

The State Education Department
The University of the State of New York

Office of School Improvement (Regional)
Public School Choice Programs
462 EBA
Albany, New York 12234
518-474-1762

Charter School Annual Report
2006__ - 2007__

Charter School Information and Cover Page

Name of Charter School East New York Preparatory Charter School

Address 400 Ashford St., Rm 209

Brooklyn, NY 11207

Telephone 718-277-0213

Fax 718-474-0787

BEDS # 331900860895

District/CSD of Location: Kings County

Charter Entity New York City DOE Certified

Head of School (Contact Person) Sheila Joseph, Esq.

(print name)

E-mail address of contact person: sheila@eastnyprep.org

President, Board of Trustees: Marsha Scipio, Esq.

(print name)

E-mail address and Phone Number of Board President: mscipio@legaloutreach.org; Legal Outreach; 157 Montague Street; 3rd Floor; Brooklyn, NY 11201; (718) 797-3396.

Section I

Student Assessment Data

This section refers to the academic achievement of your students on all standardized tests, including all State exams. For the State Assessment results, please provide the percent of students scoring at Levels 1 – 4 on each State Assessment in English Language Arts and Mathematics, for grades 3 – 8 (as applicable). For those years in which assessments were not administered in grades 3 and 5 – 7, please leave those cells blank. Longitudinal data are being requested back through the 2005-06 school year. If the school was not in operation during any of the previous years, or if it did not serve students in grades for which there was a State exam, please leave those rows blank.

For all other standardized assessment results, provide the following information for each assessment, by grade, using the chart provided. Complete a separate chart for each subtest. This should also be used to report portfolio assessment data.

1. the full name of each assessment (not an acronym). Include portfolios and any performance-based assessment as well;
2. the name of each sub-test that was given (if applicable);
3. the grade of the students being tested;
4. the date the assessment(s) was/were given;
5. the number of students enrolled in the grade on the date the assessment(s) was/were given;
6. the number of students who were absent on the date that the assessment(s) were administered;
7. the number of students who were exempted from such assessment(s) per their IEP;
8. the number of students who were exempted from such assessment(s) as a result of their ELL/LEP status;
9. the number of students who were actually assessed;
10. the score obtained for each grade level (be sure to indicate the type of score being reported, e.g., percentile, normal curve equivalent, percent passing);
11. if applicable, include the qualitative levels of the scores (e.g. percent passing with distinction, percent achieving mastery); and,
12. any other evaluative data that describe the performance of your students on the assessments given.

Progress Toward Goal Attainment

State each goal in your charter, and provide a narrative that describes the type and amount of progress made toward attaining that goal. Provide specific examples, and indicate the measures that were used to determine such progress. If the goal has not been met, describe why you think it was not met, and the efforts that you will undertake in the following year to attain it. Charter schools authorized by the Trustees of the State University of New York may attach a copy of their Accountability Plan and a report of the progress made towards meeting the goals and objectives described in the Plan.

*Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2006-07 Annual Report*

Name of Charter School: East New York Preparatory Charter School

Grades 3 – 8 State ELA Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2006-07																								
2005-06																								

Grades 3 – 8 State Math Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2006-07																								
2005-06																								

East New York Preparatory Charter School's first year of operation was 2006-2007. During that period we had only kindergarten and first grade classes. We therefore have no results for the assessments above.

***Student Assessment Data
2006-07***

Name of Charter School: East New York Preparatory Charter School

Name of Test: Eclas 2

Subtest: _____

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score <i>(Indicate Type of Score, e.g., NCE)</i>	Qualitative Level and Percent Attaining*	Other **
Kindergarten	Week of Sept. 6, 2006	36	0	0	0	36	NA – first score is K-mid	NA	
First	Week of Sept. 6, 2006	65	0	0	0	65	43%	NA	
Kindergarten	Week of Jan. 8, 2007	36	0	0	0	36	100%	NA	
First	Week of Jan. 8, 2007	66	0	0	0	66	58%	NA	
Kindergarten	Week of May 1, 2007	37	0	0	0	37	81%	NA	
First	Week of May 1, 2007	62	0	0	0	62	68%	NA	

*If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

Progress Toward Goal Attainment

East New York Preparatory (“East New York Prep”) will provide a rigorous educational program and disciplined learning environment that prepares each student, without exception, to succeed on each school-wide assessment (i.e., State, City, Nationally-normed, and Authentic) administered at the school¹. Continuous improvement and students’ success will be established as the foremost priorities of school leaders, teachers, students, and families. To that end, East New York Prep set the following goals in our charter for our students’ and school’s achievement:

Academic Goals

Goal 1: Students will meet or exceed state standards for mastery of skills and content knowledge in English Language Arts (ELA), Mathematics, Science, and Social Studies.

(a): 80% of students will score proficient (i.e. at level three) or better on New York State and/or City ELA, Math, Science or Social Studies assessments for grades 3 to 5².

East New York Preparatory Charter School’s first year of operation was 2006-2007. During that period we had only kindergarten and first grade classes. We therefore have no results for the assessments above.

(b): 80% of students will score on grade level or above for 80% of skills tested on E-Class 2 assessments for grades K-3.

East New York Preparatory Charter School’s first year of operation was 2006-2007. During that period we had only kindergarten and first grade classes. These students were administered the E-CLAS2 assessments during the school year. At the conclusion of the school year, 73% of our students tested at or above grade level. Therefore, we fell short of our goal by 7%. For East New York Prep, this represents approximately 7 students.

For the 2006-2007 school year, East New York Prep fell short of this target due to many challenges faced with the start-up of the new school. The primary challenge that was entirely unexpected and difficult to mitigate was the strain of the shared facility arrangement endorsed day the Department of Education. Rather than being able to focus solely on teaching and learning, the school’s instructional leader spent the better part of the school year negotiating the use of common space such as restrooms for students.

