}$$

Evaluation

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

Leave Blank

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.⁶

Results

14.1% of students in their second year at NWP achieved a level 3 or 4 on the ELA exam compared to 29.4% of seventh and eighth graders in the surrounding community school district.

**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 ⁷	
	Percent	Number Tested	Percent	Number Tested
6	N/A			
7	13.0%	77	30.8%	4279
8	15.1%	86	32.5%	4222

⁶ 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](#).

⁷ The local district refers to Richmond Community School District 31 throughout this report.

All	14.1%	163	29.4%	12,596
-----	-------	-----	--------------	--------

Evaluation

The school did not meet this measure. NWP fell short of the surrounding school district by 15.3 percentage points in the percentage of students achieving proficiency on their ELA exams. In addition, a higher percentage of local district students achieved a proficient level in both the seventh and eighth grades.

Additional Evidence

When compared to the entire District 31, NWP has performed worse than the surrounding school district each of the last two years. This is true both for the school average as well as for individual grades. However, District 31 encompasses a diverse variety of neighborhoods, not all of which are comparable to the student population of NWP. The second chart below compares NWP to middle schools that are geographically close and draw from similar populations of students (including least 25% special education students to match NWP emphasis on serving SPED students). This chart shows that when compared to local schools with similar demographics, NWP's students perform at a similar level.

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				
6	NA						N/A			
7							27.8%	52.6%	13.0%	30.8%
8							N/A		15.1%	32.5%
All							27.8%	52.6%	14.1%	29.4%

2012-13 English Language Arts Performance of Charter School and Comparison Schools by Grade Level

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	New World Preparatory Charter School		IS 49 Bertha A Dreyfus		IS 51 Edwin Markham		John W. Lavelle Preparatory Charter School	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6	N/A							
7	13.0%	77	15.2%	270	22.2%	284	12.6%	95
8	15.1%	86	14.7%	299	22.7%	321	18.6%	70
All	14.1%	163	14.9%	569	22.2%	605	15.2%	165

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.⁸

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

NWP’s overall effect size for the 2011-12 ELA exams was a negative 0.36 translating to a comparative performance that was lower than expected. The school performed marginally better than expected for the sixth grade. However, the seventh grade class performed substantially worse than expected with an effect size of negative 0.78.

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		87	43.7	41.9	1.8	0.12
7		99	25.2	38.1	-12.9	-0.78
8						
All	66.8%	186	33.9	39.9	-6.1	-0.36

School’s Overall Comparative Performance:

⁸ 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.

Lower than expected

Evaluation

The school did not meet this measure as the effect size did not exceed a positive 0.3. For the sixth grade, the school achieved a small positive effect sizes but was still below the target of 0.3. However, the seventh grade had a strongly negative effect size.

Additional Evidence

NWP has improved its effect size in each of the last two years for which data is available. From 2010-11 to the 2011-12 school year, NWP narrowed the gap from its predicted to actual performance from negative 9.6 percentage points to only negative six percentage points.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	N/A					
2010-11	6	72%	108	29.6	39.2	-0.62
2011-12	6-7	66.8%	186	33.9	39.9	-0.36

Goal 1: Growth Measure⁹

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.¹⁰

⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Results

Leave Blank

Summary of the English Language Arts Goal

NWP did not meet its English Language Arts Goal. In addition, the school did not meet any of the applicable measures this year. For both comparative measures, NWP is at a severe disadvantage since these measures do not control for the percentage of special education students. NWP's charter commits the school to serving students with disabilities and so the school serves a far higher percentage of SPED students than the schools it is compared against.

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.	Did Not Achieve
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.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

Action Plan

The school will take the following steps and implement the following programs to improve academic performance.

- A reading intervention for students, guided reading in Literacy Leaders program.
- Hochman writing program
- Expeditionary Learning, state approved ELA curriculum
- Leveled Library to meet students individual needs
- I-Ready diagnostic computer program that provides individualized lessons to meet student needs.

¹⁰ See the Guidelines.

- Increase of Title I services, full time ELA Title I teacher, use of the Successmaker online program for progress monitoring.
- Strategic intervention plan incorporates 7 different target levels

MATHEMATICS

Goal 1: Mathematics

All students at the school will demonstrate competency in the understanding and application of mathematics computation and problem solving.

Background

The math curriculum follows the scope and sequence for NY City and aligned to CCLS. Supported by research based performance tasks and intervention strategies. Teachers provided intensive professional development in developing lesson, tasks and given specific feedback from the math coach. Teachers have received professional development in the analysis of student data to impact instruction and student growth. An increased number of staff has been hired to incorporate second staff member in each class. Targeted intervention services have been implemented through tutorials and individual and small groups.

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 3-8.¹¹

Method

The school administered the New York State Testing Program mathematics assessment to students in sixth through eighth 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 Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹²			Total Enrolled
		IEP	ELL	Absent	

¹¹ 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.

¹² 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.

6	95	0	0	0	95
7	96	0	0	0	96
8	88	0	0	0	88
All	279	0	0	0	279

Results

For the 2012-13 school year, 16.6% of students in their second year achieved a proficient scores on the mathematics exam. Brief narrative highlighting results in the data tables that directly address the measure, i.e. the overall percent of students in at least their second year achieving 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
6	19.0%	95	N/A	
7	13.5%	96	14.3%	77
8	18.2%	88	18.6%	86
All	16.9%	279	16.6%	163

Evaluation

For 2012-13, NWP did not meet the absolute measure for its Math goal. Overall, only 16.6% of students in at least their second year scored at or above a Standard 3. The school fell short of its goal of 75% by 58.4 percentage points or 95 students.

Additional Evidence

NWP's school wide average rate of achieving proficiency for the last two years shows a drop of 15.6 percentage points in Mathematics. This reflects the decline in scores also seen throughout the state as curriculum continues to adjust towards the new common core standards. NWP's mean growth percentiles in Mathematics were above the statewide median on all grade levels. When the 2012 cut scores provided by the SED are used, improvement is noted: In grade 7, 54.5% of students at least in their second year achieved levels 3 or 4. In 8th grade, 50% achieved proficiency.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency		
	2010-11	2011-12	2012-13

	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6	N/A		N/A			
7			32.2%	90	14.3%	77
8			N/A		18.6%	86
All			32.2%	90	16.6%	163

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 200.¹³

Results

NWP achieved an aggregate PI scores of 76 in Mathematics for the 2012-13 school year.

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
	41	42	13	4

$$\begin{array}{rcccccc}
 \text{PI} & = & 42 & + & 13 & + & 4 & = & 59 \\
 & & & & 13 & + & 4 & = & \underline{17} \\
 & & & & & & \text{PLI} & = & 76
 \end{array}$$

Evaluation

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

¹³ In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Leave Blank

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.¹⁴

Results

16.6% of students in their second year at NWP achieved a level 3 or 4 on the Mathematics exam compared to 29.0% of seventh and eighth graders in the surrounding community school district.

**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
6				
7	14.3%	77	28.9%	4296
8	18.6%	86	29.0%	4223
All	16.6%	163	29.0%	8519

Evaluation

The school did not meet this measure. NWP fell short of the surrounding school district by 12.4 percentage points in the percentage of students achieving proficiency on their Mathematics exams.

Additional Evidence

When compared to the entire District 31, NWP has performed worse than the surrounding school district each of the last two years. This is true both for the school average as well as all average grades. However, District 31 encompasses a diverse variety of neighborhoods. The second chart below compares NWP to schools that are physically within a few miles, and draw from similar populations of students (including least 25% special education students to match NWP emphasis on

¹⁴ 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](#).

serving SPED students). This chart shows that when compared to local schools with similar demographics, NWP’s students outperform local schools by a few percentage points in Mathematics.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
6	N/A					
7	N/A		32.2%	65.2%	14.3%	28.9%
8			N/A		18.6%	29.0%
All			32.2%	65.2%	16.6%	29.0%

**2012-13 Mathematics Performance of
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	New World Preparatory Charter School		IS 49 Bertha A Dreyfus		IS 51 Edwin Markham		John W. Lavelle Preparatory Charter School	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6	N/A							
7	14.3%	77	9.6%	271	11.4%	290	13.7%	95
8	18.6%	86	15.0%	294	10.2%	323	15.9%	69
All	16.6%	163	12.4%	565	10.8%	613	14.6%	164

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 to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹⁵

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

¹⁵ 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.

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

NWP's overall effect size for the 2011-12 ELA exams was a negative 0.80 translating to a comparative performance that was lower than expected.

2011-12 Mathematics 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		86	38.4	53.5	-15.1	-0.73	
7		98	33.7	51.6	-17.9	-0.85	
8							
All		66.8%	184	35.9	52.5	-16.6	-0.80

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

Evaluation

The school did not meet this measure as the effect size did not exceed a positive 0.3. For both grades, NWP achieved a negative effect size.

Additional Evidence

NWP's performance has been consistently lower than expected for the past two years as compared to schools with similar percentages of economically disadvantaged students.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size

2009-10	N/A					
2010-11	6	72.0%	109	35.8	48.4	-0.60
2011-12	6-7	66.8%	184	35.9	52.5	-0.80

Goal 1: Growth Measure¹⁶

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.

