

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

Office of Instructional Support and Development
Public School Choice Programs
462 EBA
Albany, New York 12234
518-474-1762

Charter School Annual Report
2009 - 2010

Charter School Information and Cover Page

Name of Charter School: Future Leaders Institute Charter School

Address: 134 West 122nd Street
New York, New York 10027

Telephone: (212) 678-2868 **Fax:** (212) 866-2367

BEDS # 310300860881

District/CSD of Location: NYC DOE District #3

Charter Entity: NYC Department of Education

Head of School (Contact Person): Peter T. Anderson
(print name)

E-mail address of contact person: panderson@futureleadersinstitute.org

President, Board of Trustees: Suzanne Thompson
(print name)

E-mail address and Phone Number of Board President:
sthompson@coronadoconsultants.com
(917) 225-6215

General Instructions

1. Read and follow all instructions. Please be sure to provide all requested information. Do not provide data that are not requested.
2. Questions regarding the completion of these forms should be directed to the appropriate program office:

For assistance with student/teacher attrition rates, call the Charter Schools Office at 518-474-1762.

For assistance with the audit forms, call the Office of Audit Services at 518-473-4516.

All audits for the 2009-10 school year are due to the Department by **5:00 p.m. on November 1, 2010**. Please ensure that they are sent in **electronic form** to both the Charter Schools Office at charterschools@mail.nysed.gov and James Conway in the Office of Audit Services at fsandals33@mail.nysed.gov. Please put "Audit Report" in the subject line of the e-mail.

3. Each person who was a member of a charter school's Board of Trustees during the 2009-10 school year must complete and submit the Disclosure of Financial Interest questionnaire.

4. Submit the annual report as a PDF file (except where otherwise noted) to the Charter Schools Office by **5:00 p.m. November 1, 2010** at charterschools@mail.nysed.gov. Please put "Annual Report" in the subject line of the e-mail. ***Faxed versions will not be accepted.*** The original signed Statement of Assurances must be sent to the Charter Schools Office at the address provided on the cover page above.

Section I

Student Assessment Data

This section refers to the academic achievement of your students on all standardized tests, per your charter, including all State exams. For the State Assessment results in grades 3 - 8, please provide the percent of students scoring at Levels 1 – 4 on each State Assessment in English Language Arts and Mathematics. Longitudinal data are being requested back through the 2006-07 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 or enter "NA."

You must also provide data for grades 9-12 as well (as applicable).

For all other standardized assessment results, provide the following information for each assessment, by grade, using the chart provided:

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 was given;
5. the number of students enrolled in the grade on the date the assessment was given;
6. the number of students who were absent on the date that the assessment was administered;
7. the number of students who were exempted from such assessment per their IEP;
8. the number of students who were exempted from such assessment as a result of their ELL status;
9. the number of students who were actually assessed (this figure must equal the number of students in the grade on the date the test was given minus those who were absent or exempted);
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.

Complete a separate chart for each subtest.

*Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2009-10 Annual Report*

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
2009-10 – All Students	14	41	33	12	12	62	26	0	24	38	38	0	18	48	38	0	0	43	54	4	0	40	60	0
General Education Students	12	38	38	12	9	66	26	0	22	33	44	0	12	50	38	0	0	35	61	4	0	43	57	0
Special Education Students	22	56	11	11	67	0	33	0	33	67	0	0	50	33	17	0	0	80	20	0	0	0	100	0
2008-09 – All Students	2	12	78	8	0	29	71	0	0	23	72	4	0	4	96	0	0	13	88	0	0	17	83	0
General Education Students	2	9	80	9	0	30	70	0	0	20	76	5	0	0	100		0	7	93	0	0	14	86	0
Special Education Students	0	50	50	0	0	0	100	0	0	50	50	0	0	20	80		0	50	50	0	0	50	50	0
2007-08 – All Students	0	52	36	12	12	30	56	2	0	18	79	3	0	32	68	0	0	20	80	0	0	79	21	0
General Education Students	0	48	39	13	10	31	57	2	0	20	77	3	0	24	76	0	0	13	87	0	0	81	19	0
Special Education Students	0	100	0	0	100	0	0	0	0	0	100	0	0	100	0	0	0	100	0	0	0	67	33	0
2006-07 – All Students	0	30	69	2	6	34	60	0	8	42	50	0	0	41	59	0	4	48	43	4	9	74	17	0
General Education Students																								
Special Education Students																								

New York State Assessment Results

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
2009-10 – All Students	10	47	29	14	4	50	42	4	14	45	41	0	22	54	22	2	11	54	32	4	7	60	27	7
General Education Students	7	40	36	17	2	49	45	4	11	42	47	0	11	60	26	3	4	52	39	4	7	64	29	0
Special Education Students	22	78	0	0	33	67	0	0	33	67	0	0	83	17	0	0	40	60	0	0	0	0	0	100
2008-09 – All Students	0	12	78	10	0	8	79	13	0	11	76	13	4	18	68	11	0	6	75	19	0	42	58	0
General Education Students	0	9	83	9	0	4	83	13	0	8	78	15	0	17	70	13	0	0	79	21	0	41	59	0
Special Education Students	0	50	25	25	0	100	0	0	0	40	60	0	20	20	60	0	0	50	50	0	0	50	50	0
2007-08 – All Students	0	4	75	21	0	10	74	16	3	14	54	29	6	17	61	17	0	12	84	4	11	53	37	0
General Education Students	0	4	74	22	0	6	77	17	3	10	55	32	6	13	69	13	0	13	83	4	0	53	47	0
Special Education Students	0	0	100	0	0	67	33	0	0	50	50	0	0	50	0	50	0	0	100	0	50	50	0	0
2006-07 – All Students	0	15	72	13	0	20	63	17	8	40	48	4	4	37	59	0	22	48	26	4	48	35	17	0
General Education Students																								
Special Education Students																								

New York State Assessment Results

Regents Exam	Year	All Students				General Education Students				Students with Disabilities							
		Total Tested	% Scoring:			Total Tested	% Scoring:			Total Tested	% Scoring at or above:						
			≤54	55- 64	65-84		≥85	≤54	55-64		65-84	≥85	≤54	55-64	65-84	≥ 85	
Comprehensive English	2009-10																
	2008-09																
	2007-08																
	2006-07																
Math A	2009-10																
	2008-09																
	2007-08																
	2006-07																
Math B	2009-10																
	2008-09																
	2007-08																
	2006-07																
Global History & Geography	2009-10																
	2008-09																
	2007-08																
	2006-07																
US History & Gov't.	2009-10																
	2008-09																
	2007-08																
	2006-07																