As background, East New York Prep began sharing a Department of Education building with another public elementary school in the Fall of 2006. The facility designation was made in the late summer of 2006. Prior to that time, East New York Prep’s school leadership and Board were struggling with the notion that they might not open their doors for the coming school year. This belief came as a result of having our first facility designation removed from the school’s leadership and Board exactly one week after the school held its student lottery, in April of 2006.

¹ The administration of all standardized tests at East New York Prep will be independently monitored to ensure accuracy and validity. East New York Prep will include the assessor’s statement of findings in our annual report.

² It is anticipated that beginning with the 2005-6 school year, New York State will begin administering an ELA and Math exam in each grade from 3rd to 8th, possibly replacing city-wide exams. Until such time as citywide tests are phased out, East New York Prep will administer both City and State mandated exams. Additionally, East New York Prep will administer any exams that become mandated as a result of NCLB. Should East New York Prep be granted a 2nd charter, we will also explore the feasibility of administering several NYS Regents exams in the 8th grade.

From April to July, after the school learned that its original facility designation was removed and without word from the Department of Education as to where the school would be located, many teachers and operational support staff sought employment elsewhere. By the time the Department of Education notified East New York Prep that we would have a facility, we were without approximately 90% of our staff. At this time, not wanting to disappoint the families and community of East New York that played an instrumental part in getting the school chartered, we decided to proceed with the school's opening. With the late date, the school began staff recruitment efforts and was slowly able to hire enough staff to open our school doors, while still falling short of the number of instructional staff outlined in our charter. That hiring continued throughout the school year. However, based on our end of year test results, we are certain that the fact that we were forced to hire our second-tier candidates and the fact that we did not reach full staffing goals hampered our ability to reach the instructional needs of all of our students.

Moreover, once our doors opened in September of 2007 matters in the building did not improve. The Department of Education refused to enter into a written Shared Use Agreement as is customary when entering into a shared space arrangement. This lack of clarity and accountability created a situation whereby East New York Prep was outright thwarted in our ability to implement the terms of our charter. Our kindergarten and first grade students were precluded from using either of the two restrooms on the floor the school occupies. Nor were the students allowed to use the bathrooms located one floor above. Instead, the early elementary aged students were forced to use the bathrooms in the basement, some four full flights below our classrooms. Needless to say, East New York Prep averaged 4-5 student bathroom accidents each day in addition to over a dozen violent attacks on our children (including robberies). At no time did the Department of Education intervene to compel the co-Principal to equitably allow the public school students attending East New York Prep to utilize the bathrooms in the building. Instead, in March of 2007, tired with the number of calls to their homes and workplaces in search of changes of clothing or early pick-up due to the fact that their children had yet again soiled their clothing, parents of East New York Prep sent a petition to the Chancellor asking for assistance in obtaining access to at least one of the bathrooms on the floor in which the school is located. This matter was resolved in March of 2007. With this matter resolved, the Instructional Leader at East New York Prep was still placed in a position where she needed to start negotiating other facility issues such as: reducing the large amount of foot traffic that the co-location directed through East New York Prep and negotiating the use of vacant classrooms so that our one Reading Intervention teacher could provide services to students who were falling short of reaching our charter goals. Please keep in mind that our charter goal was to have additional intervention teachers for each class, not just one for the entire school. However, our lack of space, and the DOE's unwillingness to compel or co-Principal to equitably share space resulted in East New York Prep being without the classroom or office space needed to provide the academic intervention services needed to fully effectuate the charter. Notwithstanding, we believe that meeting a goal of 73% (7 students shy of our goal) was an impressive showing considering the challenges present with the basic start-up of an institution coupled with the added strain of the shared facility arrangement we faced last year.

Moving into next year, East New York Prep has hired a fulltime Special Education Coordinator and three Intervention teachers (one for each grade) to provide instructional support to the students that are struggling to meet grade appropriate benchmarks throughout the school year.

(c): Each cohort³ of students at East New York Prep will improve their mean score on a nationally-normed assessment (such as the Stanford 10 or Test of NYS Standards (TONYSS⁴) by an average of three percentiles per year over the course of the charter until they have reached a cohort average of the 75th percentile, at which point cohorts will maintain or improve their level of performance. All students in each grade will be included in the assessments with the exception of those whose IEPs exclude it.

East New York Preparatory Charter School's first year of operation was 2006-2007. During that period we had only kindergarten and first grade classes. This cohort of students was assessed with the nationally-normed assessment called the Iowas. At the conclusion of the next school year, we will be able to determine the number of percentile points our cohort of students grew from year one to year two. We therefore have no results for the assessments above.

(d): A greater percentage of students enrolled at East New York Prep for two or more years will perform at or above Level 3 on New York State and/or City standardized ELA, Math, Science, and Social Studies exams than students enrolled at comparable⁵ public schools within the district.

East New York Preparatory Charter School's first year of operation was 2006-2007. During that period we had only kindergarten and first grade classes. We therefore have no results for the assessments above.

(e): Students whose IEPs exclude their participation in any of the above assessments will show continuous improvement in tests taken in accordance with their IEPs.

East New York Preparatory Charter School's first year of operation was 2006-2007. During that period this goal was not applicable. We therefore have no results for the assessments above.

(f): Beginning in 3rd grade, 80% of students enrolled at East New York Prep for two or more years will score proficient or better on our comprehensive yearly exams aligned with the scientific content, historical content, and geographic region(s) studied in that grade.

East New York Preparatory Charter School's first year of operation was 2006-2007. During that period we had only kindergarten and first grade classes. We therefore have no results for the assessments above.

(g): Beginning in 3rd grade, at the close of each of three marking periods⁶, students at East New York Prep will submit for evaluation one of their essays or writing projects completed in response to a work of literary merit (such as selections from the Great Books Foundation). Submissions will be externally evaluated by outside teachers and other qualified experts (agreed to and approved by the school's authorizer) using a rubric assessing mastery of specific Language Arts learning standards. According to evaluators, 80% of East New York Prep students will score proficient or better each year.

