

# I. SCHOOL INFORMATION AND COVER PAGE

Created Tuesday, July 01, 2014

Updated Friday, August 01, 2014

## Page 1

### 1. SCHOOL NAME

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

320800860940 GIRLS PREP CS-BRONX

### 2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

### 3. DISTRICT / CSD OF LOCATION

NYC CSD 8

### 4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
Girls Preparatory Charter School of the Bronx 681 Kelly Street, Room 205 Bronx, NY 10455	718-292-2113	718-292-5586	

### 4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Josie Carbone
Title	Principal
Emergency Phone Number (###-###-####)	

### 5. SCHOOL WEB ADDRESS (URL)

www.girlsprebronx.org

### 6. DATE OF INITIAL CHARTER

2009-02-01 00:00:00

### 7. DATE FIRST OPENED FOR INSTRUCTION

2009-08-01 00:00:00

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

(as reported on BEDS Day)

449

## 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
Yes	Public Preparatory Network

10a. Please provide the name and contact information for each of the following individuals who are management level personnel associated with the CMO.

	Name	Work Phone	Alternate Phone	Email Address	Contact this individual also in emergencies
CEO (e.g., network superintendent)	Ian Rowe	[REDACTED]	[REDACTED]	[REDACTED]	
CFO (e.g., network CFO)	Tiffany Liston	[REDACTED]	[REDACTED]	[REDACTED]	
Compliance Contact	David Nitkin	[REDACTED]	[REDACTED]	[REDACTED]	
Complaint Contact	Julie Jackson-Forsberg	[REDACTED]	[REDACTED]	[REDACTED]	

## 11. FACILITIES

Will the School maintain or operate multiple sites?

Yes, 2 sites

## 12. SCHOOL SITES

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

	Physical Address	Phone Number	District/CS D	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	681 Kelly Street Bronx, NY 10455	718-292-2113	CSD 8	K-5	Yes	DOE space
Site 2	890 Cauldwell Ave Bronx, NY 10456	212-346-6000	CSD 8	6	No	DOE space

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Josie Carbone	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Maria Vaz	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Ian Rowe	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Tiffany Liston	[REDACTED]	[REDACTED]	[REDACTED]

12b. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Martha Zornow	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Kori Ricketts	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Ian Rowe	[REDACTED]	[REDACTED]	[REDACTED]rg
Complaint Contact	Tiffany Liston	[REDACTED]	[REDACTED]	[REDACTED]

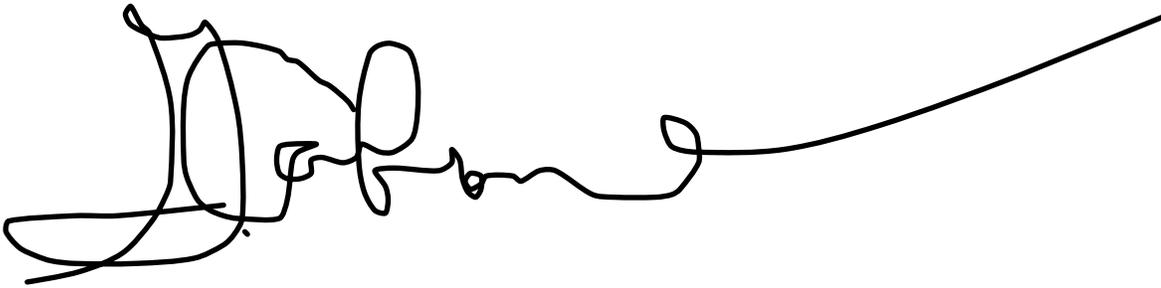
14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

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 stylus on your mobile device to sign your name).

• Yes

Signature, Head of Charter School

A handwritten signature in black ink, appearing to be 'J. Brown', written in a cursive style with a long horizontal stroke extending to the right.

Signature, President of the Board of Trustees

Two handwritten signatures in black ink. The first signature is 'R. Brown' and the second is 'C. [unclear]' with a Roman numeral 'IV' written above the end of the signature.

Thank you.

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

Created Tuesday, July 22, 2014

Updated Thursday, July 31, 2014

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## Page 1

Charter School Name: 320800860940 GIRLS PREP CS-BRONX

### 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=800000064291>



**Girls Preparatory Charter  
School of the Bronx**

**2013-14 ACCOUNTABILITY  
PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By Ian Rowe, CEO, Public Prep  
and Josie Carbone, Principal

681 Kelly Street  
Bronx, NY 10455  
Phone: (718) 292-2113  
Fax: (718) 292-5586



David Nitkin, Ian Rowe, and Julie Jackson-Forsberg prepared the 2013-14 Accountability Plan Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Boykin Curry IV	Chair/President
Lauren Frank	Vice Chair
Laura Weil	Member
Maria Zimmerman	Member
Nairobi Quinones	Parent Rep
Nicole Greene	Member

Josie Carbone has served as the school leader since 2009.

## INTRODUCTION

Girls Prep Charter School of the Bronx (hereafter “Girls Prep Bronx” or “GPBX”) opened its doors to 132 Kindergarten and 1<sup>st</sup> grade girls in August 2009. The school community and founders are committed to the belief that with freedom comes great responsibility to succeed; Girls Prep Bronx is structured for innovation and the flexibility to achieve that success.

The Girls Prep Bronx community lives by four core values: Scholarship, Merit, Sisterhood and Responsibility. We believe that we should consistently see students valuing merit and scholarship and teachers encouraging exploration, joy in learning, and persistence.

The Girls Prep Bronx community reinforces high expectations for behavior. Faculty and staff facilitate mediation and peer-to-peer conflict resolution to build every student’s capacity to solve her problems through diplomacy and personal accountability. Programmatically, our social curriculum, “Second Step” and a school-wide discipline system support student culture and discipline.

Key programs and processes at Girls Prep Bronx:

- A balanced education which emphasizes creativity and health alongside academic excellence. In addition to strong core academics, our girls excel in music, art, yoga, dance and physical education and embody school values such as sisterhood and responsibility.
- A comprehensive set of assessments are triangulated to meet the diverse learning needs of every child and to target specific students and specific skills using small groups, centers, and differentiation built into lessons.
- Our Principal is an instructional leader. She dedicates her time to supporting teachers and ensuring academic excellence. In addition, Instructional Specialists aid classroom teachers in providing the best instruction possible and in identifying and serving students with special needs.
- Two instructors are present in K-1 classrooms — a fully certified Lead Teacher and a Fellow or Associate. This two-instructor model allows for increased individual attention and daily small group instruction. Our unique Fellows Program pairs new teachers with Lead Teachers for two years while they gain certification and experience. At the end of two years, Fellows are encouraged to apply to be Lead Teachers.
- Students with special needs and Individual Education Programs are supported through the school Student Support Team, a team of specialized educators that push in and pull out for SETTTS, academic intervention, speech therapy, and counseling,
- Girls Prep Bronx is also supported by the Public Prep Network where the a five-person academic team supports instructional leadership and guides teachers and instructional specialists in better providing small group instruction and intervention.
- With twelve bi-lingual staff members, Girls Prep Bronx has school wide capacity to

communicate and serve English Language Learners and families with a primary language other than English

- Students who are LEP are also supported by the ESL Specialists who provide push-in and pull-out instructional services.

### School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11	64	65	71											202
2011-12	72	74	74	73										293
2012-13	72	73	75	74	73									367
2013-14	72	75	75	72	75	76								445

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

Students will become proficient readers of the English language.

#### Background

Girls Prep Bronx uses the Readers and Writers Workshop model in conjunction with the Common Core State Standards (CCSS) as a foundation for planning and instruction. Each workshop period is approximately 45-55 minutes. Teachers use a lesson format that follows a predictable structure – Warm-Up, Teach, Try, Clarify – so that students know what to expect and what is expected of them at each part of the lesson.

Girls Prep Bronx students gain the benefits of the workshop model by learning to communicate in a positive and collaborative climate, apply knowledge through meaningful communication about what they have read, self-monitor through independent reading goals, and practice and master skills and standards by incorporating teacher and student feedback.

Teachers are trained and expected to monitor literacy growth using Fountas & Pinnell Guided Reading Program and Complete Writing Series and writing diagnostic tied to the units of instruction. Teachers also use regular interim assessments in grades 2-5 to monitor student performance and progress.

Girls Prep Bronx uses a variety of curricular resources in the workshop model including Recipe for Reading, a multi-sensory phonics program for kindergarten to second grade, the Complete Year in Reading and Writing series, and the Beebop series sets of leveled books.