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

Results

Leave Blank

Summary of the Mathematics Goal

NWP did not meet its Mathematics Goal. In addition, the school did not meet any of the applicable measures this year. However, if you compare NWP to local schools with similar demographics within the same larger school district then the school did achieve the first comparative measure. For both comparative measures, NWP is at a severe disadvantage since these measures do not control for the percentage of special education students. NWP’s charter commits the school to serving students with disabilities and so the school serves a far higher percentage of SPED students than the schools it is compared against.

¹⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	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.	Did Not Achieve
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.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

Action Plan

The school will take the following steps and implement the following programs to improve academic performance.

- CCLS aligned curriculum, scope and sequence of NYC.
- I-Ready diagnostic computer program that provides individualized lessons to meet student needs.
- Increase of Title I services, full time ELA Title I teacher, use of the Successmaker program for progress monitoring.
- Strategic intervention plan incorporates 7 different target levels
- Additional staff to support Math Instruction Teacher and TA in every math class
- Extensive intervention through after school programs and tutorials during the school day
- Increased teacher support by additional coaching staff and PD

SCIENCE

Goal 3: Science
 All students at the school will demonstrate competency in the understanding and application of scientific reasoning.

Background

The science curriculum at New World Preparatory is aligned to the New York City Department of Education Scope and Sequence and is follows the core curriculum materials. In science, students learn concepts through the activities-based modules in grades 6-8. Our school will continue to use these curricula and explore the topics outlined in Tables 1-3 at the end of this section.

In addition, to ensure that our students meet the New York State Science Content Standards and the Common Core Learning Standards (CCLS for English Language Arts & Literacy in Science and Technical Subjects) by graduation, teachers will continue to develop diversified forms of assessment that include diagnostic, formative and summative. These assessments will be used to inform instructional practices and align activities, investigations and assignments. All of these activities are designed to strengthen student learning and understandings in science. These assessments bridge both science learning of concepts and literacy skills where students focus on instructional texts to develop evidence-based reasoning of science phenomena studied in each of the learning units.

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2013. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

In 2012-13, 56.5% of eighth graders achieved proficiency on the State Science Exam.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	56.5%	85	N/A	N/A

Evaluation

The school did not meet this measure. Only 56.5% of students achieved a proficient level on the exam falling short of the 75% goal by 18.5 percentage points.

The science department will continue to meet and review outcomes of all assessments to ensure targeted instruction across all student learning groups are being achieved. The data from the assessments will be examined across whole-class achievement and individual student learning. Teachers will use the data to identify objectives not met by students. Individualized reinforcements will be provided to the students identified by the Inquiry Team. The science team and

administration will strengthen our data-driven decision making approach to instructional planning and implementation by coordinating data action plans, both whole class and individual student level in consultation with our science curriculum coach and our school-wide data coach/specialist.

Additional Evidence

2012-13 was the first year that the science exam was administered at NWP.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8	N/A				56.5%	85
All	N/A				56.5%	85

Goal 3: Comparative Measure

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

Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

Results

The district results for Science have not been released at this time, and so there are no comparative measures to report.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	56.5%	85	N/A	N/A

Evaluation

The district results for Science have not been released at this time, and so there are no comparative measures to report.

Additional Evidence

Since the district results for Science have not been released at this time and this is the first year that NWP has administered the exam, there are no comparative measures to report.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
8	N/A				56.5%	N/A
All	N/A				56.5%	N/A

Summary of the Science Goal

NWP did not achieve its absolute measure for the science goal. At the time of the writing of this report, the science scores for the district have not been released and so the comparative goal cannot be assessed.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Did Not Achieve
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	N/A

Action Plan

The Eighth Grade Intermediate State Science test is comprised of two parts including *Part I: Performance Test* and *Part II: Written Test*. To ensure that students are familiar with the format of each test, students will continue to practice item questions when appropriate and teachers will support their understanding by identifying problem recognition strategies.

Specific to Part I: *Performance Test*: Students are required to effectively use different science equipment including the microscope, measurement tools and classification systems. Students in all grades are introduced to these materials at different points in the curriculum to practice and realize

the importance of these tools to the science discipline. Our eighth grade science teachers will continue to ensure that these laboratory skills are reinforced throughout all four units of study so students are well prepared for this part of the examination.

Specific to *Part II: Written Test*: The combination of the diagnostic, formative and summative assessments administered throughout the academic year across all grade levels will continue to be reviewed to inform instruction. An item analysis of last year’s test is currently underway. The results will provide NWP teachers with more specific information about student performance. This analysis will allow the teachers to identify specific areas of the NY State Performance Standards (<http://www.p12.nysed.gov/ciai/mst/scirg.html>) that may need a greater instructional focus during the academic year.

Table 1: 6th Grade Core Curriculum Materials Aligned to NY State Scope and Sequence

Grade 6	Unit 1 Simple and Complex Machines	Unit 2 Weather	Unit 3 Diversity of Life	Unit 4 Interdependence
Curriculum Materials	FOSS – Levers and Pulleys	FOSS – Weather and Water	Foss – Populations and Ecosystems	

Table 2: 7th Grade Core Curriculum Materials Aligned to NY State Scope and Sequence

Grade 7	Unit 1 Dynamic Equilibrium: The Human Animal	Unit 2 Dynamic Equilibrium: Other Organisms	Unit 3 Interactions between Matter and Energy	Unit 4 Geology
Curriculum Materials	Lab Aids SALI – Body Works	FOSS – Diversity of Life	Foss: Chemical Interactions	Lab Aids Setup – Issues and Earth Science: Unit B (Rocks and Minerals); Unit D (Plate Tectonics)

Table 3: 8th Grade Core Curriculum Materials Aligned to NY State Scope and Sequence

Grade 8	Unit 1 Forces and Motion on Earth	Unit 2 Reproduction, Heredity and Evolution	Unit 3 Earth, Sun and Moon System	Unit 4 Humans in Their Environment: Needs and Tradeoffs
Curriculum Materials	Lab Aids SEPUP: Issues and Physical Science: Force and Motion	Lab Aids SALI: Unit D: Our Genes Ourselves Unit F: Evolution	Foss: Planetary Science	Kid Wind: Wind Turbine Design and Engineering

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

NWP is in good standing this year.

Evaluation

NWP met this measure. The school is in good standing this year.

Additional Evidence

NWP continues to be in good standing under the NCLB system.

NCLB Status by Year

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

Appendix B: Total Expenditures and Administrative Expenditures Per Child

Total Expenditures Per Child: \$16,438

Administrative Expenditures Per Child: \$4,325

NEW WORLD PREPARATORY CHARTER SCHOOL

**FINANCIAL STATEMENTS
WITH INDEPENDENT AUDITOR'S REPORT**

JUNE 30, 2013 AND 2012

NEW WORLD PREPARATORY CHARTER SCHOOL

INDEX

	<u>Page</u>
INDEPENDENT AUDITOR'S REPORT	2-3
FINANCIAL STATEMENTS	
Statements of Financial Position	4
Statements of Activities	5
Statements of Cash Flows	6
NOTES TO FINANCIAL STATEMENTS	7-12
SUPPLEMENTARY INFORMATION	
Schedule of Functional Expenses	13
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	14-15



KOCH GROUP & COMPANY, LLP

CERTIFIED PUBLIC ACCOUNTANTS

353 Seventh Avenue

New York, NY 10001

(212) 631-0700 FAX (212) 631-0109

INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
New World Preparatory Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of New World Preparatory Charter School, which comprise the statement of financial position as of June 30, 2013 and 2012, and the related statements of activities and cash flows for years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

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. 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 New World Preparatory Charter School as of June 30, 2013 and 2012, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

In accordance with Government Auditing Standards, we have also issued our report dated September 24, 2013 on our consideration of New World Preparatory Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be considered in assessing the results of our audits.

Our audits were performed for the purpose of forming an opinion on the basic financial statements of the School taken as a whole. The accompanying schedules of functional expenses are presented for purposes of additional analysis and are not a required part of the basic 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 schedule of functional expenditures is fairly stated in all material respects in relation to the financial statements as a whole.

Lochl Group + Company, LLP
Certified Public Accountants

New York, New York
September 24, 2013

NEW WORLD PREPARATORY CHARTER SCHOOL

STATEMENTS OF FINANCIAL POSITION

JUNE 30,

ASSETS

	<u>2013</u>	<u>2012</u>
CURRENT ASSETS		
Cash	\$ 1,227,373	\$ 453,438
Grants and contracts receivable	38,267	212,125
Prepaid expenses	<u>39,208</u>	<u>8,419</u>
Total Current Assets	1,304,848	673,982
PROPERTY AND EQUIPMENT, at cost, less accumulated depreciation	<u>371,207</u>	<u>467,575</u>
Total Assets	<u>\$ 1,676,055</u>	<u>\$ 1,141,557</u>

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES		
Accounts payable	\$ 113,725	\$ 71,315
Accrued expenses	325,096	188,975
Due to management company	<u>2,476</u>	<u>286</u>
Total Current Liabilities	441,297	260,576
NET ASSETS - UNRESTRICTED	<u>1,234,758</u>	<u>880,981</u>
Total Liabilities and Net Assets	<u>\$ 1,676,055</u>	<u>\$ 1,141,557</u>

See notes to financial statements.