³ For the purposes of this Goals section, a cohort is defined as the same group of students from year to year.

⁴ Given the current restriction on the use of Terra Nova in NYC beyond district schools, East New York Prep is selecting an alternate assessment, but should such restriction be lifted (or should DOE authorized charter schools be deemed non-restricted Terra Nova purchasers), East New York Prep would ideally select use of Terra Nova due to its alignment with NYS standards and our resulting ability to conduct further 'apples to apples' comparisons with surrounding NYC public schools.

⁵ Comparable schools are local public schools serving a similar student demographic (race, ethnicity, poverty, etc.).

⁶ We anticipate having three marking periods ending in the months of December, March, and June.

East New York Preparatory Charter School's first year of operation was 2006-2007. During that period we had only kindergarten and first grade classes. We therefore have no results for the assessments above.

(h): Beginning in grade 4, at the close of each of three marking periods, students at East New York Prep will self select and submit for evaluation a mathematics project based on disciplines with strong roots in Math (such as architecture, business or engineering). Submissions will be externally evaluated by outside teachers and other qualified experts (agreed to and approved by the school's authorizer) using a rubric assessing mastery of specific National, City, and State Math and Applied Learning Standards. According to evaluators, 80% of East New York Prep students will score proficient or better each year.

East New York Preparatory Charter School's first year of operation was 2006-2007. During that period we had only kindergarten and first grade classes. We therefore have no results for the assessments above.

(i): Beginning in 4th grade, at the close of each of three marking periods, students at East New York Prep will demonstrate their understanding of the scientific method by self selecting and submitting for evaluation a science project or experiment based on the fundamentals of Science (Life Science, Earth Science and Physical Science). Submissions will be externally evaluated by outside teachers and other qualified experts (agreed to and approved by the school's authorizer) using a rubric assessing mastery of specific City and State Science and Applied Learning Standards. According to evaluators, 80% of East New York Prep students will score proficient or better each year.

East New York Preparatory Charter School's first year of operation was 2006-2007. During that period we had only kindergarten and first grade classes. We therefore have no results for the assessments above.

Goal 2: East New York Prep will instill in its students an understanding of the virtues of strong character (tolerance, hard work, integrity, no excuses, knowledge), and a shared vocabulary with which to discuss character and integrity, and will build a community in which students demonstrate those virtues in their daily behavior.

(a): By the end of their fifth grade year, 80 percent of all students will be able to adequately define, in writing, each of the five virtues and will be able to describe in writing concrete examples of times when those virtues have been demonstrated by their classmates and members of the school community.

East New York Preparatory Charter School's first year of operation was 2006-2007. During that period we had only kindergarten and first grade classes. We therefore have no results for the assessments above.

(b): A panel of independent experts will visit the school annually, without advance warning, and will conclude that, on average, students "always," or "usually," demonstrate the school's five character virtues in their daily interactions. Students' demonstration of the virtues will be assessed according to a rubric and be scored on a scale of (Always, Usually, Occasionally, Rarely, Never).

To implement our character development goals, each morning students take part in the THINK circle, where the core school values are discussed. Last year, one value was focused on every two months. In addition to the morning circle that brings the entire school together to discuss a core value, each class has a THINK period of the day. This class period lasts 45 minutes daily. In this class, students study fairytales, folktales and fables to examine how a core THINK virtue was utilized in the characters' daily lives. Students then draw text to self connections.

To evaluate the program this year, East New York Prep did not utilize rubrics. However, throughout the year, outside experts from Building Excellent Schools, Civic Builders and the New York City Center for Charter School Excellence did in deed visit the school and conclude that the students of East New York Prep exhibited the THINK (Tolerance, Hardwork, Integrity, No Excuses, Knowledge)values in their normal interactions. Next year, East New York Prep plans to contract with an independent consulting firm to perform this assessment of the school's implementation of its character development objectives.

(c): On an annual basis, a panel of qualified outside evaluators will agree with the statements: (1)- "East New York Prep students consistently uphold the school's disciplinary code," and (2)-"The School's discipline policy is fairly and effectively implemented." Outside observers will visit the school unannounced and observe student behavior for at least two hours. Responses will be scored on a scale of "strongly agree," "agree," "disagree," "strongly disagree," and "not sure."

East New York Prep did not utilize rubrics this year. However, throughout the year, outside experts from Building Excellent Schools, consultants for Civic Builders, consultants for the NYC Department of Education and the New York City Center for Charter School Excellence did in deed visit the school and conclude that East New York Prep's discipline code was consistently and fairly implemented. Next year, East New York Prep plans to contract with an independent consulting firm to perform this assessment of the school's implementation of its character development objectives.

(d): 75% of parents responding to a yearly parent survey will grade the school's effectiveness in holding students to high behavioral standards and the school's effectiveness in helping to develop children's character and integrity at the B level or higher on a scale of A to F.

East New York Prep administered a parent survey two times during the 2006-2007 school year. 98% of the parents gave East New York Prep an overall grade of B or higher.

ORGANIZATIONAL GOALS

Goal 1: East New York Prep will maintain organizational viability by demonstrating effective fiduciary and fiscal responsibility in managing public and private resources.

(a): Annual, external audit reports will demonstrate sufficient financial controls in place to ensure East New York Prep meets or exceeds professional accounting standards.

East New York Prep has contracted to have our annual audit performed by the independent audit firm, GGK, Goldstein Golub Kessler LLP. That audit started in June and will be concluded during the month of August. Once complete, we will have a report that assesses this goal. Notwithstanding, we are confident that this goal was met.

(b): The Finance Committee of East New York Prep's governance board will perform monthly reviews of retrospective and prospective yearly budgets, which will demonstrate effective allocation of financial resources to ensure achievement of our mission.