Process Units in the workshop model follow a predictable structure that teaches through use to develop deep understanding. Each Unit includes Process, Strategy, Genre, and Conventions and is divided into four distinct stages that are based on the learning conditions outlined by the gradual release of responsibility from teacher to student:

1. Immersion: Students explore, notice, observe, and investigate a topic of study.
2. Identification: Students recognize, identify, name, and define what they will know by the end of the unit.
3. Guided Practice: Students experiment, try, find, and practice the skills and strategies being modeled so that they can work towards the goals of the unit.
4. Commitment: Students reflect on their learning and commit to using this knowledge in their future reading and writing.

While Girls Prep Bronx is committed to incorporating the programs that build strong foundations and embed higher order critical thinking, we also ensure rigor and high academic expectations through standardization and structure. For example, we have developed standardized practices for grading and evaluating student work as well as for small group instruction and Response to Intervention process and criteria. We also adopt standard best practices from our sister school Girls Prep Charter School of New York on an on-going basis.

**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 3rd through 5<sup>th</sup> grade 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 <sup>1</sup>			Total Enrolled
		IEP	ELL	Absent	
3	72	0	0	0	72
4	75	0	0	0	75
5	75	0	1	0	76
6	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A
All	222	0	1	0	223

<sup>1</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## Results

30.7% of Girls Prep Bronx students enrolled in at least their second year were proficient on the NYS English language arts examination.

### 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	27.8%	72	28.6%	70
4	30.7%	75	30.2%	63
5	30.7%	75	33.3%	57
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	29.6%	222	30.7%	190

## Evaluation

Girls Prep Bronx did not meet the accountability measure of 75 percent of students enrolled in at least their second year achieving proficiency. However, as the data in the following sections demonstrates, Girls Prep Bronx students made significant growth, and also outperformed their host district. Accordingly, we believe the data indicates that Girls Prep is on a predictive path to meeting the goal of 75 percent proficiency in the future.

## Additional Evidence

The below table indicates that the percentage of students in at least their second year achieving proficiency increased by 4.0% from 2012-13 to 2013-14.

### 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	31.3%	64	29.0%	69	28.6%	70
4	N/A	N/A	24.2%	66	30.2%	63
5	N/A	N/A	N/A	0	33.3%	57
6	N/A	N/A	N/A	0	N/A	N/A
7	N/A	N/A	N/A	0	N/A	N/A

8	N/A	N/A	N/A	0	N/A	N/A
All	31.3%	64	26.7%	135	30.7%	190

### 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.<sup>2</sup>

### Results

Girls Prep Bronx's performance index for English language arts was 108 in the 2013-14 school year. This exceeds the 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
	22%	48%	22%	8%

$$\begin{array}{rcccccccc} \text{PI} & = & 48 & + & 22 & + & 8 & = & 78 \\ & & & & 22 & + & 8 & = & \underline{30} \\ & & & & & & \text{PLI} & = & 108 \end{array}$$

### Evaluation

GPCSNY exceeded the Annual Measurable Objective by 19 points in 2013-14.

### Goal 1: Comparative Measure

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

### Method

<sup>2</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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.<sup>3</sup>

## Results

Students enrolled in at least their second year at Girls Prep Bronx outperformed those in their host district, NYC Community District 8.

### 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 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	28.6%	70	20%	2267
4	30.2%	63	20%	2064
5	33.3%	57	18%	2202
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	30.7%	190	19%	13082

## Evaluation

Girls Prep Bronx met the accountability measure requiring that the proportion of all students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam be greater than that of all students in the same tested grades in the local school district.

## Additional Evidence

The below table demonstrates that Girls Prep Bronx students have outperformed the students of the school's host district, District 1, in each of the last 2 years.

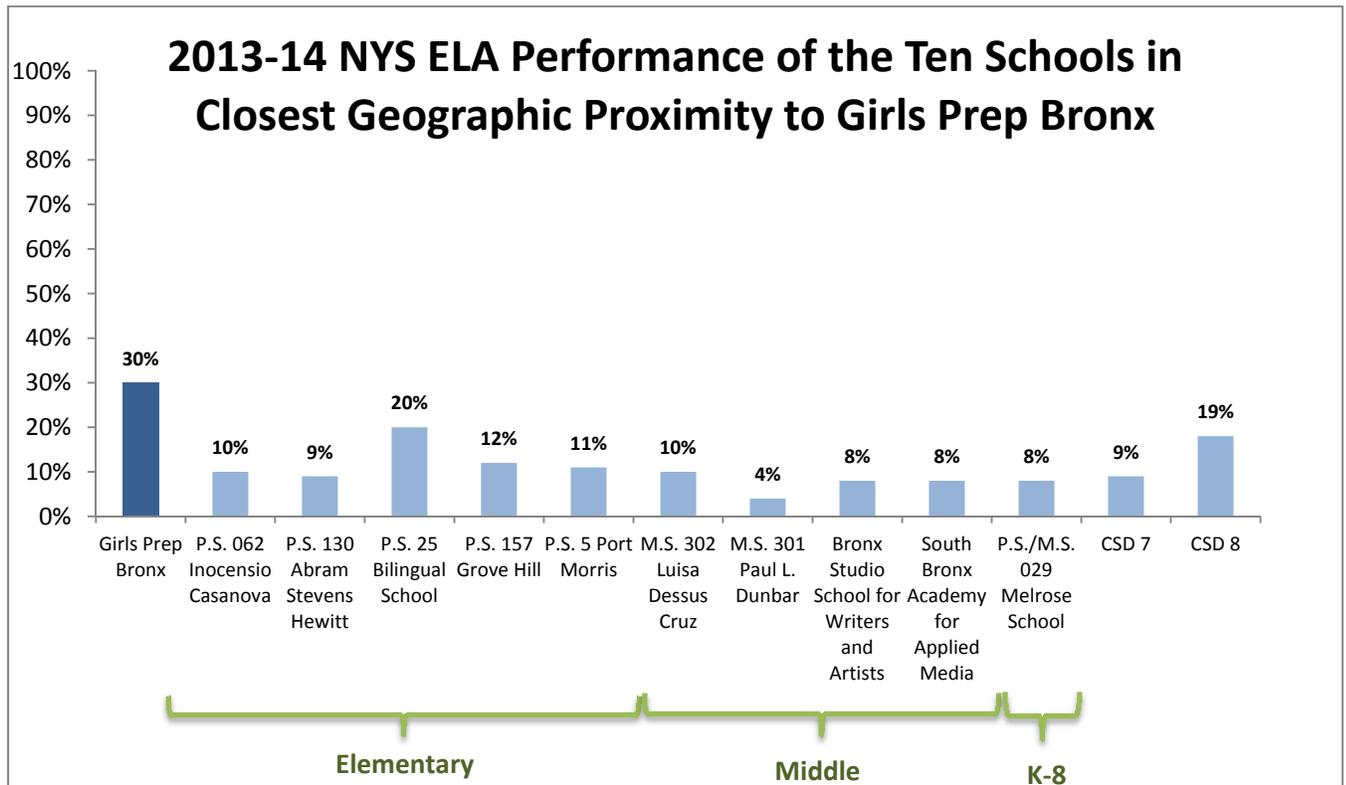
### English Language Arts Performance of Charter School and Local District by Grade Level and School Year

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	
	Girls Prep Bronx	District 8	Girls Prep Bronx	District 8	Girls Prep Bronx	District 8

<sup>3</sup> 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](#).

3	31.3%	39.2%	29.0%	18.3%	28.6%	20%
4	N/A	N/A	24.2%	16.5%	30.2%	20%
5	N/A	N/A	N/A	N/A	33.3%	18%
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	31.3%	39.2%	26.7%	17.4%	30.7%	19%

The graph below compares Girls Prep Bronx’s proficiency rate on the 2013-14 English language arts assessment with the proficiency rates of the ten geographically nearest public schools serving grades K-8. This comparison demonstrate conclusively that Girls Prep Bronx offers a superior educational option for families in the surrounding neighborhood.



**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.<sup>4</sup>

**Method**

<sup>4</sup> 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.

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

In 2012-13, Girls Prep Bronx’s aggregate effect size in English language arts was 0.71.

### 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	90.7	74	29.8	18.1	11.7	0.94
4	89.3	73	23.3	17.6	5.7	0.47
5						
6						
7						
8						
<b>All</b>	90.0	147	26.6	17.8	8.7	0.71

### School’s Overall Comparative Performance:

Higher than expected to a medium degree

## Evaluation

In 2012-13, Girls Prep met this accountability plan goal. Girls Prep’s effect size is not yet available for 2013-14, the year relevant to this analysis.

## Additional Evidence

GPCSNY’s effect size drastically improved between 2011-12 and 2012-13. Our improvements to curriculum, instruction, and data use make us confident that we will continue to produce strong results in the future.

### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	N/A	N/A	N/A	N/A	N/A	N/A
2011-12	K-3	73.7	72	30.6	42.3	-0.73
2012-13	K-4	90.0	147	23.3	17.6	0.47

**Goal 1: Growth Measure<sup>5</sup>**  
 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.<sup>6</sup>

### Results

In 2012-13, Girls Prep Bronx’s mean unadjusted growth percentile was 67.5. This is higher than the state’s unadjusted median growth percentile of 50.0

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

Grade	Mean Growth Percentile
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<sup>5</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>6</sup> Schools can acquire these data from the NYSED’s Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

	School	Statewide Median
3	N/A	50.0
4	67.5	50.0
5	N/A	50.0
6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All	<b>67.5</b>	50.0

## Evaluation

In 2012-13, Girls Prep Bronx met this accountability plan goal. Girls Prep’s effect size is not yet available for 2013-14, the year relevant to this analysis.

## Summary of the English Language Arts Goal

We are committed to providing the resources needed for our students to become proficient readers of the English language. Girls Prep Bronx is committed to a culture of continuous improvement where student achievement and success has no limit.

In 2013-14, Girls Prep Bronx achieved 4 out of the 5 possible measures for evaluation. Below we have outlined an action plan to implement in the coming year. This plan includes programs and processes that have proven to be successful and new strategies that address our observable gaps.

Like the overwhelming majority of charter schools in New York City, Girls Prep did not meet the goal of 75 percent proficiency in 2013-14. However, our outstanding growth data gives us confidence that we are on a predictive path to attaining that goal in the future.

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
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**Action Plan**

**Curriculum**

In 2012-13, our network-wide data inquiry team established that students’ lack of vocabulary and content knowledge impeded their ability to access complex texts. Accordingly, our three-year action plan calls for the creation of a vertically aligned, interdisciplinary curriculum with an increased emphasis on complex text and rich academic vocabulary. We believe that a curriculum that builds coherent knowledge from grade to grade through prolonged, scaffolded interaction with complex texts is in keeping with the Common Core shifts and will be a driver of future success.

The curriculum creation process will occur in phases over the next three years. The work will be led by network staff in collaboration with school-based staff. Our network team now includes a Chief Academic Officer and Director of Curriculum who will be supported by the Directors of Curriculum and Assessment at the school.

**Instruction**

The second key lever to drive academic improvement is to continue to refine our coaching and observation processes. This year, Girls Prep’s full-time instructional leaders include an ELA coach, two math coaches, two Directors of Curriculum and Assessment, and our principals, who are our primary instructional leaders. All of these individuals will regularly observe teachers and provide instructional feedback. Grade team leaders will also conduct informal observations and peer observations. All observations will utilize the Danielson framework as our model of excellent teaching.

In addition, the network is supporting the school’s response to the Common Core shifts in ELA by developing a professional development partnership with the Vermont Writing Collaborative. Over the course of year-long professional development, both with the Vermont Writing Collaborative and with network staff, teachers will develop their abilities to work with students around reading and comprehending complex texts, developing original claims, and supporting those claims with evidence from the text.

**Data & Assessment**

In the area of data analysis and action planning, we have created an interlocking structure of network-wide data inquiry teams to ensure that all forms of data are being used and triangulated effectively. Similar in nature to professional learning communities, grade-level data inquiry teams will be led by grade-team leaders, who will in turn sit on school-wide data inquiry teams led by the

Directors of Curriculum and Assessment, who will in turn sit on a network-wide data inquiry team led by the network's Director of Data and Assessment. All of the network's Directors of Curriculum and Assessment will participate in monthly like-position meetings with the network staff in order to share best practices and engage in professional development.

Finally, the network will be piloting vertically aligned, CCSS-based writing rubrics in 2014-15 to ensure that expectations scaffold appropriately from year to year and that all students are held to the same level of rigor.

## MATHEMATICS

### **Goal 2: Mathematics**

Girls Prep Bronx students will demonstrate steady progress in the understanding and application of mathematical skills and concepts.

### **Background**

At Girls Prep Bronx our goal is to offer a mathematically rich curriculum, providing students with opportunities to learn important mathematical concepts, skills, and procedures with deep understanding.

Teachers draw from a variety of resources to engage students to think critically, problem solve, and master foundational skills including “Everyday Counts,” Calendar Math, enVision Math (Scott Foresman), and Investigations (Scott Foresman) as the key curriculum resources.

Girls Prep Bronx students engage in at least 70 minutes of math instruction daily in the areas of number sense and operations, algebra, geometry, statistics and probability, and measurement. In addition to a math workshop, students participate in daily math meetings and “Number Talks.” These serve as opportunities to deeply consider number relationships, to apply relationships to computation strategies, and to discuss and analyze their reasoning. Number Talks support the development of efficient, flexible, and accurate computation strategies.

### **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 3<sup>rd</sup> through 5<sup>th</sup> grade 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 <sup>7</sup>			Total Enrolled
		IEP	ELL	Absent	
3	72	0	0	0	72
4	75	0	0	0	75
5	76	0	0	0	76
6	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A
All	223	0	0	0	223

**Results**

45.0% of Girls Prep students enrolled in at least their second year were proficient on the NYS mathematics examination.

**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	52.8%	72	52.9%	70
4	44.0%	75	47.6%	63
5	26.3%	76	31.6%	57
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	40.6%	223	45.0%	190

**Evaluation**

Girls Prep Bronx did not meet the accountability measure of 75 percent of students enrolled in at least their second year achieving proficiency. However, as the data in the following sections

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<sup>7</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

demonstrates, Girls Prep Bronx students made significantly more than a year of growth, and also outperformed their host district. Accordingly, we believe the data indicates that Girls Prep Bronx is on a predictive path to meeting the goal of 75 percent proficiency in the future.

### Additional Evidence

The below table indicates that the percentage of students in at least their second year achieving proficiency increased by 13.9% from 2012-13 to 2013-14.

#### 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	56.3%	64	27.5%	69	52.9%	70
4	N/A	N/A	34.8%	66	47.6%	63
5	N/A	N/A	N/A	0	31.6%	57
6	N/A	N/A	N/A	0	N/A	N/A
7	N/A	N/A	N/A	0	N/A	N/A
8	N/A	N/A	N/A	0	N/A	N/A
All	56.3%	64	31.1%	135	45.0%	190

#### 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.<sup>8</sup>

#### Results

Girls Prep Bronx’s performance index for mathematics was 117 in the 2013-14 school year. This exceeds the AMO of 86.

<sup>8</sup> 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
	25%	34%	27%	14%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 34 & + & 27 & + & 14 & = & 75 \\
 & & & & 27 & + & 14 & = & \underline{41} \\
 & & & & & & \text{PLI} & = & \underline{116}
 \end{array}$$

### Evaluation

Girls Prep Bronx exceeded the Annual Measurable Objective by 30 points in 2013-14.

### 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.<sup>9</sup>

### Results

Students enrolled in at least their second year at Girls Prep Bronx outperformed those of their host district, NYC Community District 8.

### 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 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	52.9%	70	26%	2304

<sup>9</sup> 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](#).

4	47.6%	63	28%	2092
5	31.6%	57	28%	2221
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	45.0%	190	27% (3-5 only)	13,063

### Evaluation

Girls Prep Bronx met the accountability measure requiring that students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam to be greater than that of all students in the same tested grades in the local school district.

