I. SCHOOL INFORMATION AND COVER PAGE

Created Wednesday, July 16, 2014
Updated Wednesday, July 30, 2014

Page 1

1. SCHOOL NAME

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

320900860872 GRAND CONCOURSE ACAD CS

2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 9

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
116-118 E 169th Street Bronx, NY 10452	718-590-1300	718-590-1065	[redacted]

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Ira Victor
Title	School Leader
Emergency Phone Number (###-###-####)	[redacted]

5. SCHOOL WEB ADDRESS (URL)

http://www.gcacs.org/

6. DATE OF INITIAL CHARTER

2004-07-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2004-09-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

390

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

- K
- 1
- 2
- 3
- 4
- 5

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

Yes/No	Name of CMO/EMO
No	

11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

Please list the sites where the school will operate in 2014-15.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	116-118 E. 169th Street Bronx, New York 10452	718-590-1300	CSD 9	K-5	Yes	Rent/Lease

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Ira Victor	718-590-1300		[redacted]
Operational Leader	Martin McDowell	718-590-1300		[redacted]
Compliance Contact	Martin McDowell	718-590-1300		[redacted]
Complaint Contact	Ms. Arlene Hall-Waisburd (parent Rep c/o I.Victor)	718-590-1300		[redacted]

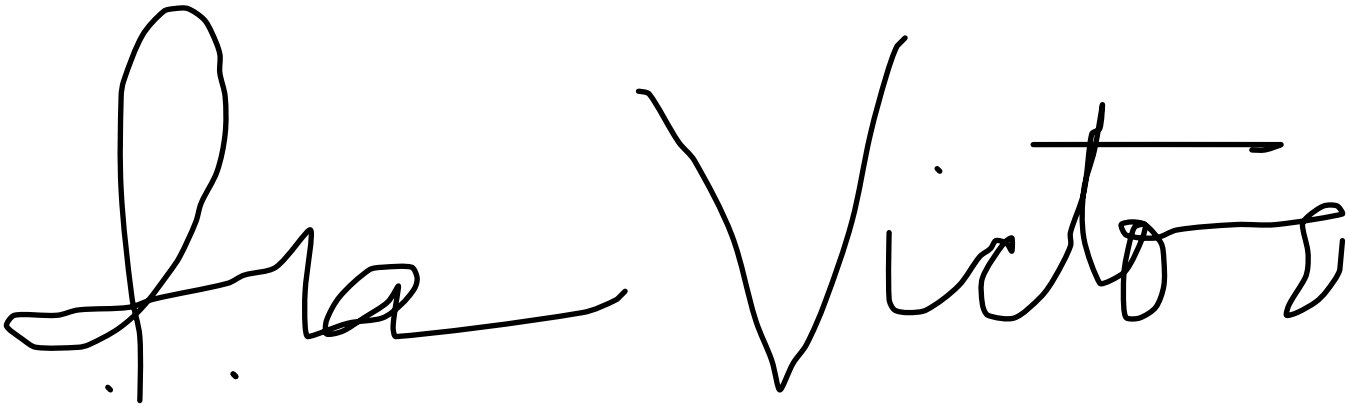
14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

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

- Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees

Thank you.

Appendix A: Link to the New York State School Report Card

Created Saturday, July 26, 2014
Updated Wednesday, July 30, 2014

Page 1

Charter School Name: 320900860872 GRAND CONCOURSE ACAD CS

1. NEW YORK STATE REPORT CARD

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

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

http://data.nysed.gov/profile.php?instid=800000057943

Appendix I: Teacher and Administrator Attrition

Created Saturday, July 26, 2014

Page 1

Charter School Name: 320900860872 GRAND CONCOURSE ACAD CS

Instructions for completing the Teacher and Administrator Attrition Tables
ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
	28	4	1

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
	3	1	0

Thank you

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Thursday, July 24, 2014

Page 1

Charter School Name: 320900860872 GRAND CONCOURSE ACAD CS

B. Financial Information
This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate 'Total Expenditures per Child' take total expenditures (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

1. Total Expenditures Per Child | Line 1: Total Expenditures Per Pupil	5760137
1. Total Expenditures Per Child | Line 2: BEDS Day Pupil Count	388
1. Total Expenditures Per Child | Line 3: Divide Line 1 by Line 2	14835

2. Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the BEDS per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

Do not include the FTE of personnel dedicated to administration of the instructional programs.
Do not include Employee Benefit costs or expenditures in the above calculations.
A template for the Schedule of Functional Expenses is provided on page 21 of the 2012 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2013-14 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

To calculate ‘Administrative Expenditures per Child' take the relevant portion from the ‘personnel services cost’ row and the ‘management and general’ column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). | Line 1: Relevant Personnel Services Cost (Row)	670182
To calculate ‘Administrative Expenditures per Child' take the relevant portion from the ‘personnel services cost’ row and the ‘management and general’ column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). | Line 2: Management and General Cost (Column)	308673
To calculate ‘Administrative Expenditures per Child' take the relevant portion from the ‘personnel services cost’ row and the ‘management and general’ column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). | Line 3: Sum of Line 1 and Line 2	978855
To calculate ‘Administrative Expenditures per Child' take the relevant portion from the ‘personnel services cost’ row and the ‘management and general’ column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). | Line 4: BEDS Day Pupil Count	388
To calculate ‘Administrative Expenditures per Child' take the relevant portion from the ‘personnel services cost’ row and the ‘management and general’ column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). | Line 5: Divide Line 3 by the BEDS Day Pupil Count	2523

Thank you.

Charter Schools Institute
The State University of New York

Budget and Quarterly Report Template

for SUNY Authorized Charter Schools

Enter Charter School Name Here

Contact Name:	Martin McDowell
Contact Email:	[redacted]
Contact Phone:	
Prior Year:	2013-14
Current Year:	2014-15

GRAND CONCOURSE ACADEMY
CHARTER SCHOOL

FINANCIAL STATEMENTS
WITH INDEPENDENT AUDITOR'S REPORT

JUNE 30, 2014
(With Comparative Totals as of June 30, 2013)

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

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KOCH GROUP & COMPANY, LLP
CERTIFIED PUBLIC ACCOUNTANTS
333 Seventh Avenue
New York, NY 10001
(212) 631-0700 FAX (212) 631-0109

INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
Grand Concourse Academy Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Grand Concourse Academy Charter School, which comprise the statement of financial position as of June 30, 2014, and the related statement of activities, cash flow and functional expenses for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Grand Concourse Academy Charter School as of June 30, 2014, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited Grand Concourse Academy Charter School's 2013 financial statements, and our report dated October 25, 2013, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2013, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 22, 2014, on our consideration of Grand Concourse Academy Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Grand Concourse Academy Charter School's internal control over financial reporting and compliance.

Kach Group & Company, LLP
Certified Public Accountants

New York, New York
October 22, 2014

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2014
(With Comparative Totals as of June 30, 2013)

ASSETS

	2014	2013
CURRENT ASSETS		
Cash	$ 2,182,118	$ 1,976,554
Grants receivable	227,045	123,763
Other receivable	690	1,239
Prepaid expenses	50,364	60,637
Total Current Assets	2,460,217	2,162,193
PROPERTY AND EQUIPMENT, at cost, less accumulated depreciation	1,266,927	1,203,882
OTHER ASSETS		
Security deposits	68,082	68,082
Total Assets	$ 3,795,226	$ 3,434,157

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES		
Accounts payable and accrued expenses	$ 77,732	$ 82,586
Accrued payroll and benefits	653,285	494,589
Rent payable	91,010	114,091
Notes payable	-	15,907
Total Current Liabilities	822,027	707,173
NET ASSETS - UNRESTRICTED	2,973,199	2,726,984
Total Liabilities and Net Assets	$ 3,795,226	$ 2,726,984

See notes to financial statements.