NEW WORLD PREPARATORY CHARTER SCHOOL

STATEMENTS OF ACTIVITIES

YEARS ENDED JUNE 30,

UNRESTRICTED NET ASSETS

	<u>2013</u>	<u>2012</u>
REVENUE, GAINS AND OTHER SUPPORT		
Public School District		
Resident student enrollment	\$ 4,716,897	\$ 3,016,546
Grants and Contracts		
State and local	26,541	106,200
Federal - Title and IDEA	154,605	74,764
Federal - Other	-	342,409
Interest and other income	584	512
Contribution - Foundation/Individual/Corporation	20,582	21,900
Food Service/Child Nutrition Program	92,340	52,159
	<u>5,011,549</u>	<u>3,614,490</u>
EXPENSES		
Program Expenses		
Regular education	3,209,364	1,962,452
Special education	1,198,653	579,008
Supporting Services		
Management and general	249,755	580,116
	<u>4,657,772</u>	<u>3,121,576</u>
Change in Net Assets	353,777	492,914
NET ASSETS		
Beginning of year	880,981	388,067
End of year	<u>\$ 1,234,758</u>	<u>\$ 880,981</u>

See notes to financial statements.

NEW WORLD PREPARATORY CHARTER SCHOOL

STATEMENTS OF CASH FLOWS

YEARS ENDED JUNE 30,

	<u>2013</u>	<u>2012</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Increase in Net Assets	\$ 353,777	\$ 492,914
ADJUSTMENTS TO RECONCILE INCREASE IN NET ASSETS TO NET CASH PROVIDED BY OPERATING ACTIVITIES		
Depreciation	205,731	133,502
Changes in Assets and Liabilities		
Accrued expenses	173,858	(205,108)
Prepaid expenses	(30,789)	8,049
Grants and contracts receivable	2,190	(3,714)
Accounts payable	42,410	52,982
Accrued expenses	136,121	94,355
	<u>883,298</u>	<u>572,980</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Acquisition of fixed assets	<u>(109,363)</u>	<u>(352,656)</u>
	<u>(109,363)</u>	<u>(352,656)</u>
NET INCREASE IN CASH AND CASH EQUIVALENTS	773,935	220,324
CASH AND CASH EQUIVALENTS		
Beginning of year	<u>453,438</u>	<u>233,114</u>
End of year	<u><u>\$ 1,227,373</u></u>	<u><u>\$ 453,438</u></u>

See notes to financial statements.

NEW WORLD PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2013 AND 2012

1. Organization

New World Preparatory Charter School (the “School”), a 501(c)(3) tax-exempt organization, is a middle grade charter school located in Staten Island, New York. The School was granted a five year charter in February 2010 and commenced sixth and seventh grade classes in September 2010. Eighth grade was added in 2012. The School provides an exceptional education for students by employing research-proven strategies to raise middle school academic achievement including academic rigor and relevance, personalization, focused professional development, and meaningful engagement of families and the larger community.

2. Summary of Significant Accounting Policies

a) Basis of Accounting

The accompanying financial statements are prepared on the accrual basis of accounting in accordance with generally accepted accounting principles.

b) Financial Statement Presentation

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

a) Unrestricted net assets – Net assets that are not subject to grant or donor-imposed stipulations.

b) Temporarily restricted net assets – Net assets subject to donor-imposed stipulations that may or will be met, either by actions of the School and/or passage of time. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. There are no temporarily restricted net assets at June 30, 2013 and 2012.

c) Permanently restricted net assets – Net assets subject to grant or donor-imposed stipulations that they be maintained permanently by the School to use all or part of the assets for general or specific purposes. There are no permanently restricted net assets at June 30, 2013 and 2012.

Furthermore, information is required to segregate program service expenses from support expenses.

NEW WORLD PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2013 AND 2012

2. Summary of Significant Accounting Policies (Continued)

c) Cash and Cash Equivalents

The School maintains its cash in bank deposit accounts, which, at times, may exceed federally insured limits. The School has not experienced any losses in such accounts. The School believes it is not exposed to significant credit risk on cash and equivalents.

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

d) Grants and Contributions Receivable

Unconditional promises to give that are expected to be collected within one year are recorded as grants and contribution receivable at net realizable value. Unconditional promises to give that are expected to be collected in future years are recorded at the present value of their estimated future cash flows. The discounts on those amounts are computed using risk-free interest rates applicable to the years in which the promises are received. Conditional promises to give are not included as support until the conditions are substantially met.

e) Contributions

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted net assets depending on the existence or nature of any donor restrictions.

f) Property and Equipment

Purchase of property and equipment are capitalized at cost. Donated assets are capitalized at the estimated fair value at date of receipt. The cost of maintenance and repairs is charged to expense as incurred; significant improvements are capitalized. The School capitalizes additions and significant improvements in excess of \$500. Depreciation is computed using the straight-line method over estimated useful lives of 3 to 7 years.

g) Donated Services

No amounts are reflected in the financial statements for donated services, as the services do not meet the specialized skill requirements prescribed under accounting principles generally accepted in the United States of America.

NEW WORLD PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2013 AND 2012

2. Summary of Significant Accounting Policies (Continued)

h) Revenue Recognition

Revenue from the state and local government resulting from the School's charter status is based on the number of students enrolled and 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 School when qualifying expenditures are incurred and billable. Funds received in advance for which qualifying expenditures have not been incurred are reflected as refundable advances from state and local government grants in the accompanying statement of financial position.

i) Functional Allocation of Expenses

Costs and expenses of various programs and other activities have been analyzed on a functional basis. Accordingly, all costs and expenses incurred have been allocated among the programs and supporting services benefited.

j) Income Taxes

New World Preparatory Charter School filed its application for tax exempt status from the Internal Revenue Service under section 501(c)(3) of the Internal Revenue code to be classified as a publicly supported organization as described in Internal Revenue Code section 509 (A)(1) and 170 (B)(1)(A)(II).

Management believes that the organization has no uncertain tax positions that would require financial statement recognition. The organization filed its initial federal tax return form 990 for the calendar year 2010 which is still subject to income tax examination by federal, state and local tax authorities.

k) Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

NEW WORLD PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2013 AND 2012

3. Pupil Enrollment and Other Revenues from Government Agencies

Under the Charter School Agreement and the Charter Schools Act, the School is entitled to receive funding from governmental sources that are available to public schools. The calculation of the amounts to be paid to the School under these programs is determined by the State, and is based on complex laws and regulations, enrollment levels, and economic information related to the home school districts of the children enrolled in the School. If these regulations, some of which are relatively new in the State of New York, were to change, or other factors included in the calculations were to change, the level of funding that the School receives could vary significantly.

The amounts are based upon actual amounts received as well as estimates by management based upon the best information available at the time. However, actual amounts received, as determined by the funding source, could vary based on changes in the factors used to calculate the amounts owed.

4. Property and Equipment

At June 30, 2013 and 2012, property and equipment consisted of the following:

	2013	2012	Estimated Useful Life
Leasehold improvements	\$ 386,091	\$ 325,895	2 years
Furniture and fixtures	91,097	53,525	7 years
Computer equipment	371,482	359,886	3 years
Office equipment	3,719	3,719	3 years
Telephone equipment	6,852	6,852	3 years
	<u>859,241</u>	<u>749,877</u>	
Less: Accumulated depreciation	<u>(488,034)</u>	<u>(282,302)</u>	
Total	<u>\$ 371,207</u>	<u>\$ 467,575</u>	

5. Accounts Payable and Accrued Expenses

Accounts payable and accrued expenses consist of amounts due to vendors and to staff for payroll earned during the school year but paid out over the summer months.

NEW WORLD PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2013 AND 2012

6. Defined Contribution Plan

The School offers a 401(k) plan for substantially all of its employees. Employees are eligible for the plan immediately upon employment and participation in the plan is voluntary. Employees can make pretax contributions up to a maximum of 100% of their annual compensation, subject to IRS restrictions. The School matches the employee contribution up to 4% of the employee's annual compensation. The employer contribution recognized in the statement of activities was \$20,995 and \$22,849 for the years ended June 30, 2013 and 2012.

Plan assets are held in a separate trust and are not included in the accompanying financial statements. All plan assets are held for the exclusive benefit of the Plan's participants and beneficiaries.

7. Concentration of Risk

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

8. Management

In July 2012, the School entered into an agreement with Victory Schools, Inc. (VSI) d/b/a Victory Education Partners (VEP) to provide services related to certain education and operational aspects of the School. Victory serves as an advisor regarding functions associated with the educational services to be provided to the students at the School and consults with the School with respect to its legal and operational compliance in accordance with the terms of the charter and the Charter School Act. In providing the above services, VEP was paid a fixed service fee in the amount of \$400,000.

In providing the above, Victory is paid a service fee in the amount \$400,000 in 2013. The fee will be increased annually by 2.5%.

Victory is entitled to receive the fees on a bi-monthly basis. Any fee not paid within 30 days of its due date bears interest at an annualized rate of 7.5% per annum until such amount is paid in full.