New York State Assessment Results

Year	All Students					General Education Students					Students with Disabilities				
	Total Tested	<54	55- 64	65-84	>85	Total Tested	<54	55-64	65-84	>85	Total Tested	<54	55-64	65-84	>85
Living Environment	2009-10														
	2008-09														
	2007-08														
	2006-07														
Phys. Setting/ Earth Science	2009-10														
	2008-09														
	2007-08														
	2006-07														
Phys. Setting/ Chemistry	2009-10														
	2008-09														
	2007-08														
	2006-07														
Phys. Setting/ Physics	2009-10														
	2008-09														
	2007-08														
	2006-07														

New York State Assessment Results

<i>Regents Exam</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>			
		<i>Total Tested</i>	<i>% Scoring:</i>			<i>Total Tested</i>	<i>% Scoring:</i>			<i>Total Tested</i>	<i>% Scoring at or above:</i>		
			<i>≤54</i>	<i>55-64</i>	<i>65-84</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84 ≥85</i>
Comp. French	2009-10												
	2008-09												
	2007-08												
	2006-07												
Comp. German	2009-10												
	2008-09												
	2007-08												
	2006-07												
Comp. Hebrew	2009-10												
	2008-09												
	2007-08												
	2006-07												
Comp. Italian	2009-10												
	2008-09												
	2007-08												
	2006-07												
Comp. Latin	2009-10												
	2008-09												
	2007-08												
	2006-07												
Comp. Spanish	2009-10												
	2008-09												
	2007-08												
	2005-06												

New York State Assessment Results

Regents Competency Test	Year	All Students				General Education Students				Students with Disabilities			
		Total Tested	% Scoring:			Total Tested	% Scoring:			Total Tested	% Scoring at or above:		
			≤54	55-64	65-84	≥85		≤54	55-64	65-84	≥85		
Mathematics	2009-10												
	2008-09												
	2007-08												
	2006-07												
Science	2009-10												
	2008-09												
	2007-08												
	2006-07												
Reading	2009-10												
	2008-09												
	2007-08												
	2006-07												
Writing	2009-10												
	2008-09												
	2007-08												
	2006-07												
Global Studies	2009-10												
	2008-09												
	2007-08												
	2006-07												
US History & Gov't.	2009-10												
	2008-09												
	2007-08												
	2006-07												

New York State Assessment Results

<i>Second Language Proficiency Exams</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>			
		<i>Total Tested</i>	<i>% Scoring:</i>			<i>Total Tested</i>	<i>% Scoring:</i>			<i>Total Tested</i>	<i>% Scoring at or above:</i>		
			<i>≤54</i>	<i>55-64</i>	<i>65-84</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84 ≥85</i>
French	2009-10												
	2008-09												
	2007-08												
	2006-07												
German	2009-10												
	2008-09												
	2007-08												
	2006-07												
Italian	2009-10												
	2008-09												
	2007-08												
	2006-07												
Latin	2009-10												
	2008-09												
	2007-08												
	2006-07												
Spanish	2009-10												
	2008-09												
	2007-08												
	2006-07												

New York State Assessment Results													
Year		All Students				General Education Students				Students with Disabilities			
		% Scoring:			Total Tested	% Scoring:			Total Tested	% Scoring at or above:			
		≤54	55- 64	65-84	≥85	≤54	55-64	65-84	≥85	≤54	55-64	65-84	≥85
Listening & Speaking (Gr. K-1)	2009-10												
	2008-09												
	2007-08												
	2006-07												
Reading & Writing (Gr. K-1)	2009-10												
	2008-09												
	2007-08												
	2006-07												
Listening & Speaking (Gr. 2-4)	2009-10												
	2008-09												
	2007-08												
	2006-07												
Reading & Writing (Gr. 2-4)	2009-10												
	2008-09												
	2007-08												
	2006-07												
Listening & Speaking (Gr. 5-6)	2009-10												
	2008-09												
	2007-08												
	2006-07												
Reading & Writing (Gr. 5-6)	2009-10												
	2008-09												
	2007-08												
	2006-07												

New York State Assessment Results

<i>NYS English as a Second Language Achievement Test</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>			
		<i>Total Tested</i>	<i>% Scoring:</i>			<i>Total Tested</i>	<i>% Scoring:</i>			<i>Total Tested</i>	<i>% Scoring at or above:</i>		
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84 ≥ 85</i>
Listening & Speaking (Gr. 7-8)	2009-10												
	2008-09												
	2007-08												
	2006-07												
Reading & Writing (Gr. 7-8)	2009-10												
	2008-09												
	2007-08												
	2006-07												
Listening & Speaking (Gr. 9-12)	2009-10												
	2008-09												
	2007-08												
	2006-07												
Reading & Writing (Gr. 9-12)	2009-10												
	2008-09												
	2007-08												
	2006-07												

New York State Alternate Assessment Results

<i>NYS Alternate Assessments</i>	<i>Year</i>	<i>All Students</i>
<i>Total Tested</i>		<i>% Scoring:</i>
		<i>L1 L2 L3 L4</i>
Elementary Social Studies	2009-10	
	2008-09	
	2007-08	
	2006-07	
Middle Level Social Studies	2009-10	
	2008-09	
	2007-08	
	2006-07	
Secondary Level Social Studies	2009-10	
	2008-09	
	2007-08	
	2006-07	
Secondary Level Science	2009-10	
	2008-09	
	2007-08	
	2006-07	

High School Completion Rates

High School Completion	Year	All Students		General Education Students		Students with Disabilities	
		Number Of Students	Percent Graduating	Number Of Students	Percent Graduating	Number Of Students	Percent Graduating
Total Graduates	2009-10						
	2008-09						
	2007-08						
	2006-07						
Rec'd. a Regents Diploma	2009-10						
	2008-09						
	2007-08						
	2006-07						
Rec'd. a Regents Diploma w/Adv. Designation	2009-10						
	2008-09						
	2007-08						
	2006-07						
Rec'd. IEP Diploma	2009-10						
	2008-09						
	2007-08						
	2006-07						
To 4-Year College	2009-10						
	2008-09						
	2007-08						
	2006-07						
To 2-Year College	2009-10						
	2008-09						
	2007-08						
	2006-07						

<i>High School Completion</i>	<i>Year</i>	<i>All Students</i>		<i>General Education Students</i>		<i>Students with Disabilities</i>	
		<i>Number Of Students</i>	<i>Percent Of Graduates</i>	<i>Number Of Students</i>	<i>Percent Of Graduates</i>	<i>Number Of Students</i>	<i>Percent Of Graduates</i>
To Other Post-Secondary	2009-10						
	2008-09						
	2007-08						
	2006-07						
Dropped Out	2009-10						
	2008-09						
	2007-08						
	2006-07						
Entered Approved HS Equivalency Prep Program	2009-10						
	2008-09						
	2007-08						
	2006-07						
Total Non-Completers	2009-10						
	2008-09						
	2007-08						
	2006-07						

Other Student Assessment Data
2009-10

Name of Test: _____ Subtest: _____

[illegible]

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**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

Using the table provided below, state each goal as listed in your approved 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. These measures must also be the same as those listed in your approved charter. 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.

