

I. SCHOOL INFORMATION AND COVER PAGE

Created Tuesday, July 01, 2014

Updated Thursday, July 31, 2014

Page 1

1. SCHOOL NAME

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

310100860866 GIRLS PREP CS

2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 1

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
442 E. Houston Street Room 312 New York, NY 10002	212-388-0241	212-388-1086	[REDACTED]

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Versha Munshi-South
Title	Principal
Emergency Phone Number (###-###-####)	[REDACTED]

5. SCHOOL WEB ADDRESS (URL)

http://publicprep.org/schools/les_elementary

6. DATE OF INITIAL CHARTER

2004-03-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2005-09-01 00:00:00

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

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

• K
• 1
• 2
• 3
• 4
• 5
• 6
• 7
• 8

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]	Yes
CFO (e.g., network CFO)	Tiffany Liston	[REDACTED]	[REDACTED]	[REDACTED]	Yes
Compliance Contact	David Nitkin	[REDACTED]	[REDACTED]	[REDACTED]	Yes
Complaint Contact	Julie Jackson-Forsberg	[REDACTED]	[REDACTED]	[REDACTED]	Yes

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/C SD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	442 E. Houston Street Room 312 New York, NY 10002	212-388-02 41	CSD 1	K-4	No	DOE space
Site 2	420 East 12th Street Room 203 New York, NY 10009	212-358-82 16	CSD 1	5-8	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	Versha Munshi-South	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Jasmin Candelario	[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	Kaitlin Seaver	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Danielle Keen	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Ian Rowe	[REDACTED]	[REDACTED]	[REDACTED]
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



Signature, President of the Board of Trustees



Thank you.

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

Created Tuesday, July 22, 2014

Updated Thursday, July 31, 2014

Page 1

Charter School Name: 310100860866 GIRLS PREP CS

1. NEW YORK STATE REPORT CARD

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

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

<http://data.nysed.gov/profile.php?instid=800000057553>

**Girls Preparatory Charter
School of New York**

**2013-14 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By Ian Rowe, CEO;
Versha Munshi-South, Principal;
and Kaitlin Seaver, Principal

Girls Prep Elementary School 442 E. Houston Street New York, NY 10002 Phone: (212) 388-0241 Fax: (212) 388-1086	Girls Prep Middle School 420 E. 12 th Street New York, NY 10009 Phone: (212) 358-8216 Fax: (212) 358-8219
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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
Mary Claire Ryan	Chair/President
Michael Karangelen	Member
Yaritza Cortez	Parent Rep
Nicole Julius	Parent Rep
Lauren Frank	Member

Kaitlin Seaver has served as Principal of Girls Preparatory Charter School of New York (grades 5-8) since 2011.

Versha Munshi-South served as resident Principal of Girls Preparatory Charter School of New York (grades K-4) in 2012-13, and assumed the full duties of Principal in July 2013

INTRODUCTION

Founded in 2005, Girls Preparatory Charter School of New York (hereafter “GPCSNY” or “Girls Prep”) follows a single-sex education model that achieves excellence through continuous learning and data-driven instruction. Our school model is designed to empower each student, build strong character, ensure every student demonstrates critical thinking and possesses critical knowledge, and propel every student toward a path to earn a degree from a four-year university.

At the close of our ninth year of operation, GPCSNY has found the educational program and school model to be effective in creating consistent academic achievement and a desire to learn among GPCSNY students. The results on the New York State English Language Arts and Math exams, as well as success in other school and organizational goals, are indicators of GPCSNY’s commitment to the students and families that GPCSNY serves.

In the coming years, GPCSNY expects to improve upon its current success by refining curricular and pedagogical practices and focusing on the next stage of success for graduates of GPCSNY. The school expects to provide graduates with the best opportunities for acceptance into high performing high schools as well as support the development of students as “college-goers” through guidance and school culture.

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	48	50	50	50	52	58	44							352
2011-12	72	73	50	51	47	48	70	49						460
2012-13	75	71	74	50	51	52	50	68	47					538
2013-14	68	78	69	71	49	50	53	46	65					549

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will become proficient readers of the English language.