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

STATEMENTS OF ACTIVITIES

YEAR ENDED JUNE 30, 2014
(With Comparative Totals for the year ended June 30, 2013)

	2014	2013
OPERATING REVENUE AND OTHER SUPPORT		
State and local per pupil		
Operating revenue	$ 5,536,328	$ 5,295,563
Grants and Contracts		
State and local	29,885	31,086
Federal	334,928	393,080
Incentive lease income	107,064	205,206
Interest income	2,239	3,332
Fundraising income, net	11,914	13,410
Contributions	6,515	4,598
Total Operating Revenue and Other Support	6,028,873	5,946,275
EXPENSES		
Program Expenses		
Regular education	4,303,327	3,915,041
Special education	368,443	608,449
	4,671,770	4,523,490
Supporting Services		
Management and general	1,110,888	807,027
Total Expenses	5,782,658	5,330,517
CHANGE IN NET ASSETS	246,215	615,758
NET ASSETS - UNRESTRICTED		
Beginning of year	2,726,984	2,111,226
End of year	$ 2,973,199	$ 2,726,984

See notes to financial statements.

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

STATEMENTS OF CASH FLOWS

YEAR ENDED JUNE 30, 2014
(With Comparative Totals for the year ended June 30, 2013)

	2014	2013
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in Net Assets	$ 246,215	$ 615,758
ADJUSTMENTS TO RECONCILE INCREASE IN NET ASSETS TO NET CASH PROVIDED BY OPERATING ACTIVITIES		
Depreciation	75,634	109,599
Changes in Assets and Liabilities		
Prepaid expenses	10,273	(22,248)
Grants receivable	(103,282)	(123,763)
Other receivable	549	(1,169)
Accounts payable and accrued expenses	(4,854)	19,414
Accrued payroll and benefits	158,696	28,883
Refundable advances	-	(703)
Rent payable	(23,081)	(14,713)
Net Cash Provided by Operating Activities	360,150	611,058
CASH FLOWS FROM INVESTING ACTIVITIES		
Acquisition of fixed assets	(138,679)	(63,153)
Net cash used in investing activities	(138,679)	(63,153)
CASH FLOWS FROM FINANCING ACTIVITIES		
Repayment of notes payable	(15,907)	(92,920)
Net cash used in financing activities	(15,907)	(92,920)
NET INCREASE IN CASH	205,564	454,985
CASH		
Beginning of year	1,976,554	1,521,569
End of year	$ 2,182,118	$ 1,976,554
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION		
Cash Paid for Interest	$ 815	$ 3,344

See notes to financial statements.

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2014
(With Comparative Totals for the year ended June 30, 2013)

	Regular Education	Special Education	Total Programs	Management & General	Total 2014	Total 2013
Personnel Expenses						
Salaries and wages	$ 2,695,301	$ 232,925	$ 2,928,226	$ 627,718	$ 3,555,944	$ 3,249,425
Payroll taxes and fringe benefits	560,580	48,445	609,025	130,555	739,580	635,434
Retirement	118,064	10,203	128,267	27,496	155,763	124,174
Total Personnel Expenses	3,373,945	291,573	3,665,518	785,769	4,451,287	4,009,033
Operating Expenses						
Professional and consulting services	1,986	114	2,100	122,515	124,615	133,994
Building and land rent/lease	369,461	31,928	401,389	86,045	487,434	579,749
Repairs and maintenance	57,529	4,972	62,501	13,398	75,899	60,233
Insurance	35,639	3,080	38,719	8,300	47,019	42,661
Utilities	61,182	5,287	66,469	14,249	80,718	77,971
Supplies and materials	90,897	5,210	96,107	-	96,107	89,770
Equipment and furnishings	11,062	956	12,018	2,576	14,594	-
Staff development	104,119	8,998	113,117	26,022	139,139	51,945
Marketing and recruitment	506	31	537	531	1,068	1,834
Technology	47,776	4,129	51,905	11,127	63,032	55,554
Telephone and internet	27,535	2,380	29,915	6,413	36,328	39,138
Food service	4,112	236	4,348	-	4,348	3,177
Student services	21,023	1,205	22,228	-	22,228	23,924
Office expense	39,226	3,390	42,616	19,777	62,393	48,591
Interest expense	-	-	-	815	815	3,344
Depreciation	57,329	4,954	62,283	13,351	75,634	109,599
Total Operating Expenses	929,382	76,870	1,006,252	325,119	1,331,371	1,321,484
TOTAL EXPENSES	$ 4,303,327	$ 368,443	$ 4,671,770	$ 1,110,888	$ 5,782,658	$ 5,330,517

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2014

1. Organization

Grand Concourse Academy Charter School (the "School"), a 501(c)(3) tax-exempt organization, is a public charter school for children in grades kindergarten through fifth grade located in Bronx, New York. The School was chartered in July 2004, and was successfully re-chartered on January 28, 2014 for an additional five years. The goal of the School is to offer students a high quality public education on a nondiscriminatory and secular basis. The mission of the Grand Concourse Academy Charter School is to create a challenging learning environment that addresses and meets the needs of student in New York City, especially those at-risk of academic failure. In a concentrated effort to prepare our students for entry into the very best middle and high schools of New York City, the academy will seek to foster a sense of strong character, ethics, and personal responsibility, as well as high expectations and academic success.

2. Summary of Significant Accounting Policies

a) Basis of Accounting

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

b) Financial Statement Presentation

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

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

ii) Temporarily restricted net assets – Net assets subject to donor-imposed stipulations that may or will be met, either by actions of the School and/or passage of time. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. However, if a restriction is fulfilled in the same period in which the contribution is received, the School reports the support as unrestricted. There are no temporarily restricted net assets at June 30, 2014 and 2013.

2. Summary of Significant Accounting Policies (Continued)

b) Financial Statement Presentation (Continued)

iii) Permanently restricted net assets – Net assets subject to grantor or donor-imposed stipulations that they be maintained permanently by the School to use all or part of the assets for general or specific purposes. There are no permanently restricted net assets at June 30, 2014 and 2013.

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

c) Cash and Cash Equivalents

The School maintains its cash in bank deposit accounts, which, at times, may exceed federally insured limits. The School has not experienced any losses in such accounts. The School believes it is not exposed to significant credit risk on cash and equivalents. For purposes of the statement of cash flows, the School considers all highly liquid debt instruments purchased with a maturity of three months or less to be cash equivalents

d) Grants and Contributions Receivable

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

e) Donated Services

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

2. Summary of Significant Accounting Policies (Continued)

f) Functional Allocation of Expenses

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

g) Property and Equipment

Purchase of property and equipment are capitalized at cost. Donated assets are capitalized at the estimated fair value at date of receipt. The cost of maintenance and repairs is charged to expense as incurred; significant improvements are capitalized. The School capitalizes additions and significant improvements in excess of $5,000. Depreciation is computed using the straight-line method over estimated useful lives of 3 to 7 years.

h) Revenue Recognition

Revenue from the state and local government resulting from its charter school status is based on the number of students enrolled and is recorded when services are performed in accordance with the charter agreement.

Revenue from federal, state and local government grants and contracts are recorded by the School when qualifying expenditures are incurred and billable. Funds received in advance for which qualifying expenditures have not been incurred are reflected as refundable advances from state and local government grants in the accompanying statement of financial position.

i) Income Taxes

In 2005 Grand Concourse Academy Charter School filed and received approval of its application for tax exempt status from the Internal Revenue Service under Section 501(c)(3) of the Internal Revenue Code and has been classified as a publicly supported organization as described in Internal Revenue Code Sec. 509(a)(1) and 170(b)(1)(a)(II).

Management has determined that the School had no uncertain tax positions that would require financial statement recognition. The School is no longer subject to income tax examination by federal, state or local tax authorities for years before 2011, which is the standard statute of limitations look-back period.

2. Summary of Significant Accounting Policies (Continued)

j) 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.