At June 30, 2013 and 2012 unpaid management service fees of \$0 and \$1,836 is included in due to management company. For the year ended June 30, 2013 and 2012, management service fee totaled \$400,000 and \$378,370.

NEW WORLD PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2013 AND 2012

9. Commitments

The School entered into an operating lease for classroom space and administrative offices. The lease commenced on August 1, 2010 and expires July 31, 2012. Rent expense for the year ended June 30, 2013 and 2012 was \$84,792 and \$91,875.

Commencing August 1, 2012, the School is occupying the space on month-to-month tenancy for \$7,708 per month.

10. Contingency

The School participates in a number of federal and state programs. These programs require that the School comply with certain requirements of laws, regulations, contracts, and agreements applicable to the programs in which it participates. All funds expended in connection with government grants and contracts are subject to audit by government agencies. While the ultimate liability, if any, from such audits of government grants and contracts by government agencies is presently not determinable, it should not, in the opinion of the management, have a material effect on the financial position or results of operations. Accordingly, no provision for any such liability that may result has been made in the accompanying financial statements.

11. Subsequent Events

Management has evaluated subsequent events through September 24, 2013, the date that the financial statements were available to be issued. No significant subsequent events have been identified that would require adjustment or disclosure in the accompanying financial statements.

NEW WORLD PREPARATORY CHARTER SCHOOL

SCHEDULE OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30,
(With Summarized Comparative Information for the Year Ended June 30, 2012)

	Regular Education	Special Education	Total Programs	Management & General	Total 2013	Total 2012
<u>Personnel Expenses</u>						
Salaries and wages	\$ 1,676,420	\$ 625,054	\$ 2,301,474	\$ 93,466	\$ 2,394,940	\$ 1,456,269
Payroll taxes and fringe benefits	266,760	99,461	366,221	14,873	381,094	268,831
Pension	14,696	5,479	20,175	820	20,995	22,849
Total Personnel Expenses	1,957,876	729,994	2,687,870	109,159	2,797,029	1,747,949
<u>Operating Expenses</u>						
Contracted services	252,000	96,000	348,000	52,000	400,000	378,370
- financial and administrative	60,308	22,486	82,794	3,362	86,156	56,296
Consultant - other	14,756	5,502	20,258	823	21,081	36,400
Administrative	8,898	3,317	12,215	496	12,711	10,261
Marketing and recruitment	29,625	11,046	40,671	22,724	63,395	29,222
Insurance	-	-	-	11,800	11,800	10,800
Legal and professional	32,216	12,012	44,228	1,796	46,024	61,192
Repairs and maintenance	59,353	22,130	81,483	3,309	84,792	91,875
Building and land rent and lease	228,029	85,020	313,049	12,713	325,762	131,696
School and staff development	74,312	27,707	102,019	4,143	106,162	61,076
Student services	138,045	51,470	189,515	7,696	197,211	152,448
Supplies and instructional material	73,558	27,426	100,984	4,101	105,085	65,473
Equipment and furnishings	20,885	7,787	28,672	1,164	29,836	37,138
Technology	32,886	12,261	45,147	1,834	46,981	39,125
Utilities	144,008	53,694	197,702	8,029	205,731	133,502
Depreciation	82,609	30,801	113,410	4,606	118,016	78,753
Other expenses						
Total Operating Expenses	1,251,488	468,659	1,720,147	140,596	1,860,743	1,373,627
TOTAL EXPENSES	\$ 3,209,364	\$ 1,198,653	\$ 4,408,017	\$ 249,755	\$ 4,657,772	\$ 3,121,576



KOCH GROUP & COMPANY, LLP

CERTIFIED PUBLIC ACCOUNTANTS

333 Seventh Avenue
New York, NY 10001
(212) 631-0700 FAX (212) 631-0109

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

To the Partners of New World Preparatory Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States, the financial statements of New World Preparatory Charter School, which comprise the balance sheet as of June 30, 2013 and 2012, and the related statements of income and expense, changes in partner's capital, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated September 24, 2013.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered New World Preparatory 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 New World Preparatory Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of New World Preparatory 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 New World Preparatory 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.

Lochl Group + Company, LLP
Certified Public Accountants

New York, New York
September 24, 2013

Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

School Name:	New World Preparatory Charter School
Date (Report is due Nov. 1):	November 1, 2013
School Fiscal Contact Name:	Paul Augello, Victory Education Partners
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Koch Group & Co., LLC
School Audit Contact Name:	Miaoling Lin
School Audit Contact Email:	milin@kgcpas.com
School Audit Contact Phone:	212.631.0700 x20
Audit Period:	2012-13
Prior Year:	2011-12

The following items are required to be included:

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

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

Item	If not included, state the reason(s) below (if not applicable fill in N/A)
Management Letter	N/A
Management Letter Response	N/A
Form 990	Extention filed, expected date of completion 11/30
Federal Single Audit (A-133) ¹	N/A
Corrective Action Plan	N/A

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

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

¹ A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Cir

**New World Preparatory Charter School
Statement of Financial Position
as of June 30**

<u>ASSETS</u>	<u>#NAME?</u>	<u>#NAME?</u>	<u>FIC</u>
<u>CURRENT ASSETS</u>			
Cash and cash equivalents	\$1,227,373	\$453,438	
Grants and contracts receivable	12,938	224,802	
Accounts receivables	25,329	-	
Prepaid Expenses	39,208	8,419	
Contributions and other receivables	-	-	
TOTAL CURRENT ASSETS	1,304,848	686,659	
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	<u>371,207</u>	<u>467,575</u>	
<u>OTHER ASSETS</u>	<u>-</u>	<u>-</u>	
TOTAL ASSETS	<u>1,676,055</u>	<u>1,154,234</u>	
<u>LIABILITIES AND NET ASSETS</u>			
<u>CURRENT LIABILITIES</u>			
Accounts payable and accrued expenses	\$138,095	\$83,703	
Accrued payroll and benefits	300,726	176,586	
Dreferred Revenue	-	12,678	
Current maturities of long-term debt	-	-	
Short Term Debt - Bonds, Notes Payable	-	-	
Other	<u>2,475</u>	<u>286</u>	
TOTAL CURRENT LIABILITIES	441,296	273,253	
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	<u>-</u>	<u>-</u>	
TOTAL LIABILITIES	<u>441,296</u>	<u>273,253</u>	
<u>NET ASSETS</u>			
Unrestricted	1,234,759	880,981	
Temporarily restricted	-	-	
TOTAL NET ASSETS	<u>1,234,759</u>	<u>880,981</u>	
TOTAL LIABILITIES AND NET ASSETS	<u>1,676,055</u>	<u>1,154,234</u>	

**New World Preparatory Charter School
Statement of Activities
as of June 30**

	#NAME?		#NAME?		FIC 19 nu
	Unrestricted	Temporarily Restricted	Total	Total	
REVENUE, GAINS AND OTHER SUPPORT					
Public School District					
Resident Student Enrollment	\$3,808,392	\$-	\$3,808,392	\$2,559,106	
Students with disabilities	908,505	-	908,505	457,441	
Grants and Contracts					
State and local	26,541	100,255	126,796	489,488	
Federal - Title and IDEA	54,350	-	54,350	33,885	
Federal - Other	-	-	-	-	
Other	-	-	-	-	
Food Service/Child Nutrition Program	<u>92,340</u>	<u>-</u>	<u>92,340</u>	<u>52,159</u>	
TOTAL REVENUE, GAINS AND OTHER SUPPORT	4,890,128	100,255	4,990,383	3,592,079	
EXPENSES					
Program Services					
Regular Education	\$3,109,109	\$100,255	\$3,209,364	\$1,947,129	
Special Education	1,198,654	-	1,198,654	590,675	
Other Programs	-	-	-	-	
Total Program Services	4,307,763	100,255	4,408,018	2,537,804	
Management and general	249,755	-	249,755	583,772	
Fundraising	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	
TOTAL OPERATING EXPENSES	4,557,518	100,255	4,657,773	3,121,576	
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	332,610	-	332,610	470,503	
SUPPORT AND OTHER REVENUE					
Contributions					
Foundations	\$-	\$-	\$-	\$-	
Individuals	-	-	-	21,900	
Corporations	-	-	-	-	
Fundraising	20,582	-	20,582	-	
Interest income	493	-	493	39	
Miscellaneous income	94	-	94	472	
Net assets released from restriction	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	
TOTAL SUPPORT AND OTHER REVENUE	21,169	-	21,169	22,411	
CHANGE IN NET ASSETS	353,779	-	353,779	492,914	
NET ASSETS BEGINNING OF YEAR	880,980	-	880,980	388,066	
PRIOR YEAR/PERIOD ADJUSTMENTS	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	
NET ASSETS END OF YEAR	<u>\$1,234,759</u>	<u>\$-</u>	<u>\$1,234,759</u>	<u>\$880,980</u>	