Background

GPCSNY's English language arts curriculum is focused around the core concepts of frequent diagnostic assessment, consistent applied learning models for reading and writing through a modified Readers and Writers workshop, and deep and thorough lessons that truly teach mastery of the Common Core State Standards (CCSS).

GPCSNY continues to use LitLife to assist faculty in planning. However, GPCSNY has provided extensive professional development to assist teachers in the transition to the CCSS. Faculty use read-alouds, shared reading, literacy center activities, word study and language concept study to engage students as well as provide instruction in a balanced literacy framework.

GPCSNY uses the Fountas and Pinnell reading assessment to obtain baseline reading levels on students, set goals and support the guided reading model. At GPCSNY both teachers and students collaborate in a structure that is standards-based, goal-oriented and driven by individual student interests.

The class routine is as follows:

- Direct instruction, mini lesson.
- Independent practice with one-on-one conferencing between teacher/s and student. Teachers use these conferences to note general trends in their class's writing and also to track the progress of individual students.
- A student-led share activity, where peer-to-peer feedback is the learning dialogue and formative assessment feedback is the practice of the teacher.

Reading instruction takes place throughout the day in all subject areas. However, dedicated instructional time for grades K-4 includes 45 minutes of small group instruction during Reading Group, which incorporates phonics, guided reading, language and communication skills, in addition to a 45 minute reading workshop each day. Middle school students receive 90 minutes a day of reading instruction and a 45 minute block of vocabulary. In addition to reading instruction, students receive a 45 minute writing workshop daily.

Assessment tools like the NWEA MAP assessment and interim assessments are used strategically by the principals, department chairs, reading specialists, and our network-level Director of Data and Assessment to ensure that immediate re-teach and intervention of ELA skills is incorporated into the daily plans, as well as six week intervention plans. Additionally, the ongoing data informs our RTI (response to intervention) process, a network wide model that captures 85% of students for enrichment and/or intervention.

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 8th 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 ¹			Total Enrolled
		IEP	ELL	Absent	
3	71	0	0	0	71
4	49	0	0	0	49
5	50	0	0	0	50
6	53	0	0	0	53
7	46	0	0	0	46
8	65	0	0	0	65
All	334	0	0	0	334

¹ 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

41.3% of Girls Prep 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	47.9%	71	52.4%	63
4	22.4%	49	26.2%	42
5	46.0%	50	59.4%	32
6	28.3%	53	26.8%	41
7	43.5%	46	44.4%	45
8	36.9%	65	37.5%	64
All	38.0%	334	41.1%	287

Evaluation

Girls Prep 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 students made significant growth, and also outperformed students in 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 6.6% 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	56.5%	46	26.2%	42	52.4%	63
4	75.0%	44	31.3%	48	26.2%	42
5	69.8%	43	27.9%	43	59.4%	32
6	67.8%	60	46.7%	45	26.8%	41
7	60.5%	43	44.6%	56	44.4%	45
8	N/A	N/A	27.3%	44	37.5%	64

All	66.0%	236	34.5%	278	41.1%	287
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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 200.²

Results

GPCSNY’s performance index for English language arts was 119 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
334	19%	43%	32%	6%

$$\begin{array}{rcccccccc}
 \text{PI} & = & 43 & + & 32 & + & 6 & = & 81 \\
 & & & & 32 & + & 6 & = & \underline{38} \\
 & & & & & & \text{PLI} & = & 119
 \end{array}$$

Evaluation

GPCSNY exceeded the Annual Measurable Objective by 30 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

² 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.³

Results

Students enrolled in at least their second year at Girls Prep outperformed those in their host district, NYC Community District 1.

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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	52.4%	63	36%	837
4	26.2%	42	40%	819
5	59.4%	32	34%	757
6	26.8%	41	35%	736
7	44.4%	45	41%	805
8	37.5%	64	38%	853
All	41.1%	287	37%	4807

Evaluation

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

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

³ 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](#).

	Girls Prep	District 1	Girls Prep	District 1	Girls Prep	District 1
3	56.5%	51.3%	26.2%	34.3%	52.4%	36%
4	75.0%	54.5%	31.3%	34.5%	26.2%	40%
5	69.8%	55.3%	27.9%	30.5%	59.4%	34%
6	67.8%	50.8%	46.7%	33.5%	26.8%	35%
7	60.5%	50.1%	44.6%	30.7%	44.4%	41%
8	N/A	N/A	27.3%	33.8%	37.5%	38%
All	66.0%	52.4%	34.5%	32.9%	41.1%	37%

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.⁴

Method

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

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

Results

In 2012-13, Girls Prep's aggregate effect size in English language arts was 0.79.