3. Property and Equipment

At June 30, 2014 and 2013, property and equipment consisted of the following:

	2014	2013	Estimated Useful Life
Leasehold improvements	$1,824,220	$1,810,910	5 -39 years
Construction in progress	208,613	83,243	-
Furniture and fixtures	236,970	236,970	7 years
Computer equipment	391,926	391,926	5 years
Office equipment	110,719	143,658	5 -7 years
	2,772,448	2,666,707	
Less: Accumulated Depreciation	(1,505,521)	(1,462,825)	
	$1,266,927	$1,203,882	

At June 30, 2014, construction-in-progress included costs incurred in the School's current facility. Construction in progress is stated at cost. No provision for depreciation is made on construction in progress until such time as the relevant assets are completed and put into use.

Depreciation expense for the years ended June 30, 2014 and 2013 was $75,634 and $109,599.

4. Accrued Payroll and Benefits

Accrued payroll and benefits consist of amounts earned by the staff during the school year but paid out over the summer months.

5. Retirement Plan

The School offers a 401(k) plan for substantially all of its qualifying employees. Employees are eligible for the plan immediately upon employment and participation in the plan is voluntary. Employees can make pretax contributions up to a maximum of 100% of their annual compensation, subject to IRS restrictions. The School matches the employee contribution up to 5% of the employee's annual compensation. The employer contribution recognized in the statement of activities was $154,817 and $122,049 for the years ended June 30, 2014 and 2013. Such plan assets are held in a separate trust and are not included in the accompanying financial statements. All plan assets are held for the exclusive benefit of the Plan's participants and beneficiaries.

6. Concentration of Risk

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

7. Incentive Lease Income

The School made major capital improvements to the property from 2007 to 2010. The landlord has agreed to give rent concessions for the cost of the improvements.

8. Note Payable

Note payable to JP Morgan Chase in the amount of $350,000 bears interest at 4.56% per annum. The loan requires monthly principal and interest payment of $8,001. The final principal payment of $15,907 and interest was paid off in August 2013.

9. School Facility

The School leases classroom space and administrative offices on a monthly basis. For the years ended June 30, 2014 and 2013, the rent expense was $487,434 and $579,749.

10. Contingency

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

11. Food and Transportation

The New York City Department of Education provides free lunches directly to some of the School's students. Such costs are not included in these financial statements. The School covers the unreimbursed cost of lunches for children not entitled to free lunches. The office of Pupil Transportation provides free transportation to the majority of the students during the district's school days.

12. Subsequent Events

Management has evaluated subsequent events through October 22, 2014, the date that financial statements were available to be issued. No significant subsequent events have been identified that would require adjustment or disclosure in the accompanying financial statements.

KOCH GROUP & COMPANY, LLP
CERTIFIED PUBLIC ACCOUNTANTS
333 Seventh Avenue
New York, NY 10001
(212) 631-0700 FAX (212) 631-0109

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

To the Board of Trustees of
Grand Concourse Academy Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Grand Concourse Academy Charter School, which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 22, 2014.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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

Kach Group + Company, LLP
Certified Public Accountants

New York, New York
October 22, 2014

Grand Concourse Academy Charter School
Statement of Functional Expenses
as of June 30

		2014								2013
		Program Services				Supporting Services				
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total	Total	
Personnel Services Costs		$	$	$	$	$	$	$	$	$
Administrative Staff Personnel	13.00	291,497	16,708	-	308,205	-	627,718	627,718	935,923	912,605
Instructional Personnel	45.50	2,388,453	215,337	-	2,603,790	-	-	-	2,603,790	817,606
Non-Instructional Personnel	-	15,352	880	-	16,232	-	-	-	16,232	1,519,214
Total Salaries and Staff	58.50	2,695,302	232,925	-	2,928,227	-	627,718	627,718	3,555,945	3,249,425
Fringe Benefits & Payroll Taxes		560,580	48,445	-	609,025	-	130,555	130,555	739,580	635,434
Retirement		118,064	10,203	-	128,267	-	27,496	27,496	155,763	124,174
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	-	-	-	-
Accounting / Audit Services		-	-	-	-	-	16,700	16,700	16,700	15,400
Other Purchased / Professional / Consulting Services		42,087	3,580	-	45,667	-	115,155	115,155	160,822	118,594
Building and Land Rent / Lease		369,461	31,928	-	401,389	-	86,045	86,045	487,434	579,749
Repairs & Maintenance		57,529	4,972	-	62,501	-	13,398	13,398	75,899	60,232
Insurance		35,639	3,080	-	38,719	-	8,300	8,300	47,019	42,662
Utilities		79,361	6,858	-	86,219	-	18,483	18,483	104,702	117,108
Supplies / Materials		88,274	5,060	-	93,334	-	-	-	93,334	89,770
Equipment / Furnishings		11,062	956	-	12,018	-	2,576	2,576	14,594	245
Staff Development		104,119	8,998	-	113,117	-	24,248	24,248	137,365	51,945
Marketing / Recruitment		506	31	-	537	-	531	531	1,068	1,835
Technology		17,030	1,472	-	18,502	-	3,966	3,966	22,468	55,554
Food Service		4,112	236	-	4,348	-	-	-	4,348	3,177
Student Services		23,646	1,355	-	25,001	-	-	-	25,001	23,924
Office Expense		39,226	3,390	-	42,616	-	10,490	10,490	53,106	48,346
Depreciation		57,329	4,954	-	62,283	-	13,351	13,351	75,634	109,599
OTHER		-	-	-	-	-	11,876	11,876	11,876	3,344
Total Expenses		$ 4,303,327	$ 368,443	$ -	$ 4,671,770	$ -	$ 1,110,888	$ 1,110,888	$ 5,782,658	$ 5,330,517

GRAND CONCOURSE ACADEMY
CHARTER SCHOOL

FINANCIAL STATEMENTS
WITH INDEPENDENT AUDITOR'S REPORT

JUNE 30, 2014
(With Comparative Totals as of June 30, 2013)

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

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KOCH GROUP & COMPANY, LLP
CERTIFIED PUBLIC ACCOUNTANTS
333 Seventh Avenue
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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
Grand Concourse Academy Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Grand Concourse Academy Charter School, which comprise the statement of financial position as of June 30, 2014, and the related statement of activities, cash flow and functional expenses for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Grand Concourse Academy Charter School as of June 30, 2014, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited Grand Concourse Academy Charter School's 2013 financial statements, and our report dated October 25, 2013, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2013, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 22, 2014, on our consideration of Grand Concourse Academy Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Grand Concourse Academy Charter School's internal control over financial reporting and compliance.

Kach Group & Company, LLP
Certified Public Accountants

New York, New York
October 22, 2014

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2014
(With Comparative Totals as of June 30, 2013)

ASSETS

	2014	2013
CURRENT ASSETS		
Cash	$ 2,182,118	$ 1,976,554
Grants receivable	227,045	123,763
Other receivable	690	1,239
Prepaid expenses	50,364	60,637
Total Current Assets	2,460,217	2,162,193
PROPERTY AND EQUIPMENT, at cost, less accumulated depreciation	1,266,927	1,203,882
OTHER ASSETS		
Security deposits	68,082	68,082
Total Assets	$ 3,795,226	$ 3,434,157

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES		
Accounts payable and accrued expenses	$ 77,732	$ 82,586
Accrued payroll and benefits	653,285	494,589
Rent payable	91,010	114,091
Notes payable	-	15,907
Total Current Liabilities	822,027	707,173
NET ASSETS - UNRESTRICTED	2,973,199	2,726,984
Total Liabilities and Net Assets	$ 3,795,226	$ 2,726,984

See notes to financial statements.