East New York Prep can confidently report that this goal was met. The Finance Committee of East New York Prep met monthly and reviewed financial statements. Each quarter, financial

statements were delivered to the NYC Department of Education for their review as well. To date, the NYC Department of Education has had no objection to the Board's reports.

(c): End of year statements of cash flow and balance sheets will demonstrate maintenance of sufficient resources in reserve to continue operations.

East New York Prep can confidently report that this goal was met. The Finance Committee of East New York Prep met monthly and reviewed financial statements, including balance sheets and cash flow statements. At the close of the 2006-2007 school year, East New York Prep has well over \$500,000 in reserve to continue school operations.

Goal 2: East New York Prep will demonstrate community approval and support sufficient to ensure the school's long-term viability and effectiveness.

(a): In an annual survey (completed by parents of at least 70% of students) 80% of parents of East New York Prep students will rate the school at the B level or higher (on a scale of A to F) in terms of the overall quality of the education received by children and the overall effectiveness of teachers.

East New York Prep administered a parent survey two times during the 2006-2007 school year. 98% of the parents gave East New York Prep an overall grade of B or higher.

(b): Each school year, the school will demonstrate community support for the school by filling at least 99% of available seats by October 1st of each school year. Furthermore, the school will maintain a waitlist equal to at least 15% of the overall number of approved seats in the school during each academic year.

East New York Prep can confidently report that this goal was met. As of October 1st of 2006, 100% of our available seats were filled. In fact, as of October 1st, we were over enrolled for the school year (a practice we intentionally undertook, expecting some attrition during the school year due to families moving out of the surrounding community). Additionally, the school maintained a healthy waitlist throughout the entire 2006-2007 school year.

For the upcoming school year, East New York Prep held its lottery in March and is currently fully enrolled for the coming school year. Moreover, we have a current waitlist at over 100% of enrollment. This waitlist is still growing as new parents are calling each week seeking to add their child's name to the school waitlist.

(c): 95% of students enrolled at East New York Prep on July 1 of each year will re-enroll and be in attendance on October 1 of the subsequent school year, exclusive of those students who move.

East New York Preparatory Charter School's first year of operation was 2006-2007. During that period we had only kindergarten and first grade classes. Since we have yet to have a subsequent school year, we have no results for the assessments above.

However, it should be noted that for the 2006-2007 school year, a student was deemed enrolled in East New York Prep if they were in attendance on September 6th, 2006. East New York Prep administered intent to re-enroll forms to all families in the spring of 2007. Based on the returned forms, we can preliminarily say that we have met this goal.

(d): East New York Prep will demonstrate the support of parents and the larger community by ensuring that average daily attendance exceeds the East New York District average of 91% over the course of the year.

East New York Preparatory Charter School's first year of operation was 2006-2007. As stated above, during the summer prior to opening, East New York Prep was moved from our initial facility designation after the student lottery was held. In preparation for the school's lottery, we focused our student recruitment efforts in the community surrounding the first facility designation. The new school location was at least a quarter of a mile from the first facility designation. With the move, more than 70% of our enrolled students became eligible for and received public transportation to school. During the year, the NYC Department of Education also sought to restructure transportation services to families mid-year in an effort to cut costs by approximately 2 million dollars. This cutback and the resulting chaos of a mid-year change caused many bus companies that contracted with the Department of Education to arrive at bus stops at new times (without notice to parents) or to miss bus stops altogether. Given the large number of parents that attend East New York Prep that rely on public transportation to attend East New York Prep, our average daily attendance fell short of 91%.

Additionally, it should be noted that East New York Prep has an extended school year as compared to the NYC Department of Education. On those days that the NYC Department of Education is closed to students, our students did not receive transportation services. Next year, we hope the Department of Education maintains a consistent schedule of services for the entire year. Moreover, the Board is prepared to set aside a portion of our reserves to provide for transportation for parents should the Department of Education's transportation services prove unreliable.

Section II

**EXPLANATION OF REVENUES AND EXPENDITURES TO BE REPORTED ON THE
CHARTER SCHOOL ANNUAL REPORT OF FISCAL PERFORMANCE FOR THE
SCHOOL YEAR ENDED JUNE 30, 2007**

I. REVENUES

- A. STATE SOURCES:** Report here any state funded grants or other apportionments paid directly to the charter school by the State of New York.
- B. FEDERAL SOURCES:** Report here any federally funded grants or other apportionments paid directly to the charter school by the Federal government or by the State of New York.
- C. PUBLIC SCHOOL DISTRICTS (TOTAL):** Report in entries C1 through C4 all revenues received from public school districts.
 - 1. BASIC OPERATING REVENUES:** Report here any basic operating revenues received from a public school district representing payments received by the charter school from the public school district based on the product of the public school district's adjusted expense per pupil and the current year enrollment in the charter school of the public school district's resident pupils attending the charter school, or based on any reduced amounts per pupil payable to the charter school by public school districts as specified in the charter pursuant to an agreement between the charter school and the chartering entity.
 - 2. STATE AID – PUPILS WITH DISABILITIES:** Report here any revenues that represent payments received from a public school district for state aid attributable to special education services or programs provided by the charter school to a student with a disability enrolled in the charter school.
 - 3. FEDERAL AID – PUPILS WITH DISABILITIES:** Report here any revenues that represent payments received from a public school district for federal aid attributable to a student with a disability enrolled in the charter school.
 - 4. OTHER REVENUE FROM PUBLIC SCHOOL DISTRICTS:** Report here any other revenues that represent payments received from public school districts other than those revenues reported in 1, 2 or 3 above.
- D. ALL OTHER REVENUES:** Report here any additional revenues received by the charter school from sources other than those identified above.
- E. TOTAL REVENUES FROM ALL SOURCES:** The sum of all revenues reported in entries A, B, C and D above.