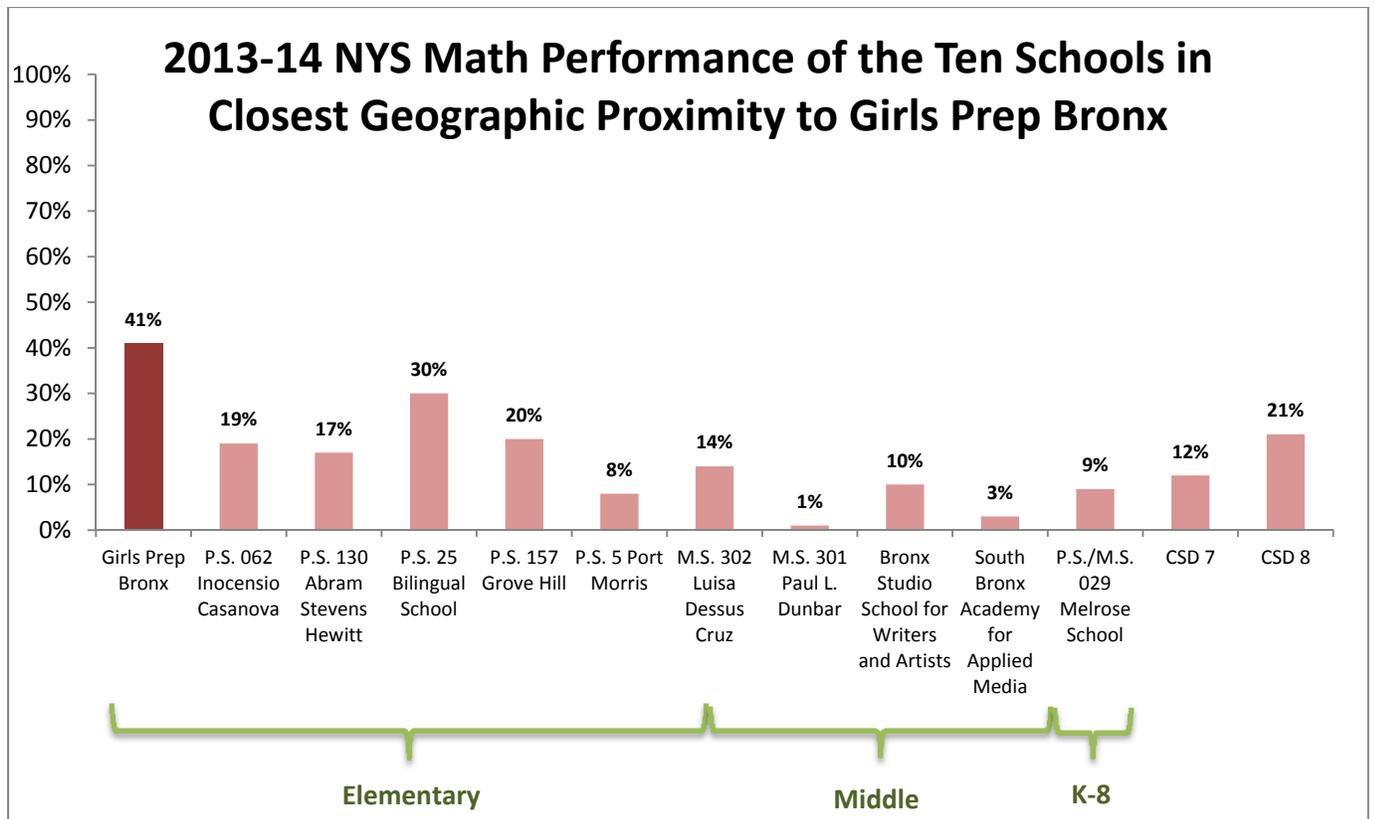
### Additional Evidence

The below table demonstrates that Girls Prep Bronx students have outperformed the students of the school's host district, District 8, in each of the last 3 years. In addition, the gap between Girls Prep Bronx and District 1 increased between 2012-13 and 2013-14, indicating that our revised instructional program is producing comparatively strong results.

### 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	
	Girls Prep Bronx	District 8	Girls Prep Bronx	District 8	Girls Prep Bronx	District 8
3	56.3%	50.1%	27.5%	22.9%	52.9%	26%
4	N/A	58.1%	34.8%	23.2%	47.6%	28%
5	N/A	60.7%	N/A	19.7%	31.6%	28%
6	N/A	43.2%	N/A	14.0%	N/A	N/A
7	N/A	42.5%	N/A	11.7%	N/A	N/A
8	N/A	35.8%	N/A	11.2%	N/A	N/A
All	56.3%	48.4%	31.1%	17.0%	45.0%	27% (3-5 only)

The graph below compares Girls Prep Bronx's proficiency rate on the 2013-14 mathematics assessment with the proficiency rates of the ten geographically nearest public schools serving grades K-8. This comparison demonstrate conclusively that Girls Prep Bronx offers a superior educational option for families in the surrounding neighborhood.



**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.<sup>10</sup>

### 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.

<sup>10</sup> 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.

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

In 2012-13, Girls Prep Bronx’s aggregate effect size in mathematics was 0.57.

### 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	90.7	74	28.4	21.7	6.7	0.40
4	89.3	73	35.6	23.2	12.4	0.73
5						
6						
7						
8						
<b>All</b>	<b>90.0</b>	<b>147</b>	<b>32.0</b>	<b>22.4</b>	<b>9.5</b>	<b>0.57</b>

### School’s Overall Comparative Performance:

Higher than expected to a medium degree

## Evaluation

In 2012-13, Girls Prep Bronx met this accountability plan goal. Girls Prep’s effect size is not yet available for 2013-14, the year relevant to this analysis.

## Additional Evidence

Girls Prep Bronx has had a positive effect size for each of the last two years.

### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	N/A	N/A	N/A	N/A	N/A	N/A
2011-12	K-3	73.7	73	53.4	49.6	0.20
2012-13	K-4	90.0	147	32.0	22.4	0.57

## Goal 2: Growth Measure<sup>11</sup>

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.<sup>12</sup>

In 2012-13, Girls Prep Bronx’s mean unadjusted growth percentile was 66.0. This is higher than the state’s unadjusted median growth percentile of 50.0

### 2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
3	N/A	50.0
4	66.0	50.0
5	N/A	50.0
6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All	<b>66.0</b>	50.0

### Evaluation

In 2012-13, Girls Prep Bronx met this accountability plan goal. Girls Prep Bronx’s effect size is not yet available for 2013-14, the year relevant to this analysis.

### Summary of the Mathematics Goal

<sup>11</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>12</sup> Schools can acquire these data from the NYSED’s business portal: [portal.nysed.gov](http://portal.nysed.gov).

We are committed to providing the resources needed for our students to become proficient mathematicians. Girls Prep Bronx is committed to a culture of continuous improvement where student achievement and success has no limit.

In 2013-14, Girls Prep Bronx achieved 4 out of the 5 possible measures for evaluation. Below we have outlined an action plan to implement in the coming year. This plan includes programs and processes that have proven to be successful and new strategies that address our observable gaps.

Like the overwhelming majority of charter schools in New York City, Girls Prep Bronx did not meet the goal of 75 percent proficiency in 2013-14. However, our outstanding growth data gives us confidence that we are on a predictive path to attaining that goal in the future.

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

### Increased Instructional Time

In Grades K-4, we have implemented a new 30 minute problem-solving block. Students will spend this time critically engaging with a single rigorous question, developing their own strategies and discussing them with peers and as a whole class. We have contracted with Dr. Stephanie Smith to implement Cognitively Guided Instruction (CGI) during this problem-solving block. CGI has previously been implemented by other NYC charter schools that have seen substantial growth in math achievement as a result.

### Curriculum

In 2012-13, our network-wide data inquiry team established that students' lack of vocabulary and content knowledge impeded their ability to access complex texts. Accordingly, our three-year action plan calls for the creation of a vertically aligned, interdisciplinary curriculum with an

increased emphasis on complex text and rich academic vocabulary. We believe that a curriculum that builds coherent knowledge from grade to grade through prolonged, scaffolded interaction with complex texts is in keeping with the Common Core shifts and will be a driver of future success.

The curriculum creation process will occur in phases over the next three years. The work will be led by network staff in collaboration with school-based staff. Our network team now includes a Chief Academic Officer and Director of Curriculum who will be supported by the Directors of Curriculum and Assessment at the school.

### **Instruction**

The second key lever to drive academic improvement is to continue to refine our coaching and observation processes. This year, Girls Prep's full-time instructional leaders include an ELA coach, two math coaches, two Directors of Curriculum and Assessment, and our principals, who are our primary instructional leaders. All of these individuals will regularly observe teachers and provide instructional feedback. Grade team leaders will also conduct informal observations and peer observations. All observations will utilize the Danielson framework as our model of excellent teaching.

### **Data & Assessment**

In the area of data analysis and action planning, we have created an interlocking structure of network-wide data inquiry teams to ensure that all forms of data are being used and triangulated effectively. Similar in nature to professional learning communities, grade-level data inquiry teams will be led by grade-team leaders, who will in turn sit on school-wide data inquiry teams led by the Directors of Curriculum and Assessment, who will in turn sit on a network-wide data inquiry team led by the network's Director of Data and Assessment. All of the network's Directors of Curriculum and Assessment will participate in monthly like-position meetings with the network staff in order to share best practices and engage in professional development.

Finally, the network will be piloting vertically aligned, CCSS-based writing rubrics in 2014-15 to ensure that expectations scaffold appropriately from year to year and that all students are held to the same level of rigor.

## SCIENCE

### Goal 3: Science

Girls Prep Bronx students will demonstrate proficiency relevant to achievement in science.

#### Background

Science at Girls Prep Bronx allows students to explore the world through a hands-on, inquiry based approach. Throughout their years in school students will study physical, life, and earth science.

Science in kindergarten explores the physical properties of matter (solids) and the changes in plants and animals through the seasons. First grade students study animal diversity, properties of matter (solids and liquids), and the changes in weather through the seasons. In second grade, students use the scientific process to learn about the physics of motion, study properties of earth materials, and look at the symbiotic relationship of plants and animals.