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

STATEMENTS OF ACTIVITIES

YEAR ENDED JUNE 30, 2014
(With Comparative Totals for the year ended June 30, 2013)

	2014	2013
OPERATING REVENUE AND OTHER SUPPORT		
State and local per pupil		
Operating revenue	$ 5,536,328	$ 5,295,563
Grants and Contracts		
State and local	29,885	31,086
Federal	334,928	393,080
Incentive lease income	107,064	205,206
Interest income	2,239	3,332
Fundraising income, net	11,914	13,410
Contributions	6,515	4,598
Total Operating Revenue and Other Support	6,028,873	5,946,275
EXPENSES		
Program Expenses		
Regular education	4,303,327	3,915,041
Special education	368,443	608,449
	4,671,770	4,523,490
Supporting Services		
Management and general	1,110,888	807,027
Total Expenses	5,782,658	5,330,517
CHANGE IN NET ASSETS	246,215	615,758
NET ASSETS - UNRESTRICTED		
Beginning of year	2,726,984	2,111,226
End of year	$ 2,973,199	$ 2,726,984

See notes to financial statements.

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

STATEMENTS OF CASH FLOWS

YEAR ENDED JUNE 30, 2014
(With Comparative Totals for the year ended June 30, 2013)

	2014	2013
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in Net Assets	$ 246,215	$ 615,758
ADJUSTMENTS TO RECONCILE INCREASE IN NET ASSETS TO NET CASH PROVIDED BY OPERATING ACTIVITIES		
Depreciation	75,634	109,599
Changes in Assets and Liabilities		
Prepaid expenses	10,273	(22,248)
Grants receivable	(103,282)	(123,763)
Other receivable	549	(1,169)
Accounts payable and accrued expenses	(4,854)	19,414
Accrued payroll and benefits	158,696	28,883
Refundable advances	-	(703)
Rent payable	(23,081)	(14,713)
Net Cash Provided by Operating Activities	360,150	611,058
CASH FLOWS FROM INVESTING ACTIVITIES		
Acquisition of fixed assets	(138,679)	(63,153)
Net cash used in investing activities	(138,679)	(63,153)
CASH FLOWS FROM FINANCING ACTIVITIES		
Repayment of notes payable	(15,907)	(92,920)
Net cash used in financing activities	(15,907)	(92,920)
NET INCREASE IN CASH	205,564	454,985
CASH		
Beginning of year	1,976,554	1,521,569
End of year	$ 2,182,118	$ 1,976,554
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION		
Cash Paid for Interest	$ 815	$ 3,344

See notes to financial statements.

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2014
(With Comparative Totals for the year ended June 30, 2013)

	Regular Education	Special Education	Total Programs	Management & General	Total 2014	Total 2013
Personnel Expenses						
Salaries and wages	$ 2,695,301	$ 232,925	$ 2,928,226	$ 627,718	$ 3,555,944	$ 3,249,425
Payroll taxes and fringe benefits	560,580	48,445	609,025	130,555	739,580	635,434
Retirement	118,064	10,203	128,267	27,496	155,763	124,174
Total Personnel Expenses	3,373,945	291,573	3,665,518	785,769	4,451,287	4,009,033
Operating Expenses						
Professional and consulting services	1,986	114	2,100	122,515	124,615	133,994
Building and land rent/lease	369,461	31,928	401,389	86,045	487,434	579,749
Repairs and maintenance	57,529	4,972	62,501	13,398	75,899	60,233
Insurance	35,639	3,080	38,719	8,300	47,019	42,661
Utilities	61,182	5,287	66,469	14,249	80,718	77,971
Supplies and materials	90,897	5,210	96,107	-	96,107	89,770
Equipment and furnishings	11,062	956	12,018	2,576	14,594	-
Staff development	104,119	8,998	113,117	26,022	139,139	51,945
Marketing and recruitment	506	31	537	531	1,068	1,834
Technology	47,776	4,129	51,905	11,127	63,032	55,554
Telephone and internet	27,535	2,380	29,915	6,413	36,328	39,138
Food service	4,112	236	4,348	-	4,348	3,177
Student services	21,023	1,205	22,228	-	22,228	23,924
Office expense	39,226	3,390	42,616	19,777	62,393	48,591
Interest expense	-	-	-	815	815	3,344
Depreciation	57,329	4,954	62,283	13,351	75,634	109,599
Total Operating Expenses	929,382	76,870	1,006,252	325,119	1,331,371	1,321,484
TOTAL EXPENSES	$ 4,303,327	$ 368,443	$ 4,671,770	$ 1,110,888	$ 5,782,658	$ 5,330,517

GRAND CONCOURSE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2014

1. Organization

Grand Concourse Academy Charter School (the "School"), a 501(c)(3) tax-exempt organization, is a public charter school for children in grades kindergarten through fifth grade located in Bronx, New York. The School was chartered in July 2004, and was successfully re-chartered on January 28, 2014 for an additional five years. The goal of the School is to offer students a high quality public education on a nondiscriminatory and secular basis. The mission of the Grand Concourse Academy Charter School is to create a challenging learning environment that addresses and meets the needs of student in New York City, especially those at-risk of academic failure. In a concentrated effort to prepare our students for entry into the very best middle and high schools of New York City, the academy will seek to foster a sense of strong character, ethics, and personal responsibility, as well as high expectations and academic success.

2. Summary of Significant Accounting Policies

a) Basis of Accounting

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

b) Financial Statement Presentation

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

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

ii) Temporarily restricted net assets – Net assets subject to donor-imposed stipulations that may or will be met, either by actions of the School and/or passage of time. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. However, if a restriction is fulfilled in the same period in which the contribution is received, the School reports the support as unrestricted. There are no temporarily restricted net assets at June 30, 2014 and 2013.

2. Summary of Significant Accounting Policies (Continued)

b) Financial Statement Presentation (Continued)

iii) Permanently restricted net assets – Net assets subject to grantor or donor-imposed stipulations that they be maintained permanently by the School to use all or part of the assets for general or specific purposes. There are no permanently restricted net assets at June 30, 2014 and 2013.

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

c) Cash and Cash Equivalents

The School maintains its cash in bank deposit accounts, which, at times, may exceed federally insured limits. The School has not experienced any losses in such accounts. The School believes it is not exposed to significant credit risk on cash and equivalents. For purposes of the statement of cash flows, the School considers all highly liquid debt instruments purchased with a maturity of three months or less to be cash equivalents

d) Grants and Contributions Receivable

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

e) Donated Services

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

2. Summary of Significant Accounting Policies (Continued)

f) Functional Allocation of Expenses

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

g) Property and Equipment

Purchase of property and equipment are capitalized at cost. Donated assets are capitalized at the estimated fair value at date of receipt. The cost of maintenance and repairs is charged to expense as incurred; significant improvements are capitalized. The School capitalizes additions and significant improvements in excess of $5,000. Depreciation is computed using the straight-line method over estimated useful lives of 3 to 7 years.

h) Revenue Recognition

Revenue from the state and local government resulting from its charter school status is based on the number of students enrolled and is recorded when services are performed in accordance with the charter agreement.

Revenue from federal, state and local government grants and contracts are recorded by the School when qualifying expenditures are incurred and billable. Funds received in advance for which qualifying expenditures have not been incurred are reflected as refundable advances from state and local government grants in the accompanying statement of financial position.

i) Income Taxes

In 2005 Grand Concourse Academy Charter School filed and received approval of its application for tax exempt status from the Internal Revenue Service under Section 501(c)(3) of the Internal Revenue Code and has been classified as a publicly supported organization as described in Internal Revenue Code Sec. 509(a)(1) and 170(b)(1)(a)(II).

Management has determined that the School had no uncertain tax positions that would require financial statement recognition. The School is no longer subject to income tax examination by federal, state or local tax authorities for years before 2011, which is the standard statute of limitations look-back period.

2. Summary of Significant Accounting Policies (Continued)

j) 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.

3. Property and Equipment

At June 30, 2014 and 2013, property and equipment consisted of the following:

	2014	2013	Estimated Useful Life
Leasehold improvements	$1,824,220	$1,810,910	5 -39 years
Construction in progress	208,613	83,243	-
Furniture and fixtures	236,970	236,970	7 years
Computer equipment	391,926	391,926	5 years
Office equipment	110,719	143,658	5 -7 years
	2,772,448	2,666,707	
Less: Accumulated Depreciation	(1,505,521)	(1,462,825)	
	$1,266,927	$1,203,882	

At June 30, 2014, construction-in-progress included costs incurred in the School's current facility. Construction in progress is stated at cost. No provision for depreciation is made on construction in progress until such time as the relevant assets are completed and put into use.