II. EXPENDITURES

F. GENERAL ADMINISTRATION:

SALARIES FOR GENERAL ADMINISTRATION: Report here salaries and wages paid by the charter school for the services and employment of general administrative staff during the period from July 1, 2006 through June 30, 2007. General administrative staff include staff with the following titles: the chief school officer of the charter school, the treasurer, the finance or business officer, the purchasing agent, the employee personnel officer, the records management officer and the public information and services officer, if any, plus any assistants or clerical staff assigned to these staff members or to their related administrative functions. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR GENERAL ADMINISTRATION: Report here any other expenditures incurred by the charter school for general administrative services and functions including office supplies and materials, equipment, communications expenses or other contractual administrative services purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR GENERAL ADMINISTRATION: The sum of all general administration salaries and other general administration expenditures. Employee benefit costs or expenditures should not be reported here.

G. INSTRUCTIONAL SUPERVISION:

SALARIES FOR INSTRUCTIONAL SUPERVISION: Report here salaries and wages paid by the charter school for the services and employment of supervisory staff for instructional programs from July 1, 2006 through June 30, 2007. Such staff are those assigned responsibility for the direct administration and management of the instructional programs and services of the charter school including the direct supervision on instructional staff. Such supervisory staff may include the building or school principal, the director for curriculum development and supervision, the director of instructional research, planning and evaluation, and the director for instructional staff development and in-service training, if any, plus any assistants or clerical staff assigned to these staff members or to their related supervisory functions for instruction. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR INSTRUCTIONAL SUPERVISION: Report here any other expenditures incurred by the charter school for direct supervision of instructional programs and services including office supplies and materials, equipment, communications expenses or other contractual instructional supervision services purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR INSTRUCTIONAL SUPERVISION: The sum of all instructional supervision salaries and other instructional supervision expenditures. Employee benefit costs or expenditures should not be reported here.

H. ALL OTHER INSTRUCTION:

SALARIES FOR ALL OTHER INSTRUCTION: Report here salaries and wages paid by the charter school for the services and employment of instructional staff in regular education programs from July 1, 2006 through June 30, 2007. Such staff are those assigned responsibility for instruction of pupils in the charter school. Such instructional staff may include teachers of regular education courses and programs, school library and audiovisual staff and instructional technology staff, if any, plus any assistants or clerical staff assigned to these staff members or to their related instructional functions. Do not include salaries or wages paid to special education staff. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR INSTRUCTION: Report here any other expenditures incurred by the charter school for instruction of pupils including office supplies and materials, equipment, communications expenses or other contractual instructional services purchased by the charter school. Do not include expenditures related to special education programs or services. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR ALL OTHER INSTRUCTION: The sum of salaries for all other instruction and other expenditures for instruction. Do not include expenditures related to special education programs or services. Employee benefit costs or expenditures should not be reported here.

I. PUPIL SERVICES:

SALARIES FOR PUPIL SERVICES: Report here salaries and wages paid by the charter school for the services and employment of pupil personnel services staff from July 1, 2006 through June 30, 2007. Such pupil personnel services staff may include an attendance officer, guidance counselors, pupil health service providers, pupil psychological service providers, pupil social work service providers, a director of co-curricular activities, or a director of interscholastic athletics, if any, plus any assistants or clerical staff assigned to these staff members or to their related pupil personnel service functions. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR PUPIL SERVICES: Report here any other expenditures incurred by the charter school for pupil personnel services including office supplies and materials, equipment, communications expenses or other contractual pupil personnel services purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR PUPIL SERVICES: The sum of salaries for pupil personnel services and other expenditures for pupil personnel services. Employee benefit costs or expenditures should not be reported here.

J. PUPILS WITH DISABILITIES:

SALARIES FOR SPECIAL EDUCATION PROGRAMS AND SERVICES PROVIDED TO PUPILS WITH DISABILITIES: Report here salaries and wages paid by the charter school for the services and employment of special education program staff from July 1, 2006 through June 30, 2007. Such special education program staff may include special education teachers, teacher assistants, teacher aides or other instructional staff providing special education programs or services for pupils with disabilities as specified in an individualized education plan prescribed by a committee on special education, plus any assistants or clerical staff assigned to these staff members or to their related special education functions. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR SPECIAL EDUCATION PROGRAMS AND SERVICES PROVIDED TO PUPILS WITH DISABILITIES: Report here any other expenditures incurred by the charter school for special education programs or services for pupils with disabilities as specified in an individualized education plan prescribed by a committee on special education including office supplies and materials, equipment, communications expenses or other contractual services for special education purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR SPECIAL EDUCATION PROGRAMS AND SERVICES PROVIDED TO PUPILS WITH DISABILITIES: The sum of salaries for special education programs or services for pupils with disabilities and other expenditures for special education programs or services for pupils with disabilities. Employee benefit costs or expenditures should not be reported here.

K. TRANSPORTATION:

SALARIES FOR TRANSPORTATION: Report here salaries and wages paid by the charter school for pupil transportation services from July 1, 2006 through June 30, 2007. Such pupil transportation staff may include a director of pupil transportation services, school bus drivers and school bus monitors or aides, if any, plus any clerical staff assigned to these staff members or to their related pupil transportation functions. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR TRANSPORTATION: Report here any other expenditures incurred by the charter school for pupil transportation services including office supplies and materials, equipment, communications expenses or other contractual services for pupil transportation purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR TRANSPORTATION: The sum of salaries for transportation and other expenditures for transportation. Employee benefit costs or expenditures should not be reported here.

L. COMMUNITY SERVICE:

SALARIES FOR COMMUNITY SERVICE: Report here salaries and wages paid by the charter school for community services from July 1, 2006 through June 30, 2007. Such staff may include a director of a community recreation program, a director of youth programs and staff providing other civic services under the auspices of the charter school, if any, plus any clerical staff assigned to these staff members or to their related community service functions. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR COMMUNITY SERVICE: Report here any other expenditures incurred by the charter school for community services including office supplies and materials, equipment, communications expenses or other contractual services for community service functions purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR COMMUNITY SERVICE: The sum of salaries for community services and other expenditures for community services. Employee benefit costs or expenditures should not be reported here.