As students move on to third grade, they build on their early childhood learning. Third grade students at Girls Prep Bronx complete an in-depth study of metric measurement and its role in quantifying observations on properties of matter. They explore energy through the physics of sound, construct simple machines (force and motion), and look at plant and animal adaptations (structures of life).

In every grade, teachers integrate opportunities for students to read and write about the content, skills, and processes developed through their inquiry work. Teachers use Delta Education FOSS science and the state standards as the key resources in planning instruction.

### 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 4<sup>th</sup> 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

85% of Girls Prep students enrolled in at least their second year were proficient on the NYS science examination.

### 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
-------	------------------------------------

	Charter School Students In At Least 2 <sup>nd</sup> Year		District 8 Students (2012-13)	
	Percent	Number Tested	Percent	Number Tested
4	81%	63	85%	2,196
8	N/A	N/A	N/A	N/A

## Evaluation

Girls Prep Bronx met this accountability plan goal.

## Additional Evidence

Girls Prep Bronx has met this accountability goal in each year that its students have been eligible to take the Grade 4 science assessment. However, we are alarmed by the dip in scores between 2012-13 and 2013-14. We will be investigating the cause(s) of this relative decline and building action plans throughout 2014-15.

### 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	N/A	N/A	98%	66	81%	63
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	98%	66	81%	63

### 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

Students enrolled in at least their second year at Girls Prep Bronx performed slightly lower than those in their host district, District 8.

### 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 2 <sup>nd</sup> Year		District 8 Students (2012-13)	
	Percent	Number Tested	Percent	Number Tested
4	81%	63	85%	2,196
8	N/A	N/A	N/A	N/A

### Evaluation

Girls Prep Bronx did not meet the accountability measure requiring that students who are enrolled in at least their second year and performing at proficiency on the state science exam to be greater than that of all students in the same tested grades in the local school district. We are investigating the cause(s) of this decline and expect to see serious growth in this area in 2014-15.

### Additional Evidence

Girls Prep met this accountability goal in the one year of the accountability period prior to 2013-14.

## 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	N/A	N/A	98%	85%	81%	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	98%	85%	81%	N/A

### Summary of the Science Goal

GPCSNY met one out of two science goals in 2013-14. Although our performance was relatively strong, we are not satisfied with our results, and will seek to enhance our instructional program to improve them in 2014-15

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	Did Not Achieve

	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.	
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**Action Plan**

We will be looking critically at the alignment of our science curriculum to the Grade 4 NYS science test. Although we are confident that our curriculum covers all of the material necessary to succeed on the Grade 4 NYS science test, certain content areas may not receive appropriate emphasis or be taught in the appropriate sequence. We will seek to uncover and remedy any gaps in 2014-15.

## NCLB

### Goal 4: NCLB

The school will be in Good Standing each year.

### Goal 4: 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. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

### Results

For the 2012-13 school year Girls Prep Bronx was in Good Standing.

### Evaluation

Girls Prep Bronx met this accountability goal.

NCLB Status by Year

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

### Additional Evidence

Girls Prep Bronx has been in good standing for each year of the Accountability Period.

## Goal 6: Parent Satisfaction

### Goal 6: Absolute Measure

Each year, parents will express satisfaction with the school's program, based on the school's Parent Survey in which at least two-thirds of all parents/guardians provide a positive response to the survey items.

### Method

Girls Prep Bronx uses the NYC DOE school survey to gauge family satisfaction.

### Results

The parent response rate on the 2013-14 survey was 82%

#### 2013-14 Parent Satisfaction on Key Survey Results

Item	% Satisfaction	Citywide Average
Instructional Core	98%	92%
Systems for Improvement	94%	89%
School Culture	97%	91%

### Evaluation

This outcome measure has been met by Girls Prep Bronx. The relationship between home and school is central to each child's success. At Girls Prep Bronx, we partner with families to provide maximum support to our students. Every year begins with a home visit by the student's teachers; this initial visit allows families and teachers to establish a relationship before the school year begins. We continue to build a partnership throughout the year and from year-to-year so that every child is supported and sees success.

The responses to selected individual questions from the family survey illustrate the success of this approach:

Category	Question	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Instructional Core	How satisfied are you with the education your child has received this year?	74%	25%	1%	0%
	How satisfied are you with the overall quality of your child's teachers this year?	76%	24%	1%	0%

Category	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
Systems for Improvement	My child's school offers a wide enough variety of courses, extracurricular activities, and services to keep my child interested in school.	70%	27%	2%	2%
	My child's school gives my child extra help when he or she needs it.	66%	31%	2%	1%
School	My child's school makes me feel welcome	74%	25%	1%	1%

Culture	My child's school has high expectations for my child	77%	22%	0%	1%
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# Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Monday, July 14, 2014

Updated Friday, August 01, 2014

## Page 1

Charter School Name: 320800860940 GIRLS PREP CS-BRONX

### 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	6876708
1. Total Expenditures Per Child   Line 2: BEDS Day Pupil Count	451
1. Total Expenditures Per Child   Line 3: Divide Line 1 by Line 2	15253

#### 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)	301464
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)	167186
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	468650
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	451
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	1039

Thank you.

**GIRLS PREPARATORY CHARTER SCHOOL  
OF THE BRONX**

**BRONX, NEW YORK**

**AUDITED FINANCIAL STATEMENTS**

**REPORT REQUIRED BY  
GOVERNMENT AUDITING STANDARDS**

**AND**

**INDEPENDENT AUDITOR'S REPORTS**

**JUNE 30, 2014**

**(With Comparative Totals for 2013)**



**MENGEL METZGER BARR & CO. LLP**

Certified Public Accountants

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INDEPENDENT AUDITOR'S REPORT

Board of Trustees  
Girls Preparatory Charter School of the Bronx

**Report on the Financial Statements**

We have audited the accompanying financial statements of Girls Preparatory Charter School of the Bronx (the "Charter School"), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

**Management's Responsibility for the Financial Statements**

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

**Auditor's Responsibility**

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. 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 Charter School'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 Charter School'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 Girls Preparatory Charter School of the Bronx 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 Girls Preparatory Charter School of the Bronx's June 30, 2013 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 15, 2013. 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 Report Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated October 27, 2014 on our consideration of Girls Preparatory Charter School of the Bronx's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Girls Preparatory Charter School of the Bronx's internal control over other financial reporting and compliance.

*Mengel, Metzger, Barw & Co. LLP*

Rochester, New York  
October 27, 2014

GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2014

(With Comparative Totals for 2013)

<u>ASSETS</u>	<u>June 30,</u>	
	<u>2014</u>	<u>2013</u>
<u>CURRENT ASSETS</u>		
Cash	\$ 1,575,269	\$ 1,204,704
Grants and other receivables	111,631	87,965
Prepaid expenses	159,694	50,366
Related party receivables	<u>12,951</u>	<u>-</u>
TOTAL CURRENT ASSETS	1,859,545	1,343,035
<u>PROPERTY AND EQUIPMENT, net</u>	<u>530,324</u>	<u>367,326</u>
TOTAL ASSETS	<u>\$ 2,389,869</u>	<u>\$ 1,710,361</u>
 <u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 121,904	\$ 96,736
Accrued payroll and benefits	553,415	454,728
Deferred revenue	9,564	-
Related party payables	<u>-</u>	<u>401</u>
TOTAL CURRENT LIABILITIES	684,883	551,865
<u>NET ASSETS, unrestricted</u>	<u>1,704,986</u>	<u>1,158,496</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 2,389,869</u>	<u>\$ 1,710,361</u>

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

GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX  
STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2014  
(With Comparative Totals for 2013)

	Year ended June 30,	
	2014	2013
Operating revenue and support:		
State and local per pupil operating revenue	\$ 6,940,799	\$ 5,551,720
Federal grants	334,456	326,047
State and local grants	30,113	24,978
Contributions	141,783	232,003
Interest income	108	-
TOTAL OPERATING REVENUE AND SUPPORT	7,447,259	6,134,748
Expenses:		
Program:		
Regular education	4,850,237	3,793,125
Special education	1,505,010	1,258,641
Management and general	538,204	440,034
Fundraising and special events	7,318	4,974
TOTAL EXPENSES	6,900,769	5,496,774
CHANGE IN NET ASSETS	546,490	637,974
Unrestricted net assets at beginning of year	1,158,496	520,522
UNRESTRICTED NET ASSETS AT END OF YEAR	\$ 1,704,986	\$ 1,158,496

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

GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2014  
 (With Comparative Totals for 2013)