Depreciation expense for the years ended June 30, 2014 and 2013 was $75,634 and $109,599.

4. Accrued Payroll and Benefits

Accrued payroll and benefits consist of amounts earned by the staff during the school year but paid out over the summer months.

5. Retirement Plan

The School offers a 401(k) plan for substantially all of its qualifying employees. Employees are eligible for the plan immediately upon employment and participation in the plan is voluntary. Employees can make pretax contributions up to a maximum of 100% of their annual compensation, subject to IRS restrictions. The School matches the employee contribution up to 5% of the employee's annual compensation. The employer contribution recognized in the statement of activities was $154,817 and $122,049 for the years ended June 30, 2014 and 2013. Such plan assets are held in a separate trust and are not included in the accompanying financial statements. All plan assets are held for the exclusive benefit of the Plan's participants and beneficiaries.

6. Concentration of Risk

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

7. Incentive Lease Income

The School made major capital improvements to the property from 2007 to 2010. The landlord has agreed to give rent concessions for the cost of the improvements.

8. Note Payable

Note payable to JP Morgan Chase in the amount of $350,000 bears interest at 4.56% per annum. The loan requires monthly principal and interest payment of $8,001. The final principal payment of $15,907 and interest was paid off in August 2013.

9. School Facility

The School leases classroom space and administrative offices on a monthly basis. For the years ended June 30, 2014 and 2013, the rent expense was $487,434 and $579,749.

10. Contingency

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

11. Food and Transportation

The New York City Department of Education provides free lunches directly to some of the School's students. Such costs are not included in these financial statements. The School covers the unreimbursed cost of lunches for children not entitled to free lunches. The office of Pupil Transportation provides free transportation to the majority of the students during the district's school days.

12. Subsequent Events

Management has evaluated subsequent events through October 22, 2014, the date that financial statements were available to be issued. No significant subsequent events have been identified that would require adjustment or disclosure in the accompanying financial statements.

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

To the Board of Trustees of
Grand Concourse Academy Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Grand Concourse Academy Charter School, which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 22, 2014.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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

Kach Group + Company, LLP
Certified Public Accountants

New York, New York
October 22, 2014

Appendix E: Disclosure of Financial Interest Form

Created Saturday, July 26, 2014

Page 1

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An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2013-14 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at:

http://fluidsurveys.com/surveys/vickie-smith/appendix-e-trustee-disclosure-form/. Trustees may download and/or email their forms to you upon completion.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the surveyhttps://fluidsurveys.com/account/surveys/540612/publish/qrcode/. (Make sure you have the bar code application reader on your phone).

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

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

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

Yes

Thank you.

Appendix F: BOT Membership Table

Created Wednesday, July 16, 2014
Updated Saturday, July 26, 2014

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320900860872 GRAND CONCOURSE ACAD CS

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Joyce Higginson-Davis	Chair/President	Yes	Community development and with non-profit associations in the Bronx	10 one year terms Reelected at the June meeting each year	
2	Howard Banker	Treasurer	Yes	Finance	10 one year terms Reelected at the June meeting each year	
3	Linda Manley	Secretary	Yes	Legal	10 one year terms Reelected at the June meeting each year	
4	Jeannette Engels	Member	Yes	Business	5 one year terms Reelected at the June meeting each year	
5	Ms. Arlene Hall-Waisburd	Parent Rep	Yes	Parental Interventions	7 one year terms Reelected at the June meeting each year	

2. Total Number of Members Joining Board during the 2013-14 school year

0

3. Total Number of Members Departing the Board during the 2013-14 school year

1

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

15

5. How many times did the Board meet during the 2013-14 school year?

11

6. How many times will the Board meet during the 2014-15 school year?

10

Thank you.

Plan for Meeting Enrollment and Retention Targets

After two successful charter terms, GCACS has developed an effective method of making good faith efforts toward meeting and/or exceeding our enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program. GCACS's Director of Business and Operations monitors our enrollment and retention targets and oversees the good faith efforts for enrollment and retention. On a yearly basis, he will compare GCACS's progress to state issued targets to ensure that GCACS is meeting our targets. The following list summarizes the method:

Recruitment

Students with Special Needs

- Direct mail advertising that mentions special needs
- Special needs programs covered at school open house, on application and during tours
- School website mentions special needs
- Other advertising (e.g. radio, TV, flyer) mentions special needs
- Outreach to specialized feeder schools and programs

English Language Learners

- Direct mail advertising in languages other than English
- ESL and Second Language Programs covered at school open house, on application and during tours
- Other advertising (e.g. radio, TV, flyer) in languages other than English
- Outreach by multi-lingual staff
- Outreach to specialized feeder schools and programs
- Advertising and school materials are translated as needed
- A language translator dropdown is currently part of our school website
- All school brochures, mailings and application mention that the school accommodates students with disabilities, English language learners and participates in the free and reduced lunch program
- School information session(s) held in trusted cultural centers in the community to attract more families who speak a language other than English
- Advertising materials distributed in the primary languages other than English spoken in the area
- With notice, every attempt will be made by the school to provide translation for families at school events by using the school staff or the school's parent population
- A special outreach effort to focus on immigrant communities

Students Eligible for Free and Reduced Lunch Programs

- Meal program covered at school open house, on application and during tours
- Support is offered to assist families in completing all necessary paperwork to ensure eligible students participate in the lunch program
- Recruitment throughout neighborhoods surrounding the school and in the local district

Retention

Students with Special Needs

- Specialized RTI program
- Differentiation in classroom instruction
- Coordination with NYC DOE Speech, Physical Therapy and Occupational Therapy Service Providers

- Full time Guidance Counselor
- Three SPED teachers

English Language Learners

- Two certified ESL teachers on staff
- Special programs for parents of ELL students
- Differentiation in classroom instruction
- Collaboration with New York State RBE-RN facilitator

Students Eligible for Free and Reduced Lunch Programs

- After school program for all students
- Social and emotional support offered by full time Guidance Counselor

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By Ira Victor

116-118 E 169th Street
Bronx, NY 10452
Phone: (718) 590-1300
Fax: (718) 590-1065

Ira Victor, school leader, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Joyce Higginson-Davis	Chair
Howard Banker	Treasurer
Linda Manley	Secretary
Jeannette Engels	Trustee
Ms. Arlene Hall-Waisburd	Trustee

Ira Victor has served as the school leader since 2004.

INTRODUCTION

The mission of the Grand Concourse Academy Charter School (GCACS) is to create a challenging learning environment that addresses and meets the learning needs of students in New York City, especially those at risk of academic failure.

In a concentrated effort to prepare our students for entry into the very best middle and high schools in New York City, GCACS will seek to foster a sense of strong character, ethics, and personal responsibility, as well as high expectations for academic success.

GCACS will place a strong emphasis on the CORE subject areas, as well as offering focused enrichment in music, art, critical thinking skills, and foreign languages. The Grand Concourse Academy Charter School will diligently seek to prepare students to meet and/or exceed New York State performance standards in English Language Arts, Mathematics, Science, and Social Studies. In addition, GCACS students will demonstrate advanced skills in the arts and will begin developing conversational skills in Spanish. The school will align and adjust student learning to the State performance standards, and use a variety of assessments to measure student progress in skills and content learning.

GCACS will support and encourage professional development opportunities aligned to the instructional program and will diligently seek and encourage active parental involvement and participation in the academic goals of the student. In addition, the school will seek to involve and engage a variety of community organizations and community leaders as partners to enhance the academic success of every student.

Our Philosophy

The fundamental belief at the Academy is that ALL CHILDREN CAN LEARN. All children have the right to attend schools in which they can progress and learn. They shall have a real opportunity to learn equally rigorous content. We hold our school accountable to the same standards as those of the highest performing schools in our state.