M. OPERATION AND MAINTENANCE:

SALARIES FOR OPERATION AND MAINTENANCE: Report here salaries and wages paid by the charter school for operation and maintenance services and programs required to maintain safe, secure and healthy facilities and learning environments for the charter school staff and students from July 1, 2006 through June 30, 2007. Such staff may include a director of operation and maintenance, janitors, and cleaning staff, if any, plus any assistants or clerical staff assigned to these staff members or to their related operation and maintenance functions. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR OPERATION AND MAINTENANCE: Report here any other expenditures incurred by the charter school for operation and maintenance services including supplies and materials, equipment, communications expenses or other contractual services for operation and maintenance purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR OPERATION AND MAINTENANCE: The sum of salaries for operation and maintenance and other expenditures for operation and maintenance. Employee benefit costs or expenditures should not be reported here.

- N. EMPLOYEE BENEFITS:** Report here expenditures representing the charter school's contributions as an employer to employee benefits including retirement systems or plans, social security, workmen's compensation, life insurance, unemployment insurance, disability insurance, hospital, medical or dental insurance, union welfare benefits or any other such benefits provided to the employees of the charter school as a condition of employment.
- O. DEBT SERVICE:** Report here any expenditures incurred by the charter school during the reporting period for principal and interest payable on long term or short term obligations issued by the charter school.
- P. SCHOOL LUNCH:** Report here any expenditures incurred by the charter school in providing breakfast, milk or lunch to pupils attending the charter school.
- Q. CAPITAL EXPENSE:** Report here any expenditures incurred by the charter school during the reporting period for capital improvements and acquisitions that were financed from current revenues or reserves. Do not include such expenditures that were financed from proceeds received from the sale of obligations by the charter school.
- R. GRAND TOTAL EXPENDITURES:** The sum of all expenditures reported in entries F through Q.
- S. ENROLLMENT:** Report here the sum total of the full-time-equivalent enrollment of all students enrolled in grades kindergarten through twelve of the charter school for the 2006-07 school year.
- T. EXPENDITURES PER PUPIL:** Report here the quotient of the charter school's Grand Total Expenditures as reported in entry R divided by the charter school's Enrollment as reported in entry S. Round the quotient up to the next higher whole dollar.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
OFFICE OF ELEMENTARY, MIDDLE,
SECONDARY AND CONTINUING EDUCATION
CHOICE PROGRAMS
 ROOM 462, EDUCATION BUILDING ANNEX
 ALBANY, NEW YORK 12234

**CHARTER SCHOOL ANNUAL
 REPORT OF FISCAL PERFORMANCE
 FOR THE SCHOOL YEAR ENDED 6/30/07**

Charter School Code:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Charter School Name: East New York Preparatory Charter School	
Contact Person: Sheila Joseph, Head of Schools	Phone: 718-277-0213

REVENUES

A. STATE SOURCES	<u>\$175,000</u>
B. FEDERAL SOURCES	<u>\$59,837</u>
C. PUBLIC SCHOOL DISTRICTS	
1. BASIC OPERATING REVENUES	<u>\$1,059,845</u>
2. STATE AID-PUPILS WITH DISABILITIES	<u>\$0</u>
3. FED. AID-PUPILS WITH DISABILITIES	<u>\$0</u>
4. OTHER REV FROM PUB SCH DISTRICTS	<u>\$0</u>
D. ALL OTHER REVENUES	<u>\$443,723</u>
E. TOTAL REVENUES FROM ALL SOURCES	<u><u>\$1,738,406</u></u>
S. ENROLLMENT	<u>103</u>
T. EXPENDITURES PER PUPIL	<u>\$11,941</u> (R/S)

EXPENDITURES

	<u>SALARIES</u>	<u>OTHER</u>	<u>TOTAL</u>
F. GENERAL ADMINISTRATION	<u>\$350,115</u>	<u>\$209,052</u>	<u>\$559,167</u>
G. INSTRUCTIONAL SUPERVISION	<u>\$0</u>	<u>\$33,442</u>	<u>\$33,442</u>
H. ALL OTHER INSTRUCTION	<u>\$289,880</u>	<u>\$209,950</u>	<u>\$499,830</u>
I. PUPIL SERVICES	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
J. PUPILS WITH DISABILITIES	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
K. TRANSPORTATION	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
L. COMMUNITY SERVICE	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
M. OPERATION & MAINTENANCE	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
N. EMPLOYEE BENEFITS			<u>\$103,100</u>
O. DEBT SERVICE			<u>\$0</u>
P. SCHOOL LUNCH			<u>\$6,608</u>
Q. CAPITAL EXPENSE			<u>\$27,732</u>
R. GRAND TOTAL EXPENDITURES			<u><u>\$1,229,879</u></u>

**COMPLETED FORM MUST BE RETURNED
 NO LATER THAN AUGUST 1, 2007**

Signature: _____
Chief School Officer

Date: _____

Section III

Guidelines for Audits of the Financial Statements of Charter Schools

The New York charter schools act of nineteen hundred ninety-eight requires that a charter school “shall be subject to the financial audits, the audit procedures, and the audit requirements set forth in the charter. Such procedures and standards shall be applied consistent with generally accepted accounting and audit standards. Independent fiscal audits shall be required at least once annually.”

These guidelines are provided to assist charter schools in New York State and their auditors through the annual audit process. The guidelines are also intended to provide some uniformity in the reporting by charter schools and to assist the Board of Regents in meeting its responsibilities for ensuring accountability over public funds and for reporting annually to the Governor and Legislature on the status of charter schools.