	Year ended June 30,							2013
	2014							
	Program Services			Supporting Services			Total	
Regular Education	Special Education	Sub-total	Management and general	Fundraising and special events	Sub-total	Total	Total	
Personnel services costs:								
Administrative staff personnel	\$ 159,711	\$ 22,816	\$ 182,527	\$ 289,656	\$ -	\$ 289,656	\$ 472,183	\$ 354,301
Instructional personnel	2,463,353	965,566	3,428,919	-	-	-	3,428,919	2,805,732
Non-instructional personnel	383,235	62,363	445,598	11,808	-	11,808	457,406	244,440
Total personnel services costs	3,006,299	1,050,745	4,057,044	301,464	-	301,464	4,358,508	3,404,473
Fringe benefits and payroll taxes	561,917	196,398	758,315	56,348	-	56,348	814,663	687,585
Retirement	94,898	33,168	128,066	9,516	-	9,516	137,582	104,032
Management company fees	560,157	91,154	651,311	73,181	7,318	80,499	731,810	497,400
Accounting and auditing services	-	-	-	18,978	-	18,978	18,978	17,438
Other professional and consulting services	28,524	4,642	33,166	57,425	-	57,425	90,591	52,623
Facility cost	22,024	7,698	29,722	2,209	-	2,209	31,931	16,573
Insurance	21,382	7,474	28,856	2,144	-	2,144	31,000	25,800
Classroom supplies and materials	173,018	33,154	206,172	-	-	-	206,172	246,251
Equipment and furnishings	5,978	2,023	8,001	564	-	564	8,565	2,248
Staff development	87,131	14,179	101,310	-	-	-	101,310	92,561
Marketing and recruiting	2,614	913	3,527	262	-	262	3,789	42,754
Telephone and internet	22,310	7,798	30,108	2,237	-	2,237	32,345	14,096
Technology	1,445	235	1,680	-	-	-	1,680	4,698
Food service	21,691	3,530	25,221	-	-	-	25,221	14,169
Student services	121,156	10,065	131,221	1,405	-	1,405	132,626	121,013
Office expense	15,655	5,471	21,126	2,038	-	2,038	23,164	32,945
Depreciation and amortization	104,038	36,363	140,401	10,433	-	10,433	150,834	120,115
	<u>\$ 4,850,237</u>	<u>\$ 1,505,010</u>	<u>\$ 6,355,247</u>	<u>\$ 538,204</u>	<u>\$ 7,318</u>	<u>\$ 545,522</u>	<u>\$ 6,900,769</u>	<u>\$ 5,496,774</u>

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

GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2014  
(With Comparative Totals for 2013)

	<u>Year ended June 30,</u>	
	<u>2014</u>	<u>2013</u>
<b><u>CASH FLOWS - OPERATING ACTIVITIES</u></b>		
Change in net assets	\$ 546,490	\$ 637,974
Adjustments to reconcile change in net assets to net cash provided from operating activities:		
Depreciation and amortization	150,834	120,115
Loss on disposal of property and equipment	-	554
Changes in certain assets and liabilities affecting operations:		
Grants and other receivables	(23,666)	(59,118)
Prepaid expenses	(109,328)	24,082
Related party receivables	(12,951)	-
Accounts payable and accrued expenses	25,168	47,351
Accrued payroll and benefits	98,687	8,931
Deferred revenue	9,564	(28,384)
Related party payables	(401)	(15,736)
NET CASH PROVIDED FROM OPERATING ACTIVITIES	<u>684,397</u>	<u>735,769</u>
<b><u>CASH FLOWS - INVESTING ACTIVITIES</u></b>		
Purchases of property and equipment	<u>(313,832)</u>	<u>(201,916)</u>
NET CASH USED FOR INVESTING ACTIVITIES	<u>(313,832)</u>	<u>(201,916)</u>
NET INCREASE IN CASH	370,565	533,853
Cash at beginning of year	<u>1,204,704</u>	<u>670,851</u>
CASH AT END OF YEAR	<u>\$ 1,575,269</u>	<u>\$ 1,204,704</u>

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

GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2014 AND 2013

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Charter School

Girls Preparatory Charter School of the Bronx (the “Charter School”), is an educational corporation operating as a charter school in the borough of Bronx, New York City. On February 23, 2009, the Board of Regents of the University of the State of New York granted the Charter School a provisional charter valid for a term of five years and renewable upon expiration. The Charter School retained a renewal through January 2017.

The Charter School was established to prepare underserved elementary and middle school students for higher education, civic involvement and lifelong success through a structured, caring environment of high academic expectations.

Financial Statement presentation

The financial statements of the Charter School have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America (GAAP). The Charter School reports information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets.

These classes of net assets are defined as follows:

*Permanently restricted* – Net assets resulting from contributions and other inflows of assets whose use by the Charter School is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the Charter School. The Charter School had no permanently restricted net assets at June 30, 2014 and 2013.

*Temporarily restricted* – Net assets resulting from contributions and other inflows of assets whose use by the Charter School is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the Charter School pursuant to those stipulations. The Charter School had no temporarily restricted net assets at June 30, 2014 and 2013.

*Unrestricted* – The net assets over which the Governing Board has discretionary control to use in carrying on the Charter School’s operations in accordance with the guidelines established by the Charter School. The Board may designate portions of the current unrestricted net assets for specific purposes, projects or investment.

Revenue and support recognition

Revenue from state and local governments resulting from the Charter School’s charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement.

Revenue from federal, state and local government grants and contracts are recorded by the Charter School when qualifying expenditures are incurred and billable.

GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES,

Cont'd

Contributions

Contributions received are recorded as unrestricted, temporarily or permanently restricted support depending on the existence of any donor restrictions. A contribution that is received and expended in the same year for a specific purpose is classified as unrestricted revenue.

Contributions are recorded as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities and changes in net assets as net assets released from restrictions.

Cash

Cash balances are maintained at financial institutions located in New York and are insured by the FDIC up to \$250,000 at each institution. In the normal course of business, the account balances at any given time may exceed insured limits. However, the Charter School has not experienced any losses in such accounts and does not believe it is exposed to any significant risk in cash.

Grants and other receivables

Grants and other receivables are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts based on its assessment of the current status of individual receivables from grants, agencies and others. Balances that are still outstanding after management has used reasonable collection efforts are written off against the allowance for doubtful accounts. There was no allowance for doubtful accounts at June 30, 2014 and 2013.

Property and equipment

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

Deferred revenue

The Charter School records grant revenue as deferred revenue until it is expended for the purpose of the grant, at which time it is recognized as revenue.

GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES,

Cont'd

Tax exempt status

The Charter School is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, is exempt from federal and state taxes on income. The Charter School has filed for and received income tax exemptions in the jurisdictions where it is required to do so.

The Charter School files Form 990 in the U.S. federal jurisdiction. With few exceptions, as of June 30, 2014, the Charter School is no longer subject to U.S. federal income tax examinations by tax authorities for the years ended prior to June 30, 2011. Tax returns for the years ended June 30, 2011 through June 30, 2014 are still subject to potential audit by the IRS. Management of the Charter School believes it has no material uncertain tax positions and, accordingly it will not recognize any liability for unrecognized tax benefits.

Contributed services

The Charter School receives contributed services from volunteers to develop its academic program and to serve on the Board of Trustees. In addition the Charter School received transportation services, special education services and speech therapy classes for the students from the local district. These services are not valued in the financial statements.

Marketing and recruiting costs

The Charter School expenses marketing and recruiting costs as they are incurred. Total marketing and recruiting costs approximated \$3,800 and \$42,800 for the years ended June 30, 2014 and 2013, respectively.

Use of estimates in the preparation of financial statements

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Comparatives for the period ended June 30, 2013

The financial statements include certain prior year summarized comparative information in total but not by functional classification. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Charter School's financial statements for the year ended June 30, 2013, from which the summarized information was derived.

GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES,

Cont'd

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 27, 2014, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted.

NOTE B: RELATED PARTY TRANSACTIONS

The Charter School has related party receivables and/or payables to three related organizations; Girls Preparatory Charter School of New York, Friends of Girls Preparatory Charter School of New York, Inc., and Public Preparatory Network, Inc. Girls Preparatory Charter School of New York, Friends of Girls Preparatory Charter School of New York, Inc., and the Charter School have common Board members on their Boards of Trustees.

Public Preparatory Network, Inc., a not-for-profit organization, provides management and other administrative support services to the Charter School. The Charter School entered into an annual agreement with Public Preparatory Network, Inc., dated August 12, 2009, under which the Charter School pays a service fee of a set percentage of the year end student enrollment full time equivalents at the school multiplied by the approved per pupil operating expenses for the school year. The percentage is 12% and 10% for the years ended June 30, 2014 and 2013, respectively. The agreement is able to be renewed annually. The fee incurred for the years ended June 30, 2014 and 2013 was \$731,810 and \$497,400, respectively.