The Academy encourages teachers to engage in "Performance-based" instruction, so that our students learn both the basics and the higher-level skills they will need after graduation. Performance-based classes are more difficult to design and teach than the lecture approach, but they help children learn better and become excited about learning. Children learn by doing. Students are required to prove, through their projects and presentations, that they have mastered knowledge and skills in language arts, social studies, mathematics, and science.

Our school slogan is *"Young children…Great Visions…Extraordinary Achievements"*

For 2014-15 we have enhanced our program in a number of areas. We created a new Early Childhood Learning Center. The Kindergarten Learning Center was developed by combining two

oversized classroom spaces to provide numerous learning opportunities for our incoming youngest students. The Kindergarten Center is staffed with two full-time Early Childhood certified teachers, two full-time certified teacher assistants, a part-time school counselor, and a part-time certified ESL teacher. A resident artist from LeAp (Literacy Expanded through the Arts Program)) will provide enrichment in the areas of the performing arts, as well as the visual arts on a weekly basis. The Kindergarten room hosts numerous learning centers that were designed to maximize the development of good social skills, as well as offering learning opportunities that encourage the growth of oral communication skills, the advancement of written expression and many activities to expand creative thinking skills. The room is comprised of an expansive leveled library, a state of the art listening center, a *Smartboard* for interactive learning, a writing/publishing center that boasts an expansive blackboard wall to stimulate writing as a fun experience and laptops for independent writing, two rugged meeting areas, an art center/ building center and a housekeeping center. This environment will support the acquisition of spoken and written language, as well as, supporting the development of a rich vocabulary, and offer authentic experiences t0 increase the knowledge base of general information that will serve as a foundation for future learning.

This year we have re-organized the leadership team. The principal oversees the Director of Curriculum and Instruction and Director of Operations and Finance. The Director of Curriculum and Instruction, along with the principal, oversee all academic/curricular areas and provides support for teacher-led teams and committees. This summer, the Core Curriculum Team was created and significant time was spent on teacher-created and refined pacing charts across subjects. In addition, a teacher-led Curriculum Mapping Team met during the summer and developed the first two cycles of study for each grade, and led Professional Learning Committee Meetings in order to inform staff members of the initiative, process, and expectations. Staff participation was encouraged in developing the next four cycles of study.

This year we are fortunate to have three veteran teachers who are pursuing their administrative degree at Fordham University and Mercy College, and are completing their internships at GCACS. They provide coaching through demonstrations, non-supervisory teacher support, and make adjustments in assessments. There has been refinement of the assessment program to ensure cycle tests address CCLS. Further, a teacher team created a bank of CCLS higher order question stems to ensure the rigor of classroom instruction. The interns are assisting with this process to ensure its effectiveness.

The Director of Operations and Finance oversees all daily HR, operational and financial tasks and will work directly with the principal to align resources to ensure all instructional needs are met. GCA has developed an integrated “Dashboard” analysis combining operational, financial and academic data reference points.

The Principal and Directors are supported by an Administrative Manager who provides interdepartmental support, acts as a Parent and Community Outreach Coordinator, a point person for behavior modification and provides in-classroom support for students.

To better support our students and families, GCACS has hired a full time school counselor. This position delivers increased parental outreach and provides in-house mandated and at-risk counseling services. Immediate support and intervention for students and families in crisis is now available on a full-time basis. The counselor supports instruction through a "push-in" model by offering classroom support for positive reinforcement and focusing issues and concerns.

GCACS is now offering Expanded Educational Experiences in each grade to support instruction.

- Kindergarten, Grade 1, Grade 5: LeAp (Literacy Expanded Through the Arts Program)
- Grade 2: Waterproofing Swimming Program
- Grade 3: Recorders and Performance
- Grade 4: Urban Park Rangers Science Exploration Program
- Grades 3-5 Chorus

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total
2010-11	77	78	52	52	74	63	396
2011-12	63	90	78	53	45	51	380
2012-13	63	78	105	72	41	33	392
2013-14	49	63	86	100	60	32	390

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts
All students at the Grand Concourse Academy Charter School (GCACS) will become proficient in reading and writing of the English Language.

Background

Grand Concourse Academy Charter School utilizes Scott Foresman Reading Street as its primary reading component of our English Language Arts Curriculum. We believe strongly that our core language arts instruction, with internal assessments driving differentiation, remediation, and enrichment, has been the driving factor behind the multi-subject successes we have had in Mathematics, Science and Social Studies. It is apparent that Grand Concourse Academy Charter School has placed the teaching of literacy at the forefront of their instructional goals, and ensures that all of the elements of language arts are addressed with the dedication and intensity they warrant. In the past seven years of NYS Testing in ELA and Mathematics, our instructional program has prepared our student body to place GCA among the better performing charter schools in New York State.

In recent years, we supplemented the Scott Foresman Reading Street Program with Reading Unwrapped in the K-2 grades. The intent was that students would arrive in grade 3 with better reading skills and then be able to focus on the comprehension piece. This was effective for many, but students still existed who continued to need skill work. In 2014-15, we instead implemented a new program called Explode the Code Phonics Program in grades K-2 and utilize for at-risk students with disabilities in grades 3-5. It offers consistency to those who require remediation throughout their years at GCACS. The program includes 30 minute daily ongoing systematic, direct phonics and phonemic awareness instruction, provides daily practice in matching sounds to symbols and accurate pronunciation. It also addresses phonemic awareness difficulties and articulation issues.

GCACS now administers ELA cycle tests that include pre-assessment packages to ensure mastery of specific skills and reading strategies addressed in each curriculum map cycle.

Goal 1: Absolute Measure
Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.

Method

The school administered the New York State Testing Program English language arts assessment to students in 3 through 5 grades in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
3	98				98
4	58				58
5	31				31
All	187	0	0	0	187

Results

Overall, 34 percent of second year students in grades 3-5 achieved standards 3 and 4 on the ELA exam this year.

Performance on 2013-14 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	41	98	40	90
4	29	58	29	58
5	29	31	30	30
All	35%	187	34%	178

Evaluation

GCACS did not achieve this measure.

Additional Evidence

GCACS improved slightly from last year, but outperformed the local district, NYC and NYS on the NYS ELA exam in 2014.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	77	52	34	70	40	90
4	86	42	31	36	29	58
5	96	50	32	31	30	30
All	**84%**	144	**33%**	137	**34%**	178

Goal 1: Absolute Measure
Each year, the school's aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.[1]

Results

All students tested on the NYS ELA exam achieved a PLI of 121 versus the target AMO of 89.

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
187	14	51	31	4

PI	=	51	+	31	+	4	=	86
				31	+	4	=	35
						PLI	=	121

Evaluation

GCACS achieved this measure.

Goal 1: Comparative Measure
Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[2]

Results

GCACS outperformed the Bronx District #9 in every grade on the NYS ELA exam. Overall, more than 20 percent more students at GCACS achieved standards 3 and 4.

2013-14 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	40	90	13	2959
4	29	58	14	2791
5	30	30	11	2650
All	**34%**	178	**13%**	8400

Evaluation

GCACS achieved this measure.

Additional Evidence

Overall, GCACS has outperformed the local district on the NYS ELA exam by at least 20 percentage points for the last three years.

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

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	46	28	34	12	40	13
4	67	35	31	10	29	14
5	66	32	32	13	30	11
All	**59%**	**32%**	**33%**	**12%**	**34%**	**13%**

Goal 1: Comparative Measure
Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.[3]

Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

[3] The Institute will continue using ***economically disadvantaged*** instead of ***eligibility for free lunch*** as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

Results

GCACS had a comparative performance ranked as higher than expected to a large degree. Each grade had an Effect Size greater than 0.3, with an overall 1.36.

2012-13 **English Language Arts Comparative Performance by Grade Level**

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	**91.7 95.1 90.9**	**72**	**33.3**	**17.7**	**15.6**	**1.33**
4		**37**	**32.4**	**15.6**	**16.8**	**1.42**
5		**33**	**33.3**	**17.4**	**15.9**	**1.36**
6						
7						
8						
All	**92.4**	**142**	**33.1**	**17.1**	**16.0**	**1.36**

School's Overall Comparative Performance:
Higher than Expected to a Large Degree

Evaluation

GCACS achieved this measure.