2013-14 English Language Arts Comparative Performance by Grade Level

⁴ 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.

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	84.6	50	26.0	20.2	5.8	0.43
4	80.8	51	31.4	20.5	10.9	0.84
5	79.2	52	28.9	21.3	7.6	0.57
6	62.3	50	42.0	24.7	17.3	1.40
7	71.4	68	44.1	22.5	21.6	1.46
8	59.6	47	25.5	29.2	- 3.7	-0.26
All	73.1	318	33.7	22.9	10.7	0.79

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 has had a strongly positive effect size for each of the last three years.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	K-6	62	222	60.4	46.6	0.85
2011-12	K-7	56.2	262	64.1	49.6	0.95
2012-13	K-8	73.1	318	33.7	22.9	0.79

Goal 1: Growth Measure⁵

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

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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.⁶

Results

In 2012-13, Girls Prep's mean unadjusted growth percentile was 60.5. 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	
	School	Statewide Median
3	N/A	50.0
4	66.0	50.0
5	56.0	50.0
6	61.5	50.0
7	69.0	50.0
8	47.5	50.0
All	60.5	50.0

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 has met this accountability goal in each of the last two years. In addition, GPCSNY's mean growth percentile has increased in each of the last two years.

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

⁶ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

Grade	Mean Growth Percentile			
	2010-11 ⁷	2011-12 ⁷	2012-13	Statewide Average
3			N/A	50.0
4			66.0	50.0
5			56.0	50.0
6			61.5	50.0
7			69.0	50.0
8			47.5	50.0
All	44.0	58.4	60.6	50.0

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. GPCSNY is committed to a culture of continuous improvement where student achievement and success has no limit.

In 2013-14, GPCSNY 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

⁷ Grade level results not available.

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

GPCSNY has an intensive math curriculum that utilizes the Common Core State Standards as a foundation and folds in rigorous curricula to challenge students and allow teachers to narrow and deepen the scope of math instruction.

GPCSNY's math instruction schedule includes a morning meeting each day, as well as a math lesson each day at the elementary level. There is one additional math period each week that is to be used for review and/or extension. In middle school, scholars have math instruction for one hour and thirty minutes daily.

GPCSNY is continuing to use publisher resources such as EnVision for the elementary and Connected Math at the middle school, but the program is supplemented with additional content and exemplars to provide more process based problem solving and to fill gaps in the curriculum.

GPCSNY's instructional leadership teams focus on abstract math to more readily assure that students will be able to take on a more diverse array of mathematical problems and apply their mathematical understandings to new and varied situations. With this strategy teachers are also able to hone their instructional technique through intensive development of lessons.

In every grade, GPCSNY uses data to differentiate instruction and create guided groups, centers, and lessons. Differentiated instruction is essential in reaching the needs of all students. We also strive to dig deep with our questioning and encourage students to explain and justify their ideas.

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 3rd through 8th 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 ⁸			Total Enrolled
		IEP	ELL	Absent	
3	71	0	0	0	71
4	49	0	0	0	49
5	50	0	0	0	50
6	53	0	0	0	53
7	46	0	0	0	46
8	63	0	0	2	65
All	332	0	0	2*	334

**Two grade 8 students who took the Algebra Regents Exam declined to take the Grade 8 mathematics exam.*

Results

46.5% 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	53.5%	71	57.1%	63
4	44.9%	49	47.6%	42
5	28.0%	50	34.4%	32
6	49.1%	53	53.7%	41
7	69.6%	46	68.9%	45
8	19.0%	63	19.4%	62
All	43.2%	332	46.5%	284

Evaluation

⁸ 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.