Amounts due (to) from these related parties were as follows:

	<u>June 30,</u>	
	<u>2014</u>	<u>2013</u>
Due from (to) Public Preparatory Network, Inc.	\$ 12,160	\$ (1,192)
Due from Friends of Girls Preparatory Charter School of New York, Inc.	<u>791</u>	<u>791</u>
	<u>\$ 12,951</u>	<u>\$ (401)</u>
Related party receivables	\$ 12,951	\$ -
Related party payables	<u>-</u>	<u>(401)</u>
	<u>\$ 12,951</u>	<u>\$ (401)</u>

NOTE C: SCHOOL FACILITY

As part of the New York City Chancellor's Charter School Initiative, the New York City Department of Education has committed space to the Charter School at no charge through a verbal agreement.

GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE D: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	June 30,	
	<u>2014</u>	<u>2013</u>
Furniture and fixtures	\$ 250,460	\$ 181,349
Equipment	161,489	121,603
Computer equipment	315,005	229,923
Leasehold improvements	<u>294,496</u>	<u>174,743</u>
	1,021,450	707,618
Less accumulated depreciation and amortization	<u>491,126</u>	<u>340,292</u>
	<u>\$ 530,324</u>	<u>\$ 367,326</u>

NOTE E: OPERATING LEASES

The Charter School leases office equipment under non-cancelable lease agreements expiring at various dates through November 2015. The future minimum payments on these agreements are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2015	\$ 5,343
2016	<u>2,226</u>
	<u>\$ 7,569</u>

NOTE F: RETIREMENT PLAN

The Charter School sponsors a defined contribution 403(b) plan covering all regular employees. The Charter School matches employees' contributions up to 5% of base salary. The Charter School's total contribution to the Plan for the years ended June 30, 2014 and 2013 was \$137,582 and \$104,032, respectively.

NOTE G: CONTINGENCY

Certain grants and contracts may be subject to audit by funding sources. Such audits might result in disallowance of costs submitted for reimbursement by the Charter School. Management is of the opinion that such disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE H: CONCENTRATIONS

At June 30, 2014 and 2013, approximately 71% and 34%, respectively, of grants and other receivables are due from the federal government relating to certain grants. At June 30, 2014, approximately 26% of grants and other receivables are due from Yonkers school district.

During the years ended June 30, 2014 and 2013, 93% and 90%, respectively, of total operating revenue and support came from per-pupil funding provided by New York State. The per-pupil rate is set annually by the State based on the school district in which the Charter School's students are located.

NOTE I: MERGER

On April 24, 2014, the Charter School's Board of Trustees unanimously approved the merger of Boys Preparatory Charter School of New York, Girls Preparatory Charter School of New York and Girls Preparatory Charter School of the Bronx. On June 4, 2014, the SUNY Board of Trustees approved the merger. The Charter School is awaiting approval from the New York State Education Department. The merger is expected to take effect October 1, 2014.

**GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX**

**REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS**

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

Board of Trustees  
Girls Preparatory Charter School of the Bronx

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 Girls Preparatory Charter School of the Bronx, which comprise the statement of financial position as of June 30, 2014 and the related statement of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 27, 2014.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered Girls Preparatory Charter School of the Bronx'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 opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Girls Preparatory Charter School of the Bronx's internal control. Accordingly, we do not express an opinion on the effectiveness Girls Preparatory Charter School of the Bronx'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 Charter School'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 over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be 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 Girls Preparatory Charter School of the Bronx's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we have reported to management of Girls Preparatory Charter School of the Bronx in a separate letter dated October 27, 2014.

## **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 Charter School'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 Charter School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

## **Restricted Use**

This report is intended solely for the information and use of the Board of Trustees, management, federal, state and local awarding agencies, the State University of New York, the New York State Education Department and others within the Charter School and is not intended to be and should not be used by anyone other than these specified parties.

*Mengel, Metzger, Barw & Co. LLP*

Rochester, New York  
October 27, 2014

**Transmittal Form**  
**Annual Financial Statement Audit Report**

*for SUNY Authorized Charter Schools*

<b>School Name:</b>	<b>Girls Preparatory Charter School of the Bronx</b>
Date (Report is due Nov. 1):	November 1, 2014
School Fiscal Contact Name:	Ian Rowe
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Mengel Metzger Barr & Co. LLP
School Audit Contact Name:	Michelle M. Cain
School Audit Contact Email:	<a href="mailto:mcain@mmb-co.com">mcain@mmb-co.com</a>
School Audit Contact Phone:	585-423-1860
Audit Period:	2013-14
Prior Year:	2012-13

The following items are required to be included:

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

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

Item	If not included, state the reason(s) below (if not applicable fill in N/A):
Management Letter	
Management Letter Response	none required
Form 990	filed extension
Federal Single Audit (A-133) <sup>1</sup>	N/A
Corrective Action Plan	N/A

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

NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234 <a href="mailto:charterschools@mail.nysed.gov">charterschools@mail.nysed.gov</a>	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Room 524 EBA Albany, New York 12234 <a href="mailto:fsanda133@mail.nysed.gov">fsanda133@mail.nysed.gov</a>
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<sup>1</sup> A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to [OMB Circular A-133](#) for the federal filing requirements.



**Budget and Quarterly Report Template**  
*for SUNY Authorized Charter Schools*

# Girls Prep Charter School Bronx

Contact Name: Ian Rowe  
Contact Email: [REDACTED]  
Contact Phone: [REDACTED]  
Prior Year: 2013-14  
Current Year: 2014-15

# Appendix E: Disclosure of Financial Interest Form

Created Friday, August 01, 2014

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Page 1

320800860940 GIRLS PREP CS-BRONX

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 survey <https://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 Monday, July 14, 2014

Updated Wednesday, July 23, 2014

## Page 1

320800860940 GIRLS PREP CS-BRONX

### 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	Boykin Curry IV	Chair/President	Yes	Finance	2009-Present	Executive
2	Lauren Frank	Vice Chair/Vice President	Yes	Finance	2009-Present	Development
3	Laura Weil	Member	Yes	Finance	2009-Present	Finance
4	Maria Zimmerman	Member	Yes	Education Leadership	2011-Present	Academics
5	Nairobi Quinones	Parent Rep	Yes	Parent Representative	2013	
6	Nicole Greene	Member	Yes	Non-profit management	2013-Present	Development

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

2

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

2

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

25

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

6

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

6

Thank you.

## **5. Enrollment and Retention Targets**

In the 2013-14 school year, Girls Preparatory Charter School of the Bronx (“GPBX”) continued its commitment to recruit, serve, and retain students with special education needs, as well as students who are English language learners and students who are eligible applicants for the free and reduced price lunch program.

At the network level, recruitment of students with special needs, English language learners, and students eligible for free and reduced price lunch is spearheaded by the Public Prep Student Recruitment Associate, with support from the Public Prep Director of Operations. The Student Recruitment Associate leads teams of parent volunteers in visiting targeted neighborhoods to canvass for special needs students, English language learners, and students eligible for free and reduced price lunch. The Student Recruitment Associate is also responsible for disseminating information in both English and Spanish about GPBX’s robust services for all types of students.

### **Students with Special Needs**

The school’s enrollment for students with special education services not including 504 plans in the 2013-14 school year was 14%. However, our recruitment practices, communications and marketing efforts, and investment in program demonstrate our commitment to increasing our enrollment of and ability to serve special needs students. Specifically:

- As part of the GPBX recruitment strategy for the 2013-14 school year, our Learning Specialist Coordinator provided a list of neighborhood Head Starts that serve the highest need populations. We delivered lottery applications and informational materials to these locations, as well as presented to parents at select locations that gave us the opportunity.
- Our marketing materials and presentations explicitly describe the services, programs, and staff available for students with special education needs.
- In the 2013-14 school year, GPBX continued to implement systems for early and accurate identification of students with special education needs. Subsequently, the school administered interventions such as Special Education Teacher Support Services (SETSS) and Response-to-Intervention.
- GPBX has invested in the in-house capacity to provide Integrated Co-Teaching Classrooms (ICT) at every grade level (nine total in the 2013-14 school year for grades K-5); a 12:1 student-to-teacher ratio; at least one special education teacher per grade but more where necessary; a Learning Specialist Coordinator; a Learning Specialist; a Reading Specialist; a Director of Student and Family Affairs; an English Language Learner Coordinator; a Counselor; and, at the network level (shared services), a Chief Academic Officer.
- GPBX also adds capacity to serve students by partnering with outside providers for Occupational Therapy and Physical Therapy.