Additional Evidence

GCACS continues to achieve this measure each year.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-5	79	187	56.7	40.1	1.01
2011-12	3-5	82	149	59.7	40.4	1.20
2012-13	3-5	92.4	142	33.1	17.1	1.36

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

Method

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

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.[5]

Results

The GCACS 2012-13 mean growth percentile exceeded the NYS average by 12.2 points. Only the overall growth percentile was posted at the time of this report.

[4] See Guidelines for Creating a SUNY Accountability Plan for an explanation.
[5] Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

2012-13 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5		50.0
All	**62.2**	50.0

Evaluation

GCACS achieved this measure.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2010-11	2011-12[7]	2012-13	Statewide Average
4				50.0
5				50.0
All			62.2	50.0

Summary of the English Language Arts Goal

GCACS did well in ELA in 2013 and 2014. Although fewer than 75 percent scored at levels 3 and 4, our scholars achieved all other measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved

Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

Action Plan

Our programs are Common Core State Standards aligned and our processes have evolved to provide instruction in a different manner. It will take some time for all to build the expertise as we move ahead, but we are confident that we have the systems in place to get there. However, each year the leadership team continues to reflect upon these accomplishments and identify areas that may benefit from refinement and enhancement. We will be refocusing of After School Program by encouraging increased parental involvement. We will provide small group homework support, instruction, and recreation. As previously mentioned, we have rolled out the Explode the Code Phonics program and improved the curriculum maps, pacing guides and ELA assessment questions. Going forward, there are improved student and family supports to enable student success such as the school counselor, after school program and increased parent involvement at school.

The major shift in our instructional strategy is to focus on Mastery instead of remediation. A minimum of four Mastery period will be scheduled for each class, providing pedagogical support to students before they fall behind.

MATHEMATICS

Goal 1: Mathematics
All students at the Grand Concourse Academy Charter School will become proficient in Mathematics.

Background

Grand Concourse Academy implements a both a direct instruction and constructivist approach in the teaching of Mathematics with a school wide use of the researched-based series, Scott Foresman Mathematics, and all of its manipulative and classroom supports. As with ELA, our in house monthly assessments drive our instruction, student grouping, and re-teaching when a topic was not mastered by the whole group or individual students. To supplement the current math program, Scott Foresman, we added the *enVisionMATH* program in 2011-12, which is aligned to the Common Core Standards. *enVisionMATH Common Core* was written specifically for the Common Core State Standards and is based on critical foundational research and proven classroom results. e*nVisionMATH Common Core* provides the same strong development of conceptual understanding through daily Problem-based Interactive Learning and step-by-step Visual Learning, bar diagrams, and solid and effective intervention.

We schedule an extended Mathematics instructional block with two adults in each classroom. During that time, we adhere to a strict schedule of pacing, which addresses the first one hundred days of instruction to align with the New York State Mathematics Assessment. During the second instructional block, teachers use a constructivist approach to the learning of mathematics, focusing on hand-on applications, discovery activities and the development of alternative solutions.

Beginning in 2014-15, we are utilizing a supplemental math program called Houghton-Mifflin On Core Math that provides additional support and reinforcement of grade level math skills in Grades 1-5. These materials provide a math learning experience that will deepen their understanding of concepts presented and build on previously taught skills.

The Director of Curriculum and Instruction oversees the math program. Students have the benefit of two certified teachers during the math block every day. Focused professional development activities were implemented throughout the school year to maximize student learning. We discontinued departmentalization and revised our instructional model to include two additional certified teachers, during the literacy and math block, in all classes in grades 3, 4, and 5.

Goal 2: Absolute Measure
Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

Method

The school administered the New York State Testing Program mathematics assessment to students in grades 3 through 5 in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

2013-14 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
3	98				98
4	58				58
5	31				31
All	187	0	0	0	187

Results

Overall, 54 percent of students in at least their second year at GCACS performed at standard levels 3 and 4 on the 2014 NYS math assessment.

Performance on 2013-14 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	51	98	51	90
4	59	58	59	58
5	51	31	54	30
All	**54%**	187	**54%**	178

Evaluation

GCACS did not achieve this measure.

Additional Evidence

Overall, scores improved from 2013.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	100	52	50	70	51	90
4	100	42	43	35	59	58
5	98	50	65	31	54	30
All	**99%**	144	**51%**	136	**54%**	178

Goal 2: Absolute Measure
Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.[6]

Results

All students tested on the NYS math exam achieved a PLI of 146 versus the target AMO of 86.

[6] In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
187	9	38	38	16

PI	=	38	+	38	+	16	=	92
				38	+	16	=	54
						PLI	=	146

Evaluation

GCACS achieved this measure**.**

Goal 2: Comparative Measure
Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[7]

Results

GCACS math students outperformed the local district, Bronx #9, by 36 percentage points overall.

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

2013-14 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	51	90	18	3041
4	59	58	17	2867
5	54	30	18	2745
All	**54%**	178	**17.7%**	8653

Evaluation

GCACS achieved this measure.

Additional Evidence

Historically, GCACS outperforms the local district in math each year by a significant margin.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	60	36	50	14	51	18
4	86	47	43	14	54	17
5	86	46	65	13	54	18
All	**76%**	**43%**	**51%**	**14%**	**54%**	**17.7%**

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.[8]

Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

The GCACS 2012-13 overall effect size in 2012-13 in math was 1.97, far exceeding the 0.3 goal.

***2012-13* Mathematics Comparative Performance by Grade Level**

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	**91.7 95.1 90.9**	**72**	**48.6**	**21.4**	**27.2**	**1.75**
4		**37**	**43.2**	**21.2**	**22.0**	**1.33**
5		**33**	**63.7**	**17.8**	**45.9**	**3.16**
6						
7						
8						
All	**92.4**	**142**	**50.7**	**20.5**	**30.2**	**1.97**

[8] The Institute will continue using ***economically disadvantaged*** instead of ***eligibility for free lunch*** as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

School's Overall Comparative Performance:
Higher than Expected to a Large Degree

Evaluation

GCACS achieved this measure.

Additional Evidence

The GCACS Comparative Performance Report Effect Size in math is far greater than 0.3 each year.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-5	79.00	189	84.6	50.5	1.80
2011-12	3-5	82.00	149	77.2	51.4	1.32
2012-13	3-5	92.4	142	50.7	20.5	1.97

Goal 2: Growth Measure[9]
Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Method

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

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.[10]

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

Results

The GCACS 2012-13 overall mean growth percentile for math was 73.4, well above the statewide average. The individual grade level percentiles were not available at the time of the report.

2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
4		50.0
5		50.0
All	**73.4**	50.0

Evaluation

GCACS achieved this measure.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2010-11	2011-12[14]	2012-13	Statewide Average
4				50.0
5				50.0
8				50.0
All			**73.4**	50.0

Summary of the Mathematics Goal

[10] Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Evidenced by the combined 2012-13 and 2013-14 math results contained in this report, GCACS does well in math. Although fewer than 75 percent of our second year math students in grades 3-5 scored at standards 3 and 4, GCACS achieved all other accountability measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

Action Plan

Please refer to the aforementioned overall school plans implemented for 2014-15. As noted, the math department strives to deliver experiences to the students that deepen their understanding of math concepts. To that end, the On Core Math program has been added to our program. From the Houghton Mifflin Harcourt website: On Core Mathematics is a complete program for transitioning to the Common Core State Standards with interactive, real-world applications that help students deepen their understanding of crucial math concepts, while addressing the Common Core Curriculum and the Standards for Mathematical Practice. This program allows students to not just "do the math," but also to "understand and explain their math."

The major shift in our instructional strategy is to focus on Mastery instead of remediation. A minimum of four Mastery period will be scheduled for each class, providing pedagogical support to students before they fall behind.