Progress Toward Goal Attainment 2009-10

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used to Indicate Attainment of the Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken

Progress Toward Goal Attainment
2009-2010

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used to Indicate Attainment of the Goal/ Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
75% of students in Grades 3-8 will score in levels 3 and 4 on state ELA tests	40% of students in Grades 3-8 scored in levels 3 and 4 on state ELA tests	New York State English Language Arts (ELA) Exam	N	⚡ If the 2009 cut scores were used in 2010, 73 percent of the students would have tested proficient in ELA. The proficiency levels would have been even higher for students enrolled at FLI since the early childhood grades (K-2). ⚡ For students with the lowest scale scores in ELA, the average number of days of school missed was 12.98. For all other students who tested, the average number of days of school missed was 7.92. As such, the students who performed poorly, missed on average more than five instructional days than their peers. ⚡ Of the students with the lowest scale scores, 24 of 56 (43 percent) missed at least one day of school in the two weeks prior to the state test. Eleven (20 percent) missed two or more days. One hundred percent of the students who earned scores of "4" were present at least 95 percent of the time (absent fewer than eight days throughout the year) and none of them were absent on any of the days within the two week period preceding testing. ⚡ For students in testing grades with perfect attendance, 4 of 6 (67 percent) tested as proficient in ELA. For students in these grades, with three or fewer absences throughout the year, 14 of 27 (52 percent) tested as proficient in ELA. ⚡ In ELA, 28 of the 205 students (14 percent) who took the ELA test were new to FLI, including three who were enrolled for less than five months prior to taking the test. Of that number, only 10 of 28 (36 percent) tested as proficient. Another 29 students (14 percent) were in their second year at FLI. Of that number, nine started at least 30 days after the start of the 2008-2009 school year. Of the 29 students, five (17 percent) tested as proficient. 37 of the 79 students (47 percent) who have been enrolled at FLI since Kindergarten passed the test. Using the previous year's cut scores, a total of 61 (77 percent) would have passed. ⚡ 32 of the students (15 percent) who took the ELA tests were either classified as special education students or had been referred to the Committee on Special Education for evaluations. Of that number, six

				(19 percent) tested as proficient. Two of the students (less than 1 percent) received accommodations as ELL students. Neither one tested as proficient. ◀◀ Of the 14 teachers in testing grades who prepared students for the ELA and math tests, seven (50 percent) were new to FLI in the 2009-2010 academic year. Of the 14 teachers, 10 (71 percent) had three or fewer years of full-time teaching experience before starting in July, 2009. Eleven (79 percent) were teaching in a new area. Seven (50 percent) started the year as uncertified or not certified in the proper areas. ◀◀ Teachers who were more effective in impacting student performance (as measured by 55 percent proficiency or at least 70 percent of their students earning scale scores that would have been considered proficient according to last year's cut-off scores) tended to have fewer absences. More successful teachers averaged 5.7 absences and the less successful averaged 8.2 absences. ◀◀ There were no objective ratings of teachers besides the end of year "S" or "U" ratings or the ratings of lessons evaluated during formal observations. Of the 14 teachers, none received an end-of-year "U" rating. Five teachers received unsatisfactory ratings of at least one lesson during the year. Each of these teachers were less successful than their counterparts in preparing their students for success on the state tests.
				Responses to Failing to Meet the Objective ◀◀ Weaker teachers have been re-assigned ◀◀ Assistants in Kindergarten will be assigned at least an hour per day for support of at-risk students in testing grades. ◀◀ Formal observations will be conducted for all teachers between September and November. All new teachers and any teachers, about whom we may have concerns, will have follow-up observations in January and February. ◀◀ Teacher effectiveness will be tracked closely on a monthly basis through data analysis. Each teacher's individual professional development plan will be adjusted based on student performance. ◀◀ Each student in Grades 4-8 who earned a score of "1" (in either ELA or math) will be matched with a staff mentor who will work one-on-one with that student for at least 60 minutes each week that school is in session, beginning the second week of September. ◀◀ Stephanie Carroll, who was most recently the Coordinator of Early Intervention Services for the Leadership Learning Support Organization, Network 4.1 in the Bronx has been hired to be the new Director of Curriculum and Instruction.