Each audit should meet the following minimum standards:

Audit Requirements:

- ❑ An independent and licensed Certified Public Accountant or Public Accountant should perform the audit.
- ❑ The audits should be conducted in accordance with generally accepted auditing standards and Government Auditing Standards, issued by the Comptroller General of the United States.
- ❑ If the charter school spends **\$500,000** or more in federal awards during the fiscal year, an independent audit as prescribed in the federal Office of Management and Budget Circular A-133 must also be completed and filed with the federal government and the State Education Department.

Reporting Requirements:

- ❑ The sample format for the financial statements is provided in accordance with Section 2851 of the Education Law.
- ❑ The financial statements should be prepared on the accrual basis of accounting in accordance with generally accepted accounting principles for not-for-profit organizations.
- ❑ All statements required by Financial Accounting Standards Board (FASB) Statement No. 117, *Financial Statements of Not-for-Profit Organizations*, should be presented including a Statement of Financial Position, Statement of Activities and Statement of Cash Flows. Required note disclosures and others that are deemed appropriate should be included.
- ❑ A supplemental schedule of functional expenses, in a format consistent with the attached, should be included and subject to the auditing procedures applied in the audit of the general purpose financial statements. Such supplemental schedule is not a required part of the general purpose financial statements and should be included for the purposes of additional analysis.
- ❑ When applicable, the auditor should prepare and submit a management letter. A copy of the management letter should be submitted with the financial statements along with the school’s corrective action plan to address any weaknesses identified in the report or the management letter.

- Reports (the independent auditor’s report on the financial statements, report on compliance, report on internal control over financial reporting, management letter, and federal Single Audit, if applicable) must be submitted within 120 days of the end of the charter school fiscal year to the following addresses:

State Education Department
Office of Audit Services
89 Washington Avenue Room 524 EB
Albany, New York 12234

State Education Department
Public School Choice Programs
89 Washington Avenue Room 462 EBA
Albany, New York 12234

SAMPLE FINANCIAL STATEMENTS

Sample financial statements are provided for illustrative purposes. Charter schools and their auditors should consult applicable standards when determining the specific requirements that apply to their schools. The auditor should not consider these examples to be all-inclusive or a substitute for professional judgment.

The following sample financial statements are attached:

- Statement of Financial Position
- Statement of Activities
- Statement of Cash Flows
- Schedule of Functional Expenses

Explanations are provided below for certain key terms included in the sample financial statements:

Revenue:

Public School District:

Revenue - Resident Student Enrollment - Revenue from public school districts based on resident students attending the charter school and each district's adjusted expense per student or the agreed upon amount per student.

Revenue - Students with Disabilities - Revenue from public school districts for aid attributable to special education services or programs provided by the charter school to a student with a disability enrolled in the charter school.

Other Revenue from Public School Districts - Revenues from public school districts other than those defined above.

State Grants: Report state funded grants or other apportionments received directly from the State of New York.

Federal Grants: Report federal funded grants or other apportionments received directly from the federal government or through the State of New York.

Private Grants: Report privately funded grants or other apportionments received.

Program Service Expenses:

Regular Education: Report instructional activities involving the teaching of students, instructional supervision, developing and utilizing learning materials and related services in the classroom or learning environment.

Special Education: Report instructional activities involving the teaching of students with Individualized Education Programs, or those receiving special education services, instructional supervision, developing and utilizing learning materials and related services in the classroom or learning environment.

Other Program: Services other than instructional provided to students, i.e., community services, health services, food services, athletic services, music and theatre arts, and other student activities.

Supporting Service Expenses:

Management and General: Activities related to the overall management and direction of the school that are not identifiable with a particular program or fundraising activity. Management and general expenses typically include the organization oversight, board expenses, business management, record keeping, budgeting, financing and other administrative activities.

Fundraising: Activities related to publicizing and conducting fund-raising campaigns, maintaining donor mailing lists, conducting special fund-raising events, activities involved in the solicitation of contributions from individuals, foundations, government agencies, etc.

Schedule of Functional Expenses:

The schedule of functional expenses must present, in reasonable detail, the nature of the expenses incurred in each category of program and supporting services reported in the activity statement. The sample schedule shows the typical level of detail expected. Charter schools are encouraged to add additional categories if it will enhance the reader's understanding of the schedule. Likewise, classifications not used, or not material to the school's presentation may be eliminated.

If not otherwise presented, charter schools employing management companies should obtain and provide in note disclosure a breakdown of contracted services fees in a similar format to the schedule of functional expenses to facilitate comparisons among districts.

Note on Allocation of Expenses: Charter schools must use allocation methods that are fair and reasonable. Such allocation methods, as well as the statistical basis used to calculate allocation percentages, should be documented and retained for review upon audit. Salaries of employees who perform tasks for more than one program must be allocated among all programs for which they work. The cost of supplies that are purchased for distribution among multiple programs must be allocated among these programs if direct charges are not possible. Allocation percentages should be reviewed, at a minimum, on an annual basis and adjusted as necessary.

Sample Statement of Financial Position
Charter School Name
Statement of Financial Position
As of June 30, 2007

	As of June 30, 2007
Assets	
Current Assets	
Cash and cash equivalents	\$ 552,552
State and Federal Aid Receivable	41,224
Contributions receivable	0
Other Receivables, Net	
Short-term Investments	
Inventories	
Prepaid Expenses	
Total Current Assets	_____
Assets restricted to investment in land, buildings and equipment	
Land, Buildings and Equipment	
Long-term Investments	
Total Assets	\$ _____
Liabilities	
Current Liabilities	
Accounts Payable	\$
Accrued Liabilities	
Other Liabilities	
Deferred Revenues	
Current Portion of Long-term Debt	
Total Current Liabilities	_____
Long-term Debt	
Total Liabilities	_____
Net Assets	
Unrestricted	
Temporarily restricted	
Permanently restricted	
Total Net Assets	_____
Total Liabilities and Net Assets	\$ _____