**New World Preparatory Charter School
Statement of Cash Flows**

as of June 30

	#NAME?	#NAME?	FIC
*Please briefly explain any nu			
CASH FLOWS - OPERATING ACTIVITIES			
Increase (decrease) in net assets	\$353,775	\$492,915	
Revenues from School Districts	-	-	
Accounts Receivable	(25,329)	-	
Due from School Districts	-	-	
Depreciation	205,731	148,800	
Grants Receivable	211,864	(214,403)	
Due from NYS	-	-	
Grant revenues	-	-	
Prepaid Expenses	(30,789)	8,049	
Accounts Payable	54,392	54,384	
Accrued Expenses	124,140	92,951	
Accrued Liabilities	-	-	
Contributions and fund-raising activities	-	-	
Miscellaneous sources	-	-	
Deferred Revenue	(12,678)	9,296	
Interest payments	-	-	
Other	2,190	(3,714)	
Other	-	-	
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$883,296	\$588,278	
CASH FLOWS - INVESTING ACTIVITIES			
Purchase of equipment	\$ (109,361)	\$ (367,954)	
Other	-	-	
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$(109,361)	\$(367,954)	
CASH FLOWS - FINANCING ACTIVITIES			
Principal payments on long-term debt	\$ -	\$ -	
Other	-	-	
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$-	\$-	
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$773,935	\$220,324	
Cash at beginning of year	453,438	233,114	
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$1,227,373	\$453,438	

**New World Preparatory Charter School
Statement of Functional Expenses
as of June 30**

		#NAME?							#NAME?	
		Program Services				Supporting Services				
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total	Total	
		\$	\$	\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs										
Administrative Staff Personnel	7.00	305,191	113,791	-	418,982	-	-	-	418,982	380,593
Instructional Personnel	39.00	1,371,229	511,263	-	1,882,492	-	-	-	1,882,492	968,057
Non-Instructional Personnel	3.00	-	-	-	-	-	93,466	93,466	93,466	107,619
Total Salaries and Staff	49.00	1,676,420	625,054	-	2,301,474	-	93,466	93,466	2,394,940	1,456,269
Fringe Benefits & Payroll Taxes		266,760	99,461	-	366,221	-	14,873	14,873	381,094	268,831
Retirement		14,696	5,479	-	20,175	-	819	819	20,994	22,849
Management Company Fees		252,000	96,000	-	348,000	-	52,000	52,000	400,000	378,370
Legal Service		-	-	-	-	-	-	-	-	-
Accounting / Audit Services		-	-	-	-	-	11,800	11,800	11,800	10,800
Other Purchased / Professional / Consulting Services		60,308	22,486	-	82,794	-	3,362	3,362	86,156	56,296
Building and Land Rent / Lease		59,353	22,130	-	81,483	-	3,309	3,309	84,792	91,875
Repairs & Maintenance		32,216	12,012	-	44,228	-	1,796	1,796	46,024	61,191
Insurance		29,625	11,046	-	40,671	-	22,724	22,724	63,395	29,222
Utilities		32,886	12,262	-	45,148	-	1,834	1,834	46,982	39,125
Supplies / Materials		138,045	51,470	-	189,515	-	7,696	7,696	197,211	152,448
Equipment / Furnishings		73,558	27,426	-	100,984	-	4,101	4,101	105,085	65,472
Staff Development		228,028	85,020	-	313,048	-	12,713	12,713	325,761	131,697
Marketing / Recruitment		8,898	3,317	-	12,215	-	496	496	12,711	10,261
Technology		20,885	7,787	-	28,672	-	1,164	1,164	29,836	37,138
Food Service		-	-	-	-	-	-	-	-	-
Student Services		74,312	27,707	-	102,019	-	4,143	4,143	106,162	61,075
Office Expense		14,756	5,502	-	20,258	-	823	823	21,081	36,400
Depreciation		144,008	53,694	-	197,702	-	8,029	8,029	205,731	133,502
OTHER		<u>82,610</u>	<u>30,801</u>	<u>-</u>	<u>113,411</u>	<u>-</u>	<u>4,607</u>	<u>4,607</u>	<u>118,018</u>	<u>78,755</u>
Total Expenses		<u>\$3,209,364</u>	<u>\$1,198,654</u>	<u>\$-</u>	<u>\$4,408,018</u>	<u>\$-</u>	<u>\$249,755</u>	<u>\$249,755</u>	<u>\$4,657,773</u>	<u>\$3,121,576</u>



Charter Schools Institute
The State University of New York

Budget and Quarterly Report Template
for SUNY Authorized Charter Schools

New World Preparatory Charter

Contact Name: Josh Moreau
Contact Email: [REDACTED]
Contact Phone: [REDACTED]

Prior Year: 2012-13
Current Year: 2013-14

**New World Preparatory Charter School
Budget / Operating Plan
2013-14**

Total Revenue	-	1,384,733	-	-	1,401,926	-	-	1,401,926	-	-	1,484,514	-	-
Total Expenses	-	1,235,296	-	-	1,510,535	-	-	1,361,568	-	-	1,539,995	-	-
Net Income	-	149,437	-	-	(108,609)	-	-	40,358	-	-	(55,481)	-	-
Actual Student Enrollment	-	312	-	-	312	-	-	312	-	-	312	-	-
Total Paid Student Enrollment	-	312	-	-	312	-	-	312	-	-	312	-	-

	Prior Year Actual 2012-13	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance

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.

REVENUES FROM STATE SOURCES														
Per Pupil Revenue	CY Per Pupil Rate													
New York City	13,527	-	1,055,106	-	-	1,055,106	-	-	1,055,106	-	-	1,055,106	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	-	1,055,106	-	-	1,055,106	-	-	1,055,106	-	-	1,055,106	-	-
Special Education Revenue		-	297,856	-	-	297,856	-	-	297,856	-	-	297,856	-	-
Grants		-	-	-	-	-	-	-	-	-	-	-	-	-
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	1,352,962	-	-	1,352,962	-	-	1,352,962	-	-	1,352,962	-	-
REVENUE FROM FEDERAL FUNDING		-	-	-	-	-	-	-	-	-	55,882	-	-	
IDEA Special Needs		-	-	-	-	-	-	-	-	-	55,882	-	-	
Title I		-	17,500	-	-	17,500	-	-	17,500	-	17,500	-	-	
Title Funding - Other		-	1,250	-	-	1,250	-	-	1,250	-	1,250	-	-	
School Food Service (Free Lunch)		-	8,596	-	-	25,789	-	-	25,789	-	25,789	-	-	
Grants		-	-	-	-	-	-	-	-	-	-	-	-	
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	-	-	-	-	-	
Other		-	-	-	-	-	-	-	-	-	-	-	-	
Other		-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		-	27,346	-	-	44,539	-	-	44,539	-	100,421	-	-	
LOCAL and OTHER REVENUE		-	4,250	-	-	4,250	-	-	4,250	-	4,250	-	-	
Contributions and Donations		-	4,250	-	-	4,250	-	-	4,250	-	4,250	-	-	
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-	
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	
Interest Income		-	125	-	-	125	-	-	125	-	125	-	-	
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	
Text Book		-	-	-	-	-	-	-	-	-	26,706	-	-	
OTHER		-	50	-	-	50	-	-	50	-	50	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	4,425	-	-	4,425	-	-	4,425	-	31,131	-	-	
TOTAL REVENUE		-	1,384,733	-	-	1,401,926	-	-	1,401,926	-	1,484,514	-	-	

**New World Preparatory Charter School
Budget / Operating Plan
2013-14**

6	Total Revenue	-	1,384,733	-	-	1,401,926	-	-	1,401,926	-	-	1,484,514	-	-
7	Total Expenses	-	1,235,296	-	-	1,510,535	-	-	1,361,568	-	-	1,539,995	-	-
8	Net Income	-	149,437	-	-	(108,609)	-	-	40,358	-	-	(55,481)	-	-
9	Actual Student Enrollment	-	312	-	-	312	-	-	312	-	-	312	-	-
10	Total Paid Student Enrollment	-	312	-	-	312	-	-	312	-	-	312	-	-

	Prior Year Actual 2012-13	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance

EXPENSES

	No. of Positions												
ADMINISTRATIVE STAFF PERSONNEL COSTS													
70	Executive Management	-	-	-	-	-	-	-	-	-	-	-	-
71	Instructional Management	1.00	33,902	-	-	33,902	-	-	33,902	-	-	40,360	-
72	Deans, Directors & Coordinators	2.00	20,625	-	-	20,625	-	-	20,625	-	-	20,625	-
73	CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-
74	Operation / Business Manager	1.00	18,252	-	-	18,252	-	-	18,252	-	-	18,252	-
75	Administrative Staff	3.00	28,160	-	-	28,160	-	-	28,160	-	-	85,160	-
76	TOTAL ADMINISTRATIVE STAFF	7.00	100,939	-	-	100,939	-	-	100,939	-	-	164,397	-