				◀◀ Conferences were scheduled with the parents/guardians of all returning students who scored 1's or low 2's on the ELA and math tests (approximately 50). Their scores were reviewed and a collaborative action plan for working with those students was developed. The action plan may require student participation in one of the following: ○ Before school breakfast club (academic support provided between 7:30-8:15 in the mornings) ○ After school homework help ○ Saturday Academy – weekly intensive remedial instruction ○ Holiday Academic Institute – academic support provided to students during the December, February and April holidays ◀◀ All students new to FLI in Grades 3-6 were enrolled in mandatory academic support classes. ◀◀ Students at all grade levels will be constantly evaluated, using a variety of assessment instruments. Students who fail to make progress will be discussed at regular meetings, such as the following: ○ Grade-level team data meetings – based on a review of student data, teachers will develop plans for targeted remedial instruction; ○ Student Support Committee meetings – regular meetings during which teachers can discuss individual student performance with the special education experts on staff; ○ Holistic Support and Intervention team meetings – held, as needed, at least once per week, these meetings include the academic leadership, social workers, attendance officer and parent coordinator; students may be discussed and high-level responses determined (such as tutoring, changes in personnel, curricular modifications, etc.). ◀◀ The following technological tools will be used to support student assessment, remediation and support: ○ Children's Progress of Academic Achievement – An early childhood assessment system (K-3) that helps teachers focus classroom instruction to achieve the greatest learning gains for each child. The software is linked to immediately generated reports and helps teachers and administrators gain essential insights about each child's understanding of Language Arts and Mathematics concepts. ○ Accelerated Reader – Progress monitoring software to ascertain whether students have been able to read independently with deep comprehension; ○ SuccessMaker Enterprise – Interactive software program designed to address a wide range of students in grades K-8,
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				including struggling learners, English language learners, and students in need of extra challenge.
75% of students will score in levels 3 and 4 on state Math tests	38% of students in Grades 3-8 scored in levels 3 and 4 on state math tests	NYS Mathematics Exam	N	◀◀ If the 2009 cut scores were used in 2010, 82 percent would have tested proficient in math. The proficiency levels would have been even higher for students enrolled at FLI since the early childhood grades (K-2). ◀◀ For students with the lowest scale scores in math, the average number of days of school missed was 12.37. For all other students who tested, the average number of days of school missed was 8.29. As such, the students who performed poorly, missed on average more than four instructional days than their peers. ◀◀ Of the students with the lowest scale scores in math, 15 of 37 (41 percent) missed at least one day of school in the two weeks prior to the state test. Eight (22 percent) missed two or more days. ◀◀ For students in testing grades with perfect attendance, 6 of 6 (100 percent) tested as proficient in math. For students in these grades, with three or fewer absences throughout the year, 17 of 27 (63 percent) tested as proficient in math. ◀◀ 29 of the 207 students (14 percent) who took the math test were new to FLI, including three who were enrolled for less than five months prior to taking the test. Of that number, only nine tested as proficient. ◀◀ Another 29 students (14 percent) were in their second year at FLI. Of that number, nine started at least 30 days after the start of the 2008-2009 school year. Of the 29 students, nine (31 percent) tested as proficient. 43 of the 79 students (53 percent) who have been enrolled at FLI since Kindergarten passed the test. Using the previous year's cut scores, a total of 74 (94 percent) would have passed. ◀◀ 32 of the students (15 percent) who took the math tests were either classified as special education students or had been referred to the Committee on Special Education for evaluations. Of that number, none of them tested as proficient. Three of the students (1 percent) received accommodations as ELL students. None tested as proficient. ◀◀ Some teachers were more effective in preparing students for the State tests than others. ◀◀ Of the 14 teachers in testing grades who prepared students for the ELA and math tests, seven (50 percent) were new to FLI in the 2009-2010 academic year. Of the 14 teachers, 10 (71 percent) had three or fewer years of full-time teaching experience before starting in July, 2009. Eleven (79 percent) were teaching in a new area. Seven (50 percent) started the year as uncertified or not certified in the proper areas.

			Teachers who were more effective in impacting student performance (as measured by 55 percent proficiency or at least 70 percent of their students earning scale scores that would have been considered proficient according to last year's cut-off scores) tended to have fewer absences. More successful teachers averaged 5.7 absences and the less successful averaged 8.2 absences. There were no objective ratings of teachers besides the end of year "S" or "U" ratings or the ratings of lessons evaluated during formal observations. Of the 14 teachers, none received an end-of-year "U" rating. Five teachers received unsatisfactory ratings of at least one lesson during the year. Each of these teachers were less successful than their counterparts in preparing their students for success on the state tests. Responses to Failing to Meet the Objective - Weak teachers have been re-assigned or terminated. - Assistants in Kindergarten will be assigned at least an hour per day for support of at-risk students in testing grades. - All teachers providing math instruction in the testing grades will be required to participate in "Math in the City" professional development workshops at City College throughout the school year. - Formal observations will be conducted for all teachers between September and November. All new teachers and any teachers, about whom we may have concerns, will have follow-up observations in January and February. - Teacher effectiveness will be tracked closely on a monthly basis through data analysis. Each teacher's individual professional development plan will be adjusted based on student performance. - Each student in Grades 4-8 who earned a score of "1" (in either ELA or math) will be matched with a staff mentor who will work one-on-one with that student for at least 60 minutes each week that school is in session, beginning the second week of September. - Stephanie Carroll, who was most recently the Coordinator of Early Intervention Services for the Leadership Learning Support Organization, Network 4.1 in the Bronx has been hired to be the new Director of Curriculum and Instruction. - Conferences were scheduled with the parents/guardians of all returning students who scored 1's or low 2's on the ELA and math tests (approximately 50). Their scores were reviewed and a collaborative action plan for working with those students was developed. The action plan may require student participation in one of the following: - Before school breakfast club (academic support provided
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65% of students will score in levels 3 and 4 on state Social Studies tests	57% of students in Grade 5 passed the State Social Studies test; results for 8 th -grade test still	NYS Social Studies Exam	N/A	between 7:30-8:15 in the mornings) ○ After school homework help ○ Saturday Academy – weekly intensive remedial instruction ○ Holiday Academic Institute – academic support provided to students during the December, February and April holidays ◀◀ All students new to FLI in Grades 3-6 were enrolled in mandatory academic support classes. ◀◀ Students at all grade levels will be constantly evaluated, using a variety of assessment instruments. Students who fail to make progress will be discussed at regular meetings, such as the following: ○ Grade-level team data meetings – based on a review of student data, teachers will develop plans for targeted remedial instruction; ○ Student Support Committee meetings – regular meetings during which teachers can discuss individual student performance with the special education experts on staff; ○ Holistic Support and Intervention team meetings – held, as needed, at least once per week, these meetings include the academic leadership, social workers, attendance officer and parent coordinator; students may be discussed and high-level responses determined (such as tutoring, changes in personnel, curricular modifications, etc.). ◀◀ The following technological tools will be used to support student assessment, remediation and support: ○ Children's Progress of Academic Achievement – An early childhood assessment system (K-3) that helps teachers focus classroom instruction to achieve the greatest learning gains for each child. The software is linked to immediately generated reports and helps teachers and administrators gain essential insights about each child's understanding of Language Arts and Mathematics concepts. ○ Accelerated Reader – Progress monitoring software to ascertain whether students have been able to read independently with deep comprehension; ◀◀ SuccessMaker Enterprise – Interactive software program designed to address a wide range of students in grades K-8, including struggling learners, English language learners, and students in need of extra challenge.
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65% of students will score in levels 3 and 4 on state Science tests	pending Scores not yet available.	NYS Science Exam	N/A	
In regards to student retention, FLI Charter School's goal is to fall under 6%.		Number of students that did not return to FLI for the 2009-2010 school year plus the number of students that left FLI during the 2009-2010 school year divided by the total number of students at FLI throughout the year.	N	<u>Responses to Failing to Meet the Objective</u> ⚡ Survey parents of children who leave the school, identify reasons for leaving and develop action plans based on an analysis of data. ⚡ Conduct home visits with new families to establish relationships and enhance the prospects for retention. ⚡ Provide regular opportunities for parent feedback. ⚡ Build time into the school calendar for regular communication between teachers, administrators and middle school students. ⚡ Provide opportunities to address student concerns, recognize student achievements and celebrate the special events in their lives. ⚡ Place an accent on parental communication. It must be done in a timely and personal manner, especially when there are concerns or problems to be addressed. ⚡ Offer programs that encourage the talents, abilities and interests of all students.
FLI Charter School sets its goal of maintaining at least 95% attendance in its first year and every year thereafter.	The average daily school-year attendance was 95.2 percent.	Average daily attendance	Y	
FLI Charter School will track statistics on suspensions. The number of suspensions should decrease for the first five years and then remain stable.	There were a total of 40 suspensions throughout the school year.	Number of suspensions	Y	
FLI Charter School's goal is that parent satisfaction will increase over the first five years and then stabilize at a high	92% of surveyed parents indicated that they were satisfied with "the education my child has received this year"	The NYC DOE Learning Environment Survey	Y	