### **English Language Learners**

Our enrollment in the 2013-14 school year was 7%; however, our recruitment practices, communications and marketing efforts, and investment in program demonstrate our commitment to increasing enrollment and serving English language learners. Specifically:

- As part of the GPBX recruitment strategy for the 2013-14 school year, our Learning Specialist Coordinator provided a list of neighborhood Head Starts that serve the highest need population. We delivered applications and informational materials to these locations.
- All marketing materials, advertisements, our website, presentations, and lottery applications, as well as all school communications, are produced in Spanish and English.

- Home visits are conducted for currently enrolled and entering students in English and Spanish. Home language surveys are conducted at these visits.
- GPBX has an ELL Coordinator, 12 bi-lingual staff members, and multi-lingual communication capacity at all school events.
- Our ELL Coordinator provides support to students using a push-in model so students maintain access to the traditional reader's and writer's workshops with additional scaffolding and support as needed. Beginner-level ELLs receive additional pull-out services to strengthen foundational language skills and vocabulary using the Avenues program.
- GPBX has bi-lingual staff in ICT classrooms as well as ESOL, small group instruction for English language learners.

### **Students Eligible for Free and Reduced Priced Lunch**

Our percent of students eligible for free and reduced priced lunch in 2013-14 school year was 83%, and we continue to ensure that we are attracting, retaining, and serving this high needs population. Specifically:

- We recruit students and advertise our school in areas throughout New York City that have a known high needs population, i.e. NYCHA housing developments, NYCHA head start programs, and neighborhood after-school programs.
- Throughout the recruitment season, we communicate the services and staff we have in place for a high needs population, such as a Director of Student and Family Affairs, an Assistant Director of Student and Family Affairs, a Family Coordinator, free MetroCards, subsidized school uniforms, financial planning workshops throughout the school year, and the opportunity to open a NYS 529 college saving account with a yearly contribution from the school.
- The enrollment process includes early distribution and retrieval of the free and reduced priced lunch applications, with a 100% collection goal. We carefully track the number of families who receive free and reduced price lunches and families who have not returned meal program applications so that improvements can be made to the school's process for collection.
- Families are introduced to the lunch program and application for free and reduced priced lunch as well as other special food programs.
- GPBX received a grant from the Food Bank of New York to provide a nutrition program called Cookshop to its kindergarten and first grade students, as well as Family Cookshop for 20 parents.

Going forward in 2014-15, GPBX will continue all aforementioned efforts. In addition, we will produce marketing and informational materials in languages other than English and Spanish, in order to improve recruitment and outreach efforts in local neighborhoods that have concentrations of families that speak a language other than English or Spanish. We will also make improvements as necessary to ensure the collection of 100% of students' meal program applications.

# Appendix I: Teacher and Administrator Attrition

Created Tuesday, July 22, 2014

Updated Wednesday, July 23, 2014

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## Page 1

Charter School Name: 320800860940 GIRLS PREP CS-BRONX

### 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
39	14	6

### 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
7	3	2

Thank you

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

Created Thursday, June 19, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/682ec>

## 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:

*Trevor Gibbons*

### 2. Charter School Name:

*Girls Preparatory Charter School-Bronx*

### 3. Charter Authorizer:

*SUNY*

### 4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

### 5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

### 6. \*Daytime Phone Number:

### 7. \*E-mail Address:

### 8. Select all positions you held on Board:

(check all that apply)

*(No response)*

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

*No*

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

*No*

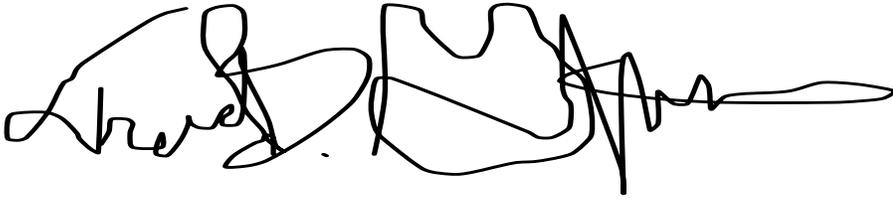
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke at the end.

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

Created Thursday, June 19, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/e19b4>

## 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:

*Douglas Snyder*

2. Charter School Name:

*Girls Preparatory Charter School-Bronx*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

---

• Chair/President

---

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

*No*

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

*No*

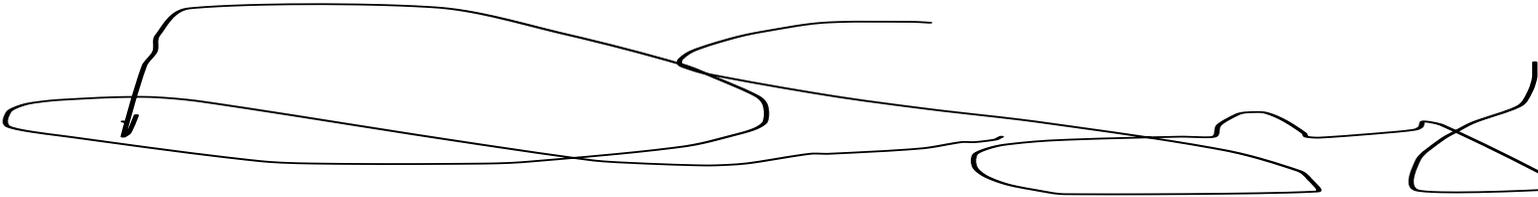
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of several large, overlapping loops and a long horizontal stroke extending to the right.

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

Created Friday, June 20, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/1dbc5>

## 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:

*Jamal Epps*

2. Charter School Name:

*Girls Preparatory Charter School-Bronx*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

---

• Other, please specify...: Trustee

---

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

No

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

No

Page 2

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

No

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

No

Signature of Trustee

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

Created Monday, June 23, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/05717>

## 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:

*Kellie Zesch Weir*

### 2. Charter School Name:

*Girls Preparatory Charter School-Bronx*

### 3. Charter Authorizer:

*SUNY*

### 4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

### 5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

### 6. \*Daytime Phone Number:

### 7. \*E-mail Address:

### 8. Select all positions you held on Board:

(check all that apply)

*(No response)*

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

*No*

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

*No*

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 Thursday, June 26, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/27748>

## 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:

*Christopher Jackson*

2. Charter School Name:

*Girls Preparatory Charter School-Bronx*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

*(No response)*

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

*No*

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

*No*

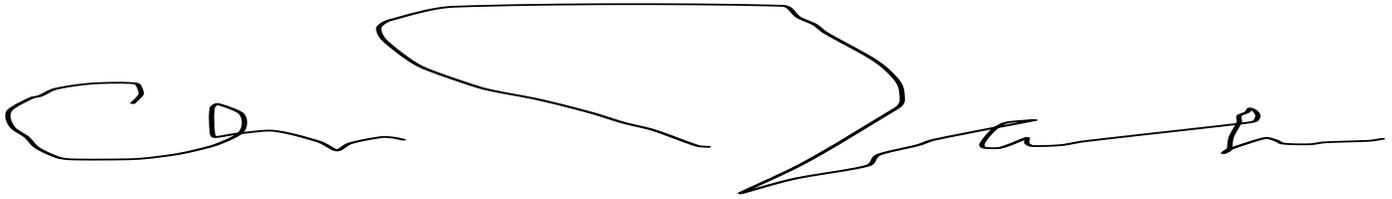
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of a large, stylized initial 'C' followed by a long, horizontal stroke that ends in a small loop.

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

Created Monday, July 14, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/3b651>

## 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:

*Lauren Frank*

2. Charter School Name:

*Girls Preparatory Charter School-Bronx*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- 
- Vice Chair/Vice President
- 

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

*No*

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

*No*

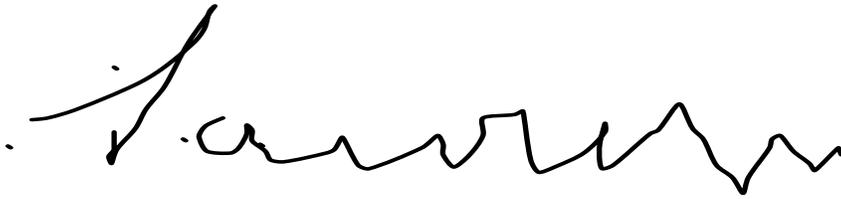
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to be a cursive name with a prominent initial stroke.A handwritten signature in black ink, featuring a large, blocky 'F' followed by a cursive name.

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

Created Friday, July 18, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/a5f8f>

## 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:

*Maria-Anna Zimmermann*

2. Charter School Name:

*Girls Preparatory Charter School-Bronx*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

---

• Other, please specify...

---

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

No

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

No

Page 2

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

No

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

No

Signature of Trustee

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