INSTRUCTIONAL PERSONNEL COSTS													
79	Teachers - Regular	34.00	414,083	-	-	483,096	-	-	414,083	-	-	496,596	-
80	Teachers - SPED	2.00	12,065	-	-	14,075	-	-	12,065	-	-	14,075	-
81	Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-
82	Teaching Assistants	4.00	38,492	-	-	44,908	-	-	38,492	-	-	44,908	-
83	Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-
84	Aides	-	-	-	-	-	-	-	-	-	-	-	-
85	Therapists & Counselors	5.00	58,816	-	-	68,619	-	-	58,816	-	-	68,619	-
86	Other	-	37,300	-	-	15,900	-	-	15,900	-	-	15,900	-
87	TOTAL INSTRUCTIONAL	45.00	560,756	-	-	626,599	-	-	539,356	-	-	640,099	-

NON-INSTRUCTIONAL PERSONNEL COSTS													
90	Nurse	-	-	-	-	-	-	-	-	-	-	-	-
91	Librarian	-	-	-	-	-	-	-	-	-	-	-	-
92	Custodian	2.00	16,120	-	-	16,120	-	-	16,120	-	-	16,120	-
93	Security	2.00	12,510	-	-	12,510	-	-	12,510	-	-	12,510	-
94	Other	-	3,000	-	-	3,000	-	-	3,000	-	-	3,000	-
95	TOTAL NON-INSTRUCTIONAL	4.00	31,630	-	-	31,630	-	-	31,630	-	-	31,630	-

96	SUBTOTAL PERSONNEL SERVICE COSTS	56.00	693,325	-	-	759,168	-	-	671,925	-	-	836,126	-
----	---	-------	---------	---	---	---------	---	---	---------	---	---	---------	---

PAYROLL TAXES AND BENEFITS													
100	Payroll Taxes	-	69,332	-	-	75,917	-	-	67,192	-	-	83,613	-
101	Fringe / Employee Benefits	-	85,253	-	-	85,253	-	-	85,253	-	-	85,253	-
102	Retirement / Pension	-	8,882	-	-	8,882	-	-	8,882	-	-	8,882	-
103	TOTAL PAYROLL TAXES AND BENEFITS	-	163,467	-	-	170,051	-	-	161,327	-	-	177,747	-

104	TOTAL PERSONNEL SERVICE COSTS	56.00	856,792	-	-	929,219	-	-	833,252	-	-	1,013,872	-
-----	--------------------------------------	-------	---------	---	---	---------	---	---	---------	---	---	-----------	---

CONTRACTED SERVICES													
108	Accounting / Audit	-	-	-	-	-	-	-	-	-	-	17,000	-
109	Legal	-	250	-	-	250	-	-	250	-	-	250	-
110	Management Company Fee	-	102,500	-	-	102,500	-	-	102,500	-	-	102,500	-
111	Nurse Services	-	-	-	-	23,333	-	-	23,333	-	-	23,333	-
112	Food Service / School Lunch	-	9,456	-	-	28,367	-	-	28,367	-	-	28,367	-
113	Payroll Services	-	4,000	-	-	4,000	-	-	4,000	-	-	4,000	-
114	Special Ed Services	-	-	-	-	667	-	-	667	-	-	667	-
115	Titelment Services (i.e. Title I)	-	10,750	-	-	10,750	-	-	10,750	-	-	10,750	-
116	Other Purchased / Professional / Consulting	-	500	-	-	1,500	-	-	1,500	-	-	1,500	-
117	TOTAL CONTRACTED SERVICES	-	127,456	-	-	171,367	-	-	171,367	-	-	188,367	-

SCHOOL OPERATIONS													
120	Board Expenses	-	1,250	-	-	1,250	-	-	1,250	-	-	1,250	-
121	Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
122	Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
123	Textbooks / Workbooks	-	35,000	-	-	35,000	-	-	-	-	-	26,706	-
124	Supplies & Materials other	-	18,000	-	-	18,000	-	-	-	-	-	-	-
125	Equipment / Furniture	-	27,500	-	-	27,500	-	-	27,500	-	-	27,500	-
126	Telephone	-	6,250	-	-	6,250	-	-	6,250	-	-	6,250	-
127	Technology	-	2,000	-	-	2,000	-	-	2,000	-	-	2,000	-
128	Student Testing & Assessment	-	-	-	-	45,900	-	-	45,900	-	-	-	-
129	Field Trips	-	-	-	-	1,667	-	-	1,667	-	-	1,667	-
130	Transportation (student)	-	-	-	-	1,000	-	-	1,000	-	-	1,000	-
131	Student Services - other	-	-	-	-	1,667	-	-	1,667	-	-	1,667	-
132	Office Expense	-	10,250	-	-	10,250	-	-	10,250	-	-	10,250	-
133	Staff Development	-	-	-	-	109,667	-	-	109,667	-	-	109,667	-
134	Staff Recruitment	-	1,000	-	-	-	-	-	-	-	-	-	-
135	Student Recruitment / Marketing	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	-
136	School Meals / Lunch	-	3,000	-	-	3,000	-	-	3,000	-	-	3,000	-
137	Travel (Staff)	-	2,000	-	-	2,000	-	-	2,000	-	-	2,000	-
138	Fundraising	-	-	-	-	-	-	-	-	-	-	-	-
139	Other	-	4,000	-	-	4,000	-	-	4,000	-	-	4,000	-
140	TOTAL SCHOOL OPERATIONS	-	112,750	-	-	271,650	-	-	218,650	-	-	199,456	-

FACILITY OPERATION & MAINTENANCE

**New World Preparatory Charter School
Budget / Operating Plan
2013-14**

6	Total Revenue	-	1,384,733	-	-	1,401,926	-	-	1,401,926	-	-	1,484,514	-	-
7	Total Expenses	-	1,235,296	-	-	1,510,535	-	-	1,361,568	-	-	1,539,995	-	-
8	Net Income	-	149,437	-	-	(108,609)	-	-	40,358	-	-	(55,481)	-	-
9	Actual Student Enrollment	-	312	-	-	312	-	-	312	-	-	312	-	-
10	Total Paid Student Enrollment	-	312	-	-	312	-	-	312	-	-	312	-	-
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	Variance
159	ENROLLMENT - *School Districts Are Linked To Above Entries*													
160	New York City	-	312	-	-	312	-	-	312	-	-	312	-	-
161	School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
162	School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
163	School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
164	School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
165	School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
166	School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
167	School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
168	School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
169	School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
170	School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
171	School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
172	School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
173	School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
174	School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
175	School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
176		-	-	-	-	-	-	-	-	-	-	-	-	-
177	TOTAL ENROLLMENT	-	312	-	-	312	-	-	312	-	-	312	-	-
178		-	-	-	-	-	-	-	-	-	-	-	-	-
179	REVENUE PER PUPIL	-	4,438	-	-	4,493	-	-	4,493	-	-	4,758	-	-
180		-	-	-	-	-	-	-	-	-	-	-	-	-
181	EXPENSES PER PUPIL	-	3,959	-	-	4,841	-	-	4,364	-	-	4,936	-	-

New World Preparatory Charter School Budget / Operating Plan 2013-14					DESCRIPTION OF ASSUMPTIONS	
6	Total Revenue	5,673,098	5,673,098	-	5,673,098	5,673,098
7	Total Expenses	5,647,394	5,647,394	-	(5,647,394)	(5,647,394)
8	Net Income	25,704	25,704	-	25,704	25,704
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
12						
13						
14						
15	REVENUE					
16	REVENUES FROM STATE SOURCES					
17	Per Pupil Revenue					
18	New York City	13,527				
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				
35	Special Education Revenue	1,191,424	1,191,424	-	1,191,424	1,191,424
36	Grants					
37	Stimulus	-	-	-	-	-
38	DYCD (Department of Youth and Community Developmnt.)	-	-	-	-	-
39	Other	-	-	-	-	-
40	Other	-	-	-	-	-
41	TOTAL REVENUE FROM STATE SOURCES	5,411,848	5,411,848	-	5,411,848	5,411,848
42						
43	REVENUE FROM FEDERAL FUNDING					
44	IDEA Special Needs	55,882	55,882	-	55,882	55,882
45	Title I	70,000	70,000	-	70,000	70,000
46	Title Funding - Other	5,000	5,000	-	5,000	5,000
47	School Food Service (Free Lunch)	85,962	85,962	-	85,962	85,962
48	Grants					
49	Charter School Program (CSP) Planning & Implementation	-	-	-	-	-
50	Other	-	-	-	-	-
51	Other	-	-	-	-	-
52	TOTAL REVENUE FROM FEDERAL SOURCES	216,844	216,844	-	216,844	216,844
53						
54	LOCAL and OTHER REVENUE					
55	Contributions and Donations	17,000	17,000	-	17,000	17,000
56	Fundraising	-	-	-	-	-
57	Erate Reimbursement	-	-	-	-	-
58	Earnings on Investments	-	-	-	-	-
59	Interest Income	500	500	-	500	500
60	Food Service (Income from meals)	-	-	-	-	-
61	Text Book	26,706	26,706	-	26,706	26,706
62	OTHER	200	200	-	200	200
63	TOTAL REVENUE FROM LOCAL and OTHER SOURCES	44,406	44,406	-	44,406	44,406
64						
65	TOTAL REVENUE	5,673,098	5,673,098	-	5,673,098	5,673,098
66						