level. (FLI Charter School's goal is that staff satisfaction will increase over the first five years and then stabilize at a high level.	60% of the teachers agreed that "school leaders invite teachers to play a meaningful role in setting goals and making important decisions for this school" (the highest percentage in the three years of surveys); however, only 25% agreed that "order and discipline are maintained at my school."	The NYC DOE Learning Environment Survey	N	◀◀ Of the 26 teachers on staff, nine (35%) were new to FLI. Five (19%) were in their first year of teaching. Of the entire staff, eleven (42%) had two or fewer years of full-time teaching experience at the beginning of the year. As such, the members of the group were hoping for and probably needed far more support than they received. ◀◀ Many of the teachers struggled with classroom management. ◀◀ Teachers complained that some of the staff development consultants who worked with them were condescending, unyielding and excessively demanding. <u>Responses to Failing to Meet the Objective</u> ◀◀ Terminate relationships with some of the staff development consultants. ◀◀ Hire additional personnel to provide student support (including a dean of students). ◀◀ Provide for a well-functioning "sunshine club." ◀◀ Provide on-going opportunities for faculty feedback. ◀◀ Be transparent with staff about decisions that reflect their feedback. ◀◀ Meet at least monthly with the faculty consultation committee. ◀◀ Check in with staff members at least once per month to ensure that their needs for supplies and technology are being met. ◀◀ Develop individualized PD plans for each staff members. ◀◀ Provide resources for staff members to successfully complete their individualized PD plans.
FLI Charter School's goal will be that 100% of students attend high schools that graduate at least 75% of their students.	Each of our graduates was matched to a high school demonstrating or projecting a four-year graduation rate in excess of 75 percent, based on the latest statistical information available to the public when students completed their main round public high school choice forms in	Students matched in HSAPS to high schools that are anticipated to graduate at least 75% of their students in four years or students matched to private schools with similar high school graduation data.	Y	

DRA individual reading assessments are used in all grades at FLI. We expect that 85% of students in grades 1-3 will score at or above grade level on end of the year assessments.	December. This information was based on the performance of 2004 cohorts. 40 percent of this year's graduating class (six of fifteen students) will attend private high schools in the fall. 100 percent (15 out of 15) of the eight grade students received an acceptance offer from at least one private secondary institution. 93 percent (14 out of 15) received offers from at least two Catholic high schools. 87 percent (13 out of 15) were accepted at three Catholic schools. One student was accepted to a boarding school, the Canterbury School in New Milford, CT.		
		N	Responses to Failing to Meet the Objective ⚡ Provide increased professional development for teachers in reading instruction. ⚡ Structure intensive reading pull-out groups. ⚡ Change to the use of the Fountas and Pinnell Reading Assessment to allow for more regular assessment of reading proficiency and to develop more timely interventions for students.

Section II

Charter School Student and Teacher Attrition Rates

Instructions

Separate tables are included for students and teachers. For students, please provide the total **number** who left for the reasons identified in the table. Then provide the highest number of students enrolled during the course of the year. Using that enrollment figure and the total number of students who left during the year (July 1 – June 30), calculate the percent of students who left the school each year (2006-07 through 2009-10). Do not provide averages or FTEs.

For teachers, provide the total number of classroom teachers (e.g., grades K-6, or secondary subject matter classroom teachers). Do not include guidance counselors, social workers, etc. Do not provide FTEs. A part-time teacher is counted as one teacher. If one person teaches more than one subject area, count them once. Also provide the number of special area teachers (e.g., music, technology, special education). Again, count each such teacher only once. Then, provide the total number of teachers who were retained at the end of each school year. For example, if you had seven classroom teachers (e.g., one each K-6) and three special area teachers (for a total of ten teachers), and three were let go (or otherwise decided not to return in 2010-11) at the end of the 2009-10 school year, your teacher attrition rate would be 30 percent. A teacher on leave is not counted toward the attrition rate.

If you have any questions, please call the Charter School Office at 518-474-1762.

**Charter School Student Attrition Rates
2009-10**

	2009-10	2008-09	2007-08	2006-07
Number of students leaving for lack of transportation	1	1	N/A	N/A
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	10	10	14	3
Number of students leaving for more restrictive special education setting	1	1	2	N/A
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	18	7	29	14
Number leaving for other reasons (undetermined)	3	18	9	47
Total number of students leaving.	33	37	54	64
Highest Number Enrolled (July 1 – June 30)	364	333	351	360
Total Percent Attrition	9%	11%	15%	17.8%

Charter School Teacher Attrition Rates
2009-10

	2009-10	2008-09	2007-08	2006-07
Number of Classroom Teachers	20	16	21	18
Number of Special Area Teachers	6	8	6	6
Total Number of Teachers	26	24	27	24
Total Number of Teachers Leaving	11	6	16	11
Total Percent Attrition	42%	25%	59%	46%

	2009-10	2008-09	2007-08	2006-07
Number of teachers leaving for geographic reasons (out of state/relocation)	1			
Number of teachers leaving to take a position in a school district	2			
Number of teachers leaving to take a position in another charter school	5			
Number of teachers not retained	1			
Number of teachers leaving for other reasons (or undetermined)	2			

FUTURE LEADERS INSTITUTE CHARTER SCHOOL

**FINANCIAL STATEMENTS
AND
ADDITIONAL INFORMATION**

JUNE 30, 2010 AND 2009

FUTURE LEADERS INSTITUTE CHARTER SCHOOL

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of
Future Leaders Institute Charter School

We have audited the accompanying statements of financial position of Future Leaders Institute Charter School (a not-for-profit corporation) as of June 30, 2010 and 2009, and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Future Leaders Institute Charter School as of June 30, 2010 and 2009, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 18, 2010 on our consideration of Future Leaders Institute Charter School 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 audit.