Girls Prep 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 students made significantly more than a year of 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 8.0% 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	75.0%	44	31.0%	42	57.1%	63
4	86.1%	44	50.0%	48	47.6%	42
5	44.1%	43	18.6%	43	34.4%	32
6	74.5%	59	60.0%	45	53.7%	41
7	86.0%	43	26.8%	56	68.9%	45
8	N/A	N/A	45.5%	44	19.4%	62
All	73.3%	233	38.5%	278	46.5%	284

In addition, 21 students in Grade 8 at GPCSNY took the Algebra Regents exam in 2013-14. All 21 of those students passed the Regents exam, including 9 students who did not pass the NYS Grade 8 Mathematics Test. If students who passed the Regents exam are counted as proficient, the overall proficiency rate for students in at least their 2nd year stands at 49.6%

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 200.⁹

Results

GPCSNY’s performance index for mathematics was 129 in the 2013-14 school year. This exceeds the AMO of 86.

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
	16%	41%	32%	11%

$$\begin{array}{rcccccccc}
 \text{PI} & = & 41 & + & 32 & + & 11 & = & 84 \\
 & & & & 32 & + & 11 & = & \underline{43} \\
 & & & & & & \text{PLI} & = & 127
 \end{array}$$

Evaluation

GPCSNY exceeded the Annual Measurable Objective by 41 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.¹⁰

Results

Students enrolled in at least their second year at Girls Prep outperformed those of their host district, NYC Community District 1.

⁹ In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

¹⁰ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	57.1%	63	47%	838
4	47.6%	42	49%	824
5	34.4%	32	41%	765
6	53.7%	41	42%	741
7	68.9%	45	38%	764
8	19.4%	62	29%	722
All	46.5%	284	41%	4654

Evaluation

Girls Prep 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 students have outperformed the students of the school's host district, District 1, in each of the last 3 years. In addition, the gap between GPCSNY 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	District 1	Girls Prep	District 1	Girls Prep	District 1
3	75.0%	60.5%	31.0%	42.0%	57.1%	47%
4	86.1%	69.7%	50.0%	41.3%	47.6%	49%
5	44.1%	64.9%	18.6%	32.3%	34.4%	41%
6	74.5%	63.0%	60.0%	37.9%	53.7%	42%
7	86.0%	64.0%	26.8%	33.2%	68.9%	38%
8	N/A	N/A	45.5%	35.6%	19.4%	29%
All	73.3%	64.3%	38.5%	37.1%	46.5%	41%

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.¹¹

Method

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

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

Results

In 2012-13, Girls Prep's aggregate effect size in mathematics was 0.71.

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	84.6	50	30.0	23.7	6.3	0.36
4	80.8	51	49.0	26.2	22.8	1.33
5	79.2	52	21.1	21.4	- 0.3	-0.02
6	62.3	50	54.0	25.8	28.2	1.57
7	71.4	68	22.0	19.0	3.0	0.17
8	59.6	47	42.5	22.6	19.9	1.07
All	73.1	318	35.5	22.9	12.6	0.71

School's Overall Comparative Performance:

¹¹ 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.

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 has had a strongly positive effect size for each of the last three years.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	K-6	62	222	81.1	56.2	1.32
2011-12	K-7	56.2	265	75.8	59.7	0.85
2012-13	K-8	73.1	318	35.5	22.9	0.71

Goal 2: Growth Measure¹²

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.¹³

¹² See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹³ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

In 2012-13, Girls Prep’s mean unadjusted growth percentile was 59.5. 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	59.0	50.0
5	44.0	50.0
6	74.5	50.0
7	53.0	50.0
8	70.5	50.0
All	59.5	50.0

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 has met this accountability goal in two of the last three years. In addition, GPCSNY’s mean growth percentile has increased in each of the last two years.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2010-11 ¹⁴	2011-12 ¹⁴	2012-13	Statewide Average
3			N/A	50.0
4			59.0	50.0
5			44.0	50.0
6			74.5	50.0
7			53.0	50.0
8			70.5	50.0
All	55.5	49.8	59.5	50.0

Summary of the Mathematics Goal

¹⁴ Grade level results not available.

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

In 2013-14, GPCSNY 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 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 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 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 4th and 8th grade in springs 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

72.6% 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 nd Year		All District Students (2012-13)	
	Percent	Number Tested	Percent	Number Tested
4	97.6%	42	87%	772
8	56.3%	64	54%	483
All	72.6%	106	74.3%	1,225

Evaluation

Girls Prep did not meet this accountability plan goal. Our results were strong in Grade 4, where every student but one passed the test. In contrast, our results in Grade 8 were alarming, and we will be investigating the root cause(s) and building action plans throughout 2014-15. We are confident that our Grade 8 science scores should be substantially higher in 2014-15 than they were in 2013-14.