**New World Preparatory Charter School
Budget / Operating Plan
2013-14**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	5,673,098	5,673,098	-	5,673,098	5,673,098
Total Expenses	5,647,394	5,647,394	-	(5,647,394)	(5,647,394)
Net Income	25,704	25,704	-	25,704	25,704
Actual Student Enrollment					
Total Paid Student Enrollment					

	No. of Positions	Total Year			VARIANCE	
		Original	Current	Variance	Original vs. PY	Current vs. PY
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	-	-	-	-	-	-
Instructional Management	1.00	142,066	142,066	-	(142,066)	(142,066)
Deans, Directors & Coordinators	2.00	82,500	82,500	-	(82,500)	(82,500)
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	1.00	73,008	73,008	-	(73,008)	(73,008)
Administrative Staff	3.00	169,640	169,640	-	(169,640)	(169,640)
TOTAL ADMINISTRATIVE STAFF	7.00	467,214	467,214	-	(467,214)	(467,214)
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	34.00	1,807,858	1,807,858	-	(1,807,858)	(1,807,858)
Teachers - SPED	2.00	52,280	52,280	-	(52,280)	(52,280)
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	4.00	166,800	166,800	-	(166,800)	(166,800)
Specialty Teachers	-	-	-	-	-	-
Aides	-	-	-	-	-	-
Therapists & Counselors	5.00	254,871	254,871	-	(254,871)	(254,871)
Other	-	85,000	85,000	-	(85,000)	(85,000)
TOTAL INSTRUCTIONAL	45.00	2,366,809	2,366,809	-	(2,366,809)	(2,366,809)
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	2.00	64,480	64,480	-	(64,480)	(64,480)
Security	2.00	50,040	50,040	-	(50,040)	(50,040)
Other	-	12,000	12,000	-	(12,000)	(12,000)
TOTAL NON-INSTRUCTIONAL	4.00	126,520	126,520	-	(126,520)	(126,520)
SUBTOTAL PERSONNEL SERVICE COSTS	56.00	2,960,543	2,960,543	-	(2,960,543)	(2,960,543)
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		296,054	296,054	-	(296,054)	(296,054)
Fringe / Employee Benefits		341,011	341,011	-	(341,011)	(341,011)
Retirement / Pension		35,526	35,526	-	(35,526)	(35,526)
TOTAL PAYROLL TAXES AND BENEFITS		672,591	672,591	-	(672,591)	(672,591)
TOTAL PERSONNEL SERVICE COSTS	56.00	3,633,134	3,633,134	-	(3,633,134)	(3,633,134)
CONTRACTED SERVICES						
Accounting / Audit		17,000	17,000	-	(17,000)	(17,000)
Legal		1,000	1,000	-	(1,000)	(1,000)
Management Company Fee		410,000	410,000	-	(410,000)	(410,000)
Nurse Services		70,000	70,000	-	(70,000)	(70,000)
Food Service / School Lunch		94,558	94,558	-	(94,558)	(94,558)
Payroll Services		16,000	16,000	-	(16,000)	(16,000)
Special Ed Services		2,000	2,000	-	(2,000)	(2,000)
Titelment Services (i.e. Title I)		43,000	43,000	-	(43,000)	(43,000)
Other Purchased / Professional / Consulting		5,000	5,000	-	(5,000)	(5,000)
TOTAL CONTRACTED SERVICES		658,558	658,558	-	(658,558)	(658,558)
SCHOOL OPERATIONS						
Board Expenses		5,000	5,000	-	(5,000)	(5,000)
Classroom / Teaching Supplies & Materials		-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-
Textbooks / Workbooks		96,706	96,706	-	(96,706)	(96,706)
Supplies & Materials other		36,000	36,000	-	(36,000)	(36,000)
Equipment / Furniture		110,000	110,000	-	(110,000)	(110,000)
Telephone		25,000	25,000	-	(25,000)	(25,000)
Technology		8,000	8,000	-	(8,000)	(8,000)
Student Testing & Assessment		91,800	91,800	-	(91,800)	(91,800)
Field Trips		5,000	5,000	-	(5,000)	(5,000)
Transportation (student)		3,000	3,000	-	(3,000)	(3,000)
Student Services - other		5,000	5,000	-	(5,000)	(5,000)
Office Expense		41,000	41,000	-	(41,000)	(41,000)
Staff Development		329,000	329,000	-	(329,000)	(329,000)
Staff Recruitment		1,000	1,000	-	(1,000)	(1,000)
Student Recruitment / Marketing		10,000	10,000	-	(10,000)	(10,000)
School Meals / Lunch		12,000	12,000	-	(12,000)	(12,000)
Travel (Staff)		8,000	8,000	-	(8,000)	(8,000)
Fundraising		-	-	-	-	-
Other		16,000	16,000	-	(16,000)	(16,000)
TOTAL SCHOOL OPERATIONS		802,506	802,506	-	(802,506)	(802,506)
FACILITY OPERATION & MAINTENANCE						

New World Preparatory Charter School Budget / Operating Plan 2013-14						DESCRIPTION OF ASSUMPTIONS
6	Total Revenue	5,673,098	5,673,098	-	5,673,098	5,673,098
7	Total Expenses	5,647,394	5,647,394	-	(5,647,394)	(5,647,394)
8	Net Income	25,704	25,704	-	25,704	25,704
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
11						
12		Total Year			VARIANCE	
13		Original	Current	Variance	Original vs. PY	Current vs. PY
143	Insurance	26,000	26,000	-	(26,000)	(26,000)
144	Janitorial	30,000	30,000	-	(30,000)	(30,000)
145	Building and Land Rent / Lease	156,196	156,196	-	(156,196)	(156,196)
146	Repairs & Maintenance	56,000	56,000	-	(56,000)	(56,000)
147	Equipment / Furniture	5,000	5,000	-	(5,000)	(5,000)
148	Security	-	-	-	-	-
149	Utilities	80,000	80,000	-	(80,000)	(80,000)
150	TOTAL FACILITY OPERATION & MAINTENANCE	353,196	353,196	-	(353,196)	(353,196)
151						
152	DEPRECIATION & AMORTIZATION	200,000	200,000	-	(200,000)	(200,000)
153	RESERVES / CONTINGENCY	-	-	-	-	-
154						
155	TOTAL EXPENSES	5,647,394	5,647,394	-	(5,647,394)	(5,647,394)
156						
157	NET INCOME	25,704	25,704	-	25,704	25,704
158						

New World Preparatory Charter School Budget / Operating Plan 2013-14						DESCRIPTION OF ASSUMPTIONS
6	Total Revenue	5,673,098	5,673,098	-	5,673,098	5,673,098
7	Total Expenses	5,647,394	5,647,394	-	(5,647,394)	(5,647,394)
8	Net Income	25,704	25,704	-	25,704	25,704
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
11						
12			Total Year		VARIANCE	
13		Original	Current	Variance	Original vs. PY	Current vs. PY
159	ENROLLMENT - *School Districts Are Linked To Above Entries*					
160	New York City					
161	School District 2 (Enter Name)					
162	School District 3 (Enter Name)					
163	School District 4 (Enter Name)					
164	School District 5 (Enter Name)					
165	School District 6 (Enter Name)					
166	School District 7 (Enter Name)					
167	School District 8 (Enter Name)					
168	School District 9 (Enter Name)					
169	School District 10 (Enter Name)					
170	School District 11 (Enter Name)					
171	School District 12 (Enter Name)					
172	School District 13 (Enter Name)					
173	School District 14 (Enter Name)					
174	School District 15 (Enter Name)					
175	School District - ALL OTHER					
176						
177	TOTAL ENROLLMENT					
178						
179	REVENUE PER PUPIL					
180						
181	EXPENSES PER PUPIL					

Appendix E: Disclosure of Financial Interest Form

Created Monday, July 01, 2013

Updated Friday, July 19, 2013

Page 1

353100860984 NEW WORLD PREP CS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 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 Tuesday, July 30, 2013

Updated Wednesday, July 31, 2013

Page 1

353100860984 NEW WORLD PREP CS

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	John P. Tobin	Chair/President	Yes	Executive VP Siemens Foundation, Principal Brooklyn Technical High School, Former Assistant to Chancellor NYC (3 Chancellors), other high school positions	Elected March 2010	Facilities; Academic; Finance
2	Angelo Aponte	Vice Chair/Vice President	Yes	State & City Government positions, Vice President College of Staten Island, Educator	Elected in 2011	Facilities; Finance
3	Denis P. Kelleher	Treasurer	Yes	Member of New York Stock Exchange/Founder and Chief Executive officer Wall Street Access	Elected in March 2010	Finance; Facilities
4	Rev. Terry Troia	Secretary	Yes	Executive Director Project Hospitality, Chair Board of Directors Housing network, NYC HIV & Health and Human Services, Planning Committee, Supportive Services	Elected March 2010	Academic
5	Araceli Arizmendi	Member	Yes	Community involvement	Elected in March 2010	Community Engagement
6	Carin Guarasci	Member	Yes	Professor of Literacy & Project manager of new teacher academy, Wagner College	Elected in March 2010	Academic
7	Jack Minogue	Member	Yes	Administrator of St George School, High School Teacher, Reporter for Staten Island Advance,	Elected in March 2010	Personnel
8	Linda Mulligan	Member	Yes	PTO President	Elected in September 2011	
9	Arnold Obey	Member	Yes	Principal/educator	Elected in December 2012	
10	Emma Vidals	Member	Yes	Founder El Centro, Del Immigrante, Staten Island representative to Association TePeyac Citywide Mexican Not for Profit	Elected in March 2010	
11	Peter Weinman	Member	Yes	Lawyer, NY & NJ	Elected in March 2010	

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

0

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

13

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

9

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

10

Thank you.