Lutz + Carr, LLP

New York, New York
October 18, 2010

FUTURE LEADERS INSTITUTE CHARTER SCHOOL

STATEMENTS OF FINANCIAL POSITION

JUNE 30, 2010 AND 2009

	<u>2010</u>	<u>2009</u>
Assets		
Current Assets		
Cash and cash equivalents (Notes 1d and 6)	\$1,945,401	\$1,817,724
Unconditional promises to give (Notes 1b and 3)		
Unrestricted	332,691	117,861
Prepaid expenses and other current assets	27,972	34,031
Total Current Assets	<u>2,306,064</u>	<u>1,969,616</u>
Property and equipment (Notes 1e and 4)	114,325	163,412
Escrow deposit (Note 5d)	<u>75,000</u>	<u>75,000</u>
 Total Assets	 <u><u>\$2,495,389</u></u>	 <u><u>\$2,208,028</u></u>
 Liabilities and Net Assets		
Liabilities		
Accounts payable and accrued expenses	\$ 170,501	\$ 199,200
Salaries, payroll taxes and benefits payable	320,230	256,562
Accrued pension liability (Note 5b)	1,320,008	1,154,823
Total Liabilities	<u>1,810,739</u>	<u>1,610,585</u>
Commitment and Contingency (Note 5)		
Net Assets		
Unrestricted		
Board designated (Note 2)	500,000	500,000
Other	184,650	97,443
Total Net Assets	<u>684,650</u>	<u>597,443</u>
 Total Liabilities and Net Assets	 <u><u>\$2,495,389</u></u>	 <u><u>\$2,208,028</u></u>

See notes to financial statements.

FUTURE LEADERS INSTITUTE CHARTER SCHOOL

STATEMENTS OF ACTIVITIES

YEARS ENDED JUNE 30, 2010 AND 2009

	2010	2009		
	Unrestricted	Unrestricted	Temporarily Restricted	Total
Revenues, Gains and Other Support				
Public School District:				
Revenue - Resident Student Enrollment	\$ 4,503,822	\$ 4,186,334	\$ -	\$4,186,334
New York State and City grants	231,085	151,588	-	151,588
Contributions	359,396	325,883	-	325,883
In kind contributions (Note 7)	58,173	85,092	-	85,092
Interest income	7,236	24,714	-	24,714
Other income	19,675	9,785	-	9,785
	<u>5,179,387</u>	<u>4,783,396</u>	<u>-</u>	<u>4,783,396</u>
Net assets released from restriction	-	29,269	(29,269)	-
Total Revenues, Gains and Other Support	<u>5,179,387</u>	<u>4,812,665</u>	<u>(29,269)</u>	<u>4,783,396</u>
Expenses				
Program Services	4,626,656	4,388,604	-	4,388,604
Supporting Services				
Management and general	299,983	288,630	-	288,630
Fundraising and special events	165,541	157,762	-	157,762
Total Expenses	<u>5,092,180</u>	<u>4,834,996</u>	<u>-</u>	<u>4,834,996</u>
Increase (decrease) in net assets	87,207	(22,331)	(29,269)	(51,600)
Net assets, beginning of year	<u>597,443</u>	<u>619,774</u>	<u>29,269</u>	<u>649,043</u>
Net Assets, End of Year	<u>\$ 684,650</u>	<u>\$ 597,443</u>	<u>\$ -</u>	<u>\$ 597,443</u>

See notes to financial statements.

FUTURE LEADERS INSTITUTE CHARTER SCHOOL

STATEMENTS OF CASH FLOWS

YEARS ENDED JUNE 30, 2010 AND 2009

	<u>2010</u>	<u>2009</u>
Cash Flows From Operating Activities		
Increase (decrease) in net assets	\$ 87,207	\$ (51,600)
Adjustments to reconcile increase (decrease) in net assets to net cash provided by operating activities:		
Depreciation	68,806	89,705
(Increase) decrease in:		
Accounts receivable	-	2,820
Unconditional promises to give	(214,830)	(44,632)
Prepaid expenses and other current assets	6,059	3,510
Increase (decrease) in:		
Accounts payable and accrued expenses	(28,699)	(12,233)
Salaries, payroll taxes and benefits payable	63,668	(42,851)
Accrued pension liability	165,185	224,887
Net Cash Provided By Operating Activities	<u>147,396</u>	<u>169,606</u>
Cash Flows From Investing Activities		
Purchase of property and equipment	(19,719)	(49,061)
Purchase of investments	-	-
Proceeds from sale of investments	-	675,000
Net Cash Provided (Used) By Investing Activities	<u>(19,719)</u>	<u>625,939</u>
Net increase in cash and equivalents	127,677	795,545
Cash and cash equivalents, beginning of year	<u>1,817,724</u>	<u>1,022,179</u>
Cash and Cash Equivalents, End of Year	<u><u>\$1,945,401</u></u>	<u><u>\$1,817,724</u></u>

See notes to financial statements.

FUTURE LEADERS INSTITUTE CHARTER SCHOOL**NOTES TO FINANCIAL STATEMENTS****JUNE 30, 2010 AND 2009****Note 1 - Organization and Summary of Significant Accounting Policies****a - Organization**

Future Leaders Institute Charter School ("FLICS") is an education corporation formed to operate a conversion charter school in accordance with an agreement with the Board of Regents of the University of the State of New York under a first renewal charter valid for a term of three years commencing March 14, 2010.

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

b - Contributions and Unconditional Promises to Give

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

c - Financial Statement Presentation

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

d - Cash and Cash Equivalents

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

e - Property and Equipment

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

f - Estimates

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

FUTURE LEADERS INSTITUTE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2010 AND 2009

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

g - Tax Status

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

h - Subsequent Events

FLICS has evaluated subsequent events through October 18, 2010, the date that the financial statements are considered available to be issued.