**Sample Statement of Activities
Charter School
Statement of Activities
For the Year Ended June 30, 20XX**

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Revenues, gains and other support:				
Public School District:				
Revenue - Resident Student Enrollment	\$1,059,845	\$0	\$0	\$1,059,845
Revenue - Students with Disabilities	\$0	\$0	\$0	\$0
Other Revenue from Public School Districts				
State Grants				
Federal Grants	\$45,			
Private grants				
Contributions	\$1,000			
Investment Income				
Other Income				
Net Assets Released from Restrictions				
<hr/>				
Total Revenues, Gains and Other Support	<hr/>			
 Expenses:				
<u>Program Expenses:</u>				
Regular Education				
Special Education				
Other Program				
 <u>Supporting Services:</u>				
Management and General				
Fundraising				
<hr/>				
Total Expenses	<hr/>			
 Change in Net Assets				
Net Assets Beginning of Year				
<hr/>				
Net Assets End of Year	<hr/> <hr/>			

Sample Statement of Cash Flows
Charter School Name
Statement of Cash Flows
For the Year Ended June 30, 20XX

	20XX
Cash flows from operating activities:	
Revenues from School Districts	\$
Grant revenues	
Contributions and fund-raising activities	
Miscellaneous sources	
Payments to vendors for goods and services rendered	()
Payments to charter school personnel for services rendered	()
Interest payments	()
Net cash provided by operating activities	
Cash flows from investing activities:	
Purchase of equipment	()
Net cash used by investing activities	()
Cash flows from financing activities:	
Principal payments on long-term debt	()
Net cash provided by investing activities	()
Net increase in cash	
Cash at beginning of year	
Cash at ending of year	\$
Reconciliation of change in net assets to net cash provided by operating activities:	
Change in net assets	\$
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation	
(Increase) Decrease in assets:	
Accounts receivable	
Increase (Decrease) in liabilities:	
Accounts payable	
Accrued liabilities	()
Net cash provided by operating activities	\$

Sample Schedule of Functional Expenses
Charter School Name
Schedule of Functional Expenses
For the Year Ended June 30, 20XX

	Program Services			Supporting Services		Total
	Regular Education	Special Education	Other Program	Fundraising & Special Events	Management and General	
Salaries	\$	\$	\$	\$	\$	\$
Employee Benefits and Payroll Taxes						
Accounting/Auditing Fees						
Board Expenses						
Consultants - Computer						
Consultants – Education						
Contracted Services – Management Co.						
Contracted Services - Other						
Equipment Rental/Lease						
Food						
Insurance						
Interest Expense						
Legal						
Library						
Maintenance & Repairs						
Occupancy						
Printing						
Supplies & Materials						
Other Expenses						
Staff Development						
Telephone						
Textbooks						
Transportation (Student)						
Travel						
Utilities						
Vehicle Rental/Lease						
Depreciation and Amortization						
Total Expenses	\$	\$	\$	\$	\$	\$

NEW YORK STATE EDUCATION DEPARTMENT

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07**

Section IV

Name (print) _____

Name of Charter School _____

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): _____

2. Is the trustee an employee of the School? ____ **Yes** ____ **No**

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

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

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

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest

Signature

Date

Section V

Charter School Student and Teacher Attrition Rates

Instructions

A separate table is included for students and teachers. For students, provide the highest number (not FTE) of students enrolled in the school for each month. Then provide the number of students leaving each month. Students who are suspended must be counted as enrolled. Students who have left for any reason (including expulsion) must be counted as having left. Provide the attrition rate for each month.

In the “Total” column, provide the total number of students enrolled for the school year, the total number of students who left, and an annual attrition rate.

For teachers, provide the highest number (not FTE) of teachers employed by the school for each month of the school year. A “teacher” is defined as any classroom or subject area teacher in grades K-12. This includes all special area teachers such as librarians/school media specialists, technology teachers, ESL, etc. It does not include such titles as teacher assistants, teacher aides, student teachers or junior participants, interns, guidance counselors, school social workers or school psychologists. Next, provide the number of teachers who left the school’s employ each month. Do not count teachers who may have taken a leave of absence, unless their employment with the school was also terminated. Finally, provide the monthly attrition rate.

In the “Total” column, provide the total number of teachers employed for the school year, the total number of teachers who left the school’s employ, and an annual attrition rate.

If you have any questions, please call the Office of Public School Choice Programs at 518-474-1762.

**Charter School Student Attrition Rates
2006-07**

Grade	Enrollment	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Kdg.	# Enrolled	53	53	41	41	40	40	40	39	39	39	39	39	58
	#Leaving	0	14*	1	2	0	1	1	0	0	0	0	1	20
	% Attrition	0%	26%*	2%	5%	0%	3%	3%	0%	0%	0%	0%	3%	34%*
1st	# Enrolled	75	75	65	65	64	64	63	63	63	62	62	60	77
	#Leaving	0	11*	1	0	1	1	0	0	1	0	2	0	17
	% Attrition	0%	15%*	2%	0%	2%	2%	0%	0%	2%	0%	3%	0%	22%*

*

Please note that while we have included numbers for the month of August, these students were only registered (not enrolled) in the school as of August. Therefore, the number represented as leaving did not ever completely enroll in the school as they did not show up for the first day of classes in September. When contacted, the parents of these children reported that the fact that they did not receive transportation to the new facility made it impossible for them to send their children to school. (Please see the explanation regarding our school's move at Section I).

**Charter School Teacher Attrition Rates
2006-07**

Grade	Teachers	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Kdg.	# Employed	0	2	2	2	2	2	2	2	2	2	2	2	2
	#Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
1st	# Employed	0	1	3	4	4	3	3	3	3	3	3	3	8
	#Leaving	0	0	1	1	1	1	0	0	1	0	0	1	6
	% Attrition	0	0	33%	25%	25%	33%	0%	0%	33%	0%	0%	33%	75%

Statement of Assurances

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.

Print Name, Head of Charter School

Signature and Date

Notary Public Signature and Seal

Print Name, President, Board of Trustees

Signature and Date

Notary Public, Signature and Seal