Appendix H: Enrollment and Retention Efforts

Describe the efforts the charter school has utilized in 2012-2013 and a plan for efforts to be taken in 2013-2014 to attract and retain a greater enrollment of students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch.

Listed in the chart below are the strategies used by staff to recruit and retain students.

	Special Education	ELL	Free and Reduced Lunch
Enrollment	Advertising on the New World Preparatory Charter School website included information on the special education program. Staff visited Staten Island elementary schools and were available during open houses and parent tours. The Special Education Consultant was also available to assist and support Parents with any questions they had about the school's program.	<p>New World Prep has a lottery preference for ELL students.</p> <p>In addition, flyers and applications were translated into Spanish and translators were present at school Open Houses.</p> <p>The school used a direct mailing campaign to local zip codes which included areas with a high percentage of ELL students.</p> <p>Staff visited local Staten Island elementary schools to recruit students.</p>	<p>The school used a direct mailing campaign to local zip codes which included areas with a high percentage students receiving Free and Reduced lunch.</p> <p>Staff visited local Staten Island elementary schools to recruit students.</p>
Retention	A special education consultant trained teachers with a professional development session on Articulation and support with CSE. The school also holds through regular meetings with students and offers after school tutoring	<p>The ESL Teacher/Coordinator provides academic support to ELL students regularly and attends PD sessions throughout the year to support this work.</p> <p>The family resource coordinator holds classes to support second language parents and maintains communication throughout</p>	<p>Two parent workshops are scheduled before the beginning of the year to familiarize parents with school culture and provide support.</p> <p>The family resource coordinator holds parent academy classes and maintains communication throughout the year.</p>

	for academic support	the year. Bilingual staff members are available to translate at school events.	
--	----------------------	---	--

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 01, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/d3495c9c2a4a8801655c609204>

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:

Peter J. Weinman

2. Charter School Name:

New World Preparatory Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

Variable	Response
4. *Your Home Address: Street Address	[REDACTED]
4. *Your Home Address: City/State	[REDACTED]
4. *Your Home Address: Zip	[REDACTED]

5. *Your Business Address

Variable	Response
5. *Your Business Address Street Address	[REDACTED]
5. *Your Business Address City/State	[REDACTED]
5. *Your Business Address Zip	[REDACTED]

6. *Daytime Phone Number:

[REDACTED]

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

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

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 Tuesday, July 09, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/ef829687a40bbc3c350125d976>

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:

Linda Mulligan

2. Charter School Name:

New World Preparatory Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

Variable	Response
4. *Your Home Address: Street Address	██████████
4. *Your Home Address: City/State	██████████
4. *Your Home Address: Zip	██████

5. *Your Business Address

Variable	Response
5. *Your Business Address Street Address	████
5. *Your Business Address City/State	(No response)
5. *Your Business Address Zip	(No response)

6. *Daytime Phone Number:

██████████

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Parent Representative
-

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

No

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

No

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

No

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

No

Signature of Trustee

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

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 16, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/bc6bf04a00fb1a23fa0b91a2753>

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:

Denis P. Kelleher

2. Charter School Name:

New World Preparatory Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

Variable	Response
4. *Your Home Address: Street Address	[REDACTED]
4. *Your Home Address: City/State	[REDACTED]
4. *Your Home Address: Zip	[REDACTED]

5. *Your Business Address

Variable	Response
5. *Your Business Address Street Address	[REDACTED]
5. *Your Business Address City/State	[REDACTED]
5. *Your Business Address Zip	[REDACTED]

6. *Daytime Phone Number:

[REDACTED]

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

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

Denis P. Kelleher

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 22, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/c6272130fe8f46968680d3a856>

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:

John P. Tobin

2. Charter School Name:

New World Preparatory Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

Variable	Response
4. *Your Home Address: Street Address	[REDACTED]
4. *Your Home Address: City/State	[REDACTED]
4. *Your Home Address: Zip	[REDACTED]

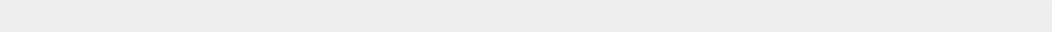
5. *Your Business Address

Variable	Response
5. *Your Business Address Street Address	[REDACTED]
5. *Your Business Address City/State	(No response)
5. *Your Business Address Zip	(No response)

6. *Daytime Phone Number:

[REDACTED]

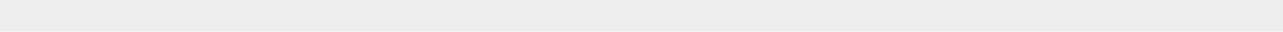
7. *E-mail Address:

 
8. Select all positions you held on Board:

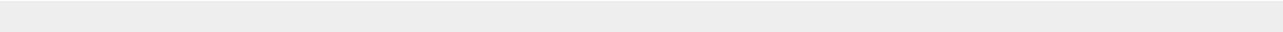
(check all that apply)

-
- 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 

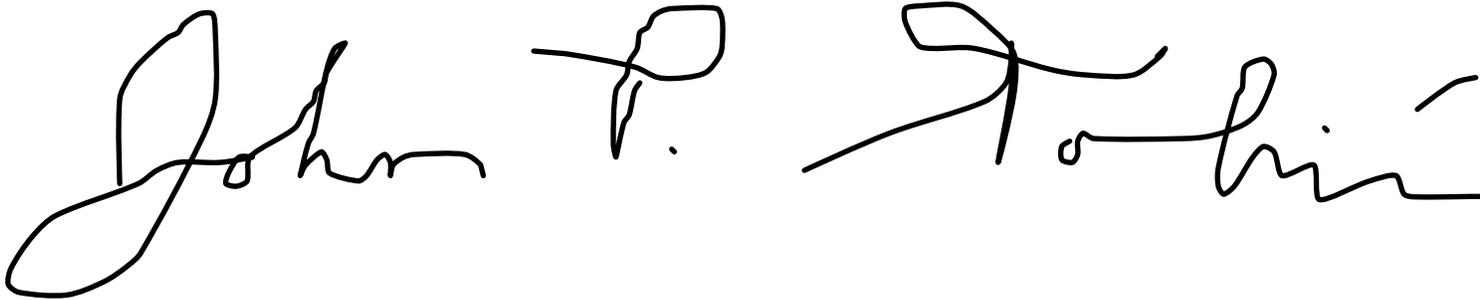
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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, reading "John P. Tobin". The signature is written in a cursive style with a large initial "J" and a distinct "P." followed by "Tobin".

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Monday, July 22, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/3235e5fbf3803cb2340bcbe70a1>

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:

Carin Guarasci

2. Charter School Name:

New World Preparatory Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

Variable	Response
4. *Your Home Address: Street Address	[REDACTED]
4. *Your Home Address: City/State	[REDACTED]
4. *Your Home Address: Zip	[REDACTED]

5. *Your Business Address

Variable	Response
5. *Your Business Address Street Address	[REDACTED]
5. *Your Business Address City/State	[REDACTED]
5. *Your Business Address Zip	[REDACTED]

6. *Daytime Phone Number:

[REDACTED]

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Other, please specify...: Vice Chair of Academic 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

Carin Guavas

Required Form: Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 24, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/c6f42a41cb8dc66413cf96f82db>

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:

ARNOLD OBEY

2. Charter School Name:

New World Preparatory Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

Variable	Response
4. *Your Home Address: Street Address	[REDACTED]
4. *Your Home Address: City/State	[REDACTED]
4. *Your Home Address: Zip	[REDACTED]

5. *Your Business Address

Variable	Response
5. *Your Business Address Street Address	[REDACTED]
5. *Your Business Address City/State	(No response)
5. *Your Business Address Zip	(No response)

6. *Daytime Phone Number:

[REDACTED]

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

Page 2

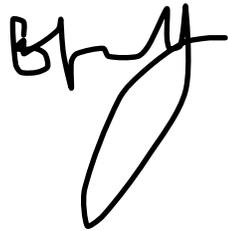
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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 Saturday, August 03, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/592b4801fad084ea94887e1f68>

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:

John C. Minogue Jr.

2. Charter School Name:

New World Preparatory Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

Variable	Response
4. *Your Home Address: Street Address	[REDACTED]
4. *Your Home Address: City/State	[REDACTED]
4. *Your Home Address: Zip	[REDACTED]

5. *Your Business Address

Variable	Response
5. *Your Business Address Street Address	[REDACTED]
5. *Your Business Address City/State	(No response)
5. *Your Business Address Zip	(No response)

6. *Daytime Phone Number:

[REDACTED]

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 response)

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

Variable	Response
[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	(No response)
[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	(No response)
[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	(No response)
[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	(No response)

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