Note 2 - Board Designated Net Assets

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

Note 3 - Unconditional Promises to Give

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

Note 4 - Property and Equipment

A summary of property and equipment at June 30, 2010 and 2009 is as follows:

	<u>Life</u>	<u>2010</u>	<u>2009</u>
Computer equipment	3 years	\$ 86,048	\$ 79,523
Furniture and other office equipment	5-7 years	135,416	135,416
Software	3 years	26,322	26,322
Teaching materials	3-5 years	83,450	83,450
Library and text books	3 years	116,146	102,952
Gym equipment	10 years	20,181	20,181
		467,563	447,844
Less: Accumulated depreciation		(353,238)	(284,432)
		<u>\$114,325</u>	<u>\$163,412</u>

Depreciation expense for the years ended June 30, 2010 and 2009 was \$68,806 and \$89,705, respectively.

FUTURE LEADERS INSTITUTE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2010 AND 2009

Note 5 - Commitment and Contingency

- a - FLICS leases space from the New York City Department of Education ("DOE") for \$1 per year through August 1, 2014. The Department provides utilities and other maintenance and security services for the building during regular school hours.
- b - The Organization is obligated to make employer contributions into the Teachers Retirement System ("TRS") of the City of New York. This accrued pension expense for 2010 and 2009 is an estimate subject to adjustment by the TRS.
- c - Government supported projects are subject to audit by the applicable granting agency.
- d - As part of an agreement with the DOE, FLICS has established an escrow account of \$75,000 to pay for legal and audit expenses that would be associated with a dissolution should it occur.

Note 6 - Concentration of Credit Risk

FLICS maintains cash balances at several FDIC insured banks in New York City.

Note 7 - In Kind Contribution

In kind contributions recorded at fair value for the years ended June 30, are as follows:

	<u>2010</u>	<u>2009</u>
Services related to lacrosse team	\$40,000	\$40,000
Contracted services, report creation	-	45,092
Donated books	2,598	-
Event related services	6,315	-
Other services	<u>9,260</u>	<u>-</u>
	<u>\$58,173</u>	<u>\$85,092</u>

Note 8 - Functional Allocation of Expenses

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

ADDITIONAL INFORMATION



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**INDEPENDENT AUDITORS' REPORT ON
ADDITIONAL INFORMATION**

To the Board of Trustees of
Future Leaders Institute Charter School

Our report on our audits of the basic financial statements of Future Leaders Institute Charter School for 2010 and 2009 appears on page 1. We conducted our audits in accordance with auditing standards generally accepted in the United States of America for the purpose of forming an opinion on the basic financial statements taken as a whole. The Schedule of Functional Expenses for the year ended June 30, 2010 with comparative totals for 2009 is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Lutz + Carr, LLP

New York, New York
October 18, 2010

FUTURE LEADERS INSTITUTE CHARTER SCHOOL

SCHEDULE OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2010 WITH COMPARATIVE TOTALS FOR 2009

	Program Services	Supporting Services		2010 Total Expenses	2009 Total Expenses
		Management and General	Fundraising		
Salaries	\$2,694,441	\$ 127,268	\$ 120,370	\$2,942,079	\$2,683,795
Employee benefits and payroll taxes	1,236,579	34,116	30,976	1,301,671	1,158,971
Legal and auditing fees	-	73,400	-	73,400	76,533
Consultants - education	221,242	-	-	221,242	250,399
Contracted services - other	141,490	44,081	2,775	188,346	261,239
Insurance	30,937	1,676	1,572	34,185	38,898
Occupancy	12,874	1,330	-	14,204	-
Printing	15,524	1,096	1,624	18,244	7,098
Supplies and materials	27,690	3,342	1,818	32,850	32,160
Postage	1,581	397	1,075	3,053	3,590
Conferences and meetings	29,798	350	-	30,148	8,555
Instructional supplies	65,371	-	-	65,371	121,168
Meals	31,129	246	27	31,402	25,408
Other expenses	7,498	7,892	1,159	16,549	15,512
Telephone	14,868	834	756	16,458	18,941
Travel/field trips	33,412	536	224	34,172	43,024
Depreciation	62,222	3,419	3,165	68,806	89,705
Total Expenses, 2010	<u>\$4,626,656</u>	<u>\$ 299,983</u>	<u>\$ 165,541</u>	<u>\$5,092,180</u>	
Total Expenses, 2009	<u>\$4,388,604</u>	<u>\$ 288,630</u>	<u>\$ 157,762</u>		<u>\$4,834,996</u>



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

To the Board of Trustees of
Future Leaders Institute Charter School

We have audited the financial statements of Future Leaders Institute Charter School as of and for the year ended June 30, 2010, and have issued our report thereon dated October 18, 2010. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered Future Leaders Institute Charter Schools' internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Future Leaders Institute Charter Schools' internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over financial reporting.

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 or correct misstatements on a timely basis.

A material weakness is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entities financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

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

This report is intended solely for the information and use of management, Board of Trustees, others within the entity, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Lutz + Carr, LLP

New York, New York
October 18, 2010

Section IV

NEW YORK STATE EDUCATION DEPARTMENT

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10**

Name (print): Suzanne Thompson

Name of Charter School: Future Leaders Institute Charter School

Charter Entity: New York City Department of Education

Home Address: 33 West 93rd Street, Apt 4N, New York, New York 10025

Business Address: 33 West 93rd Street, Apt 4N, New York, New York 10025

Daytime Phone: 917-225-6215

E-Mail Address: sthompson@coronadoconsultants.com

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

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.

4. Is the trustee an employee or agent of the management company? ____ Yes ☒ No
5. Is the trustee an employee or agent of any institutional partner of the School? ____ Yes ☒ No

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
None			

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
None			



Signature



Date

Subscribed and sworn to before me this 1 day of 11, 2010.



 Notary Public

PATRICIA L. CHARLEMAGNE
 NOTARY PUBLIC-STATE OF NEW YORK
 No. 02CH6193559
 Qualified in Nassau County
 My Commission Expires September 15, 2012

Section IV**NEW YORK STATE EDUCATION DEPARTMENT****Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10****Name (print):** Melody Rollins Downes**Name of Charter School:** Future Leaders Institute Charter School**Charter Entity:** New York City Department of Education**Home Address:** 100 West 119th Street, Apt PHA, New York, New York 10026**Business Address:** 1345 Avenue of the Americas, New York, New York 10105-4800**Daytime Phone:** (212) 739-3620**E-Mail Address:** melody.rollins@pimco.com

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

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.