SCIENCE

Goal 3: Science

All students at Grand Concourse Academy Charter School will demonstrate competency in the understanding and application of scientific reasoning.

Background

GCACS students have done very well on the NYS Science 4 assessment. Since 2011-12, teachers have provided instruction via a Learn by Doing Science model, in which at least one science lesson each week is hands-on and utilizes manipulatives. Going forward, we will be using the Pearson Interactive Science program with lab kits in each grade for hands-on experiences. The program includes a workbook for each student in which they can record findings, has an online interactive tool and hands on labs.

Goal 3: Absolute Measure
Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2014. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

99 percent of all students in at least their second year at GCACS scored at levels 3 and 4 on the NYS Science 4 exam.

Charter School Performance on 2013-14 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	All Charter School Students		Charter School Students In At Least 2nd Year	
	Percent	Number Tested	Percent	Number Tested
4	99%	58	99%	58

Evaluation

GCACS achieved this measure.

Additional Evidence

Fourth grade students perform exceptionally on the NYS Science assessment each year.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	98	42	100	37	99	58

Goal 3: Comparative Measure
Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

Method

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

Results

TBD

2013-14 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	99	58		

Evaluation

TBD

Additional Evidence

GCACS usually outperforms the local district of Bronx #9.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	98	72	100	73	99	

Summary of the Science Goal

GCACS continues to achieve all science measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Achieved

NCLB

Goal 5: NCLB
Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

Goal 5: Absolute Measure
Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

Method

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

Results

Grand Concourse Academy Charter School continued at the status of "Good Standing" for academic year 2012-2013.

Evaluation

GCACS achieved this measure.

Additional Evidence

Since GCACS opened in 2004-2005, the school has been in "Good Standing" in that and each subsequent academic year.

NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Friday, July 25, 2014

https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/0259a

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Page 1

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

1. Trustee Name:

Arlene Hall-Waisburd

2. Charter School Name:

Grand Concourse Academy Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	[redacted]
4. *Your Home Address: | City/State	[redacted]
4. *Your Home Address: | Zip	[redacted]

5. *Your Business Address

5. *Your Business Address | Street Address	[redacted]
5. *Your Business Address | City/State	[redacted]
5. *Your Business Address | Zip	[redacted]

6. *Daytime Phone Number:

[redacted]

7. *E-mail Address:

[redacted]

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: trustee

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

No

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

No

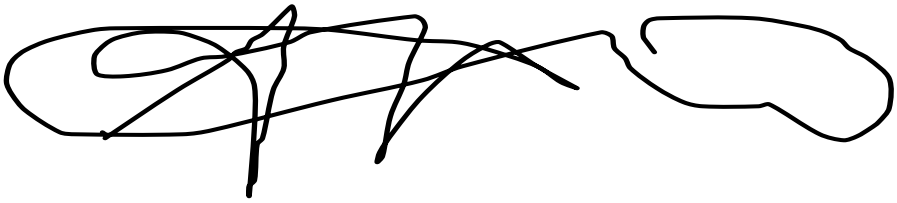
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee



Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Monday, July 28, 2014

https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/a91be

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Page 1

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

1. Trustee Name:

Martin Test

2. Charter School Name:

Grand Concourse Academy Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	[redacted]
4. *Your Home Address: | City/State	[redacted]
4. *Your Home Address: | Zip	[redacted]

5. *Your Business Address

5. *Your Business Address | Street Address	[redacted]
5. *Your Business Address | City/State	[redacted]
5. *Your Business Address | Zip	[redacted]

6. *Daytime Phone Number:

[redacted]

7. *E-mail Address:

[redacted]

8. Select all positions you held on Board:

(check all that apply)

- Parent Representative

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

No

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

No

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

(No response)

13a. 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 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 2-4 above, you need not disclose again your employment status, salary, etc.

	Date(s) of Transactions	Nature of Financial Interest/Transaction	Steps Taken to Avoid Conflict of Interest (e.g., did not vote, did not participate in discussion)	Name of Person Holding Interest and Relationship to You
1				
2				
3				
4				
5				

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

(No response)

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

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

Signature of Trustee

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 29, 2014

https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/cd249

Page 1

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

1. Trustee Name:

Howard Banker

2. Charter School Name:

Grand Concourse Academy Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	[redacted]
4. *Your Home Address: | City/State	[redacted]
4. *Your Home Address: | Zip	[redacted]

5. *Your Business Address

5. *Your Business Address | Street Address	[redacted]
5. *Your Business Address | City/State	[redacted]
5. *Your Business Address | Zip	[redacted]

6. *Daytime Phone Number:

[redacted]

7. *E-mail Address:

[redacted]

8. Select all positions you held on Board:

(check all that apply)

- Treasurer

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

No

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

No

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

No

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

No

Signature of Trustee

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 29, 2014

https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/8dc97

Page 1

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

1. Trustee Name:

Jeanette Engles

2. Charter School Name:

Grand Concourse Academy Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	[redacted]
4. *Your Home Address: | City/State	[redacted]
4. *Your Home Address: | Zip	[redacted]

5. *Your Business Address

5. *Your Business Address | Street Address	[redacted]
5. *Your Business Address | City/State	[redacted]
5. *Your Business Address | Zip	[redacted]

6. *Daytime Phone Number:

[redacted]

7. *E-mail Address:

[redacted]

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: Member

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

No

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

No

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

No

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

Yes

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

	Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1	Walker Memorial Baptist Church	Congregant at Church	N/A	Jeanette Engles	Recuse
2					
3					
4					
5					

Signature of Trustee

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 30, 2014

https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/ca555

Page 1

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

1. Trustee Name:

Linda Manley

2. Charter School Name:

Grand Concourse Academy Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	[redacted]
4. *Your Home Address: | City/State	[redacted]
4. *Your Home Address: | Zip	[redacted]

5. *Your Business Address

5. *Your Business Address | Street Address	[redacted]
5. *Your Business Address | City/State	[redacted]
5. *Your Business Address | Zip	[redacted]

6. *Daytime Phone Number:

[redacted]

7. *E-mail Address:

[redacted]

8. Select all positions you held on Board:

(check all that apply)

- Secretary

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

No

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

No

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

No

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

Yes

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

	Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1	Lawyers Alliance for New York	Pro Bono Legal Services	0	Linda S. Manley	Disclosed to board and approved without my vote
2					
3					
4					
5					

Signature of Trustee

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 31, 2014

https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/bfd05

Page 1

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

1. Trustee Name:

Joyce Davis

2. Charter School Name:

Grand Concourse Academy Charter School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address	[redacted]
4. *Your Home Address: | City/State	[redacted]
4. *Your Home Address: | Zip	[redacted]

5. *Your Business Address

5. *Your Business Address | Street Address	[redacted]
5. *Your Business Address | City/State	[redacted]
5. *Your Business Address | Zip	[redacted]

6. *Daytime Phone Number:

[redacted]

7. *E-mail Address:

[redacted]

8. Select all positions you held on Board:

(check all that apply)

- Chair/President

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

No

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

No

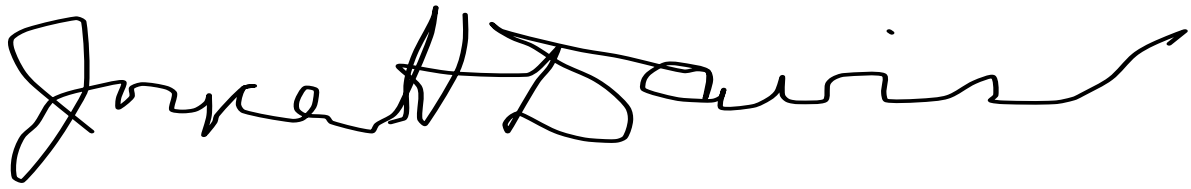
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

Yes

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

	Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1	Walker Memorial Baptist Church	Owners of Building	N/A	Self	Recuse myself
2					
3					
4					
5					

Signature of Trustee