4. Is the trustee an employee or agent of the management company? ☐ Yes ☒ No

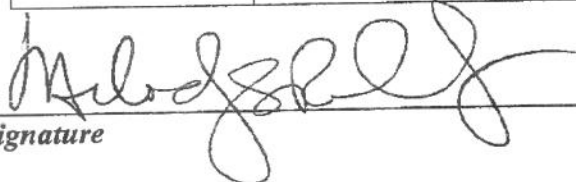
5. Is the trustee an employee or agent of any institutional partner of the School? ☐ Yes ☒ No

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
None			

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
None			


 Signature _____ Date 11/1/10

Subscribed and sworn to before me this 1 day of 11, 2010.


 Notary Public

PATRICIA L. CHARLEMAGNE
 NOTARY PUBLIC-STATE OF NEW YORK
 No. 02CH6193559
 Qualified in Nassau County
 My Commission Expires September 15, 2012

Section IV**NEW YORK STATE EDUCATION DEPARTMENT****Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10****Name (print):** Barbara Barrett, Esq.**Name of Charter School:** Future Leaders Institute Charter School**Charter Entity:** New York City Department of Education**Home Address:** 200 Rector Place, Apt 44^B, New York, New York 10280**Business Address:** 25 Davis Avenue, Port Washington, New York 11050**Daytime Phone:** (212) 945-7109**E-Mail Address:** Bbarrett53@aol.com

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

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.

4. Is the trustee an employee or agent of the management company? ☐ Yes ☒ No

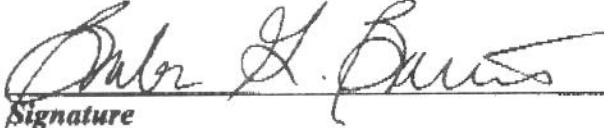
5. Is the trustee an employee or agent of any institutional partner of the School? ☐ Yes ☒ No

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
None			

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
None			


Signature _____ Date 11/1/10

Subscribed and sworn to before me this 1 day of 11, 2010.


Notary Public

PATRICIA L. CHARLEMAGNE
NOTARY PUBLIC-STATE OF NEW YORK
No. 02CH6193559
Qualified in Nassau County
My Commission Expires September 15, 2012

Section IV

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10

Name (print): Andrew Mark Hutcher

Name of Charter School: Future Leaders Institute Charter School

Charter Entity: New York City Department of Education

Home Address: 11 Sage Terrace, Scarsdale, New York 10583

Business Address: N/A

Daytime Phone: 212-325-7417

E-Mail Address: andrew.hutcher@credit-suisse.com

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

Secretary as of 10/21/10
Executive Committee member as of 10/21/10

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.

4. Is the trustee an employee or agent of the management company? ____ Yes ☒ No
5. Is the trustee an employee or agent of any institutional partner of the School? ____ Yes ☒ No

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
None			

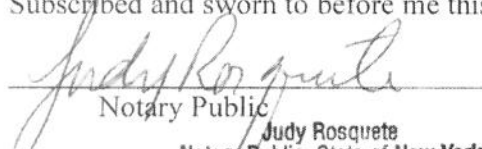
Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which 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
None			


Signature

10/11/10
Date

Subscribed and sworn to before me this 1st day of 11, 2010


Notary Public

Judy Rosquete
Notary Public, State of New York
No. 01R06134915
Qualified in New York County
Commission Expires October 11, 2009

Section IV

NEW YORK STATE EDUCATION DEPARTMENT

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10**

Name (print): Kim Broomes

Name of Charter School: Future Leaders Institute Charter School

Charter Entity: New York City Department of Education

Home Address: 103 West 127th Street, Apt 2A, New York, New York 10027

Business Address: N/A

Daytime Phone: 212.884.1868

E-Mail Address: kleobr@aol.com

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

4. Is the trustee an employee or agent of the management company? ____ Yes ☒ No
5. Is the trustee an employee or agent of any institutional partner of the School? ____ Yes ☒ No

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
None			

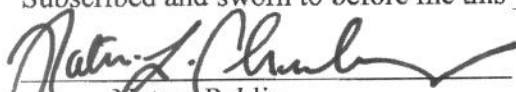
Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which 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
None			


Signature

11/01/2010
Date

Subscribed and sworn to before me this 1 day of 11, 2010.


Notary Public

PATRICIA L. CHARLEMAGNE
NOTARY PUBLIC-STATE OF NEW YORK
No. 02CH6193559
Qualified In Nassau County
My Commission Expires September 15, 2012

Section IV

NEW YORK STATE EDUCATION DEPARTMENT

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10**

Name (print): Peter T. Anderson

Name of Charter School: Future Leaders Institute Charter School

Charter Entity: New York City Department of Education

Home Address:

Business Address: 134 West 122nd Street, New York, New York 10027

Daytime Phone: ((212) 678-2868

E-Mail Address: panderson@futureleadersinstitute.org

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

Currently, I serve as an ex officio member of the Board.

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. I serve as the Head of School. See the attached job description.

4. Is the trustee an employee or agent of the management company? ☒Yes ☐No

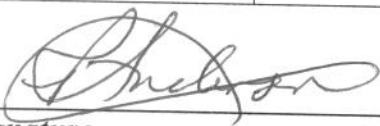
5. Is the trustee an employee or agent of any institutional partner of the School? ☐Yes
☒No

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
2009-2010	Head of School Salary based on the CSA contract	Non-voting Board member (ex officio)	Self

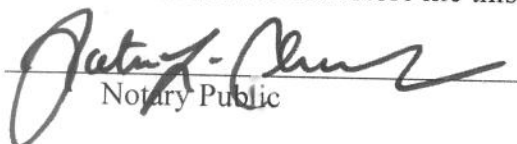
Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which 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
None			


Signature

10/29/10
Date

Subscribed and sworn to before me this 1 day of 11, 2010


Notary Public

PATRICIA L. CHARLEMAGNE
NOTARY PUBLIC-STATE OF NEW YORK
No. 02CH6193559
Qualified in Nassau County
My Commission Expires September 15, 2012

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.

PETER ANDERSON

Print Name, School Leader



Signature and Date

10/29/10

Suzanne Thompson

Print Name, President, Board of Trustees

 11/1/10

Signature and Date