Additional Evidence

Girls Prep has met this accountability goal in each year of the accountability period prior to this one. Our overall dip in overall performance is entirely attributable to low scores in Grade 8; our performance in Grade 4 continues to be strong in both absolute and relative terms.

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	95%	43	98%	48	97.6%	42
8	N/A	N/A	70%	44	56.3%	64
All	95%	43	85%	92	72.6%	106

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 performed slightly lower than those in their host district, District 1.

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 nd Year		All District Students (2012-13)	
	Percent	Number Tested	Percent	Number Tested
4	97.6%	42	87%	772
8	56.3%	64	54%	483
All	72.6%	106	74.3%	1,225

Evaluation

GPCSNY 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. This is entirely attributable to a decline in Grade 8 performance. 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 each 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	
	Girls Prep	District 1	Girls Prep	Local District	Charter School	Local District
4	95%	86%	98%	87%	97.6%	N/A
8	N/A	N/A	70%	54%	56.3%	N/A
All	95%	86%	85%	74.3%	72.6%	N/A

Summary of the Science Goal

GPCSNY met zero out of two science goals in 2013-14. Our performance in Grade 4 was very strong, with only one student out of 42 failing to pass the NYS science assessment. However, our results in Grade 8 declined substantially between 2012-13 and 2013-14.

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

Action Plan

We will be looking critically at the alignment of our science curriculum to the Grade 8 NYS science test, particularly in grades 5-8. Although we are confident that our curriculum covers all of the material necessary to succeed on the Grade 8 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.

In addition, we have changed our middle school staffing model to include 3 rather than 2 science teachers. This will increase the time for planning and co-observation, which we think will lead to higher quality instruction and stronger results from students.

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 was in Good Standing.

Evaluation

GPCSNY met this accountability goal.

NCLB Status by Year

Year	Status
2007-08	Good Standing
2008-09	Good Standing
2009-10	Good Standing
2010-11	Good Standing
2011-12	Good Standing
2012-13	Good Standing

Additional Evidence

GPCSNY 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 uses the NYC DOE school survey to gauge family satisfaction.

Results

The parent response rate on the 2013-14 survey was 87%

2013-14 Parent Satisfaction on Key Survey Results

Item	% Satisfaction	Citywide Average
Instructional Core	89%	89%
Systems for Improvement	88%	86%
School Culture	91%	87%

Evaluation

This outcome measure has been met by Girls Prep. The relationship between home and school is central to each child's success. At Girls Prep, 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?	66%	31%	2%	1%
	How satisfied are you with the overall quality of your child's teachers this year?	67%	30%	3%	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	59%	36%	4%	1%

	keep my child interested in school.				
	My child's school gives my child extra help when he or she needs it.	60%	35%	4%	1%
School Culture	My child's school makes me feel welcome	68%	28%	3%	1%
	My child's school has high expectations for my child	68%	30%	2%	1%

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Tuesday, July 01, 2014

Updated Friday, August 01, 2014

Page 1

Charter School Name: 310100860866 GIRLS PREP CS

B. Financial Information

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

1. Total Expenditures Per Child

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

1. Total Expenditures Per Child Line 1: Total Expenditures	9054155
1. Total Expenditures Per Child Line 2: BEDS Day Pupil Count	552
1. Total Expenditures Per Child Line 3: Divide Line 1 by Line 2	16408

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)	491511
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)	238692
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	730203
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	552
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	1323

Thank you.

**GIRLS PREPARATORY CHARTER SCHOOL
OF NEW YORK**

NEW YORK, NEW YORK

AUDITED CONSOLIDATED FINANCIAL STATEMENTS

OTHER CONSOLIDATING FINANCIAL INFORMATION

**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 New York

Report on the Consolidated Financial Statements

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

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated 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 consolidated 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 consolidated 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 consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Organization's preparation and fair presentation of the consolidated 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 Organization'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 consolidated 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 consolidated financial statements referred to above present fairly, in all material respects, the financial position of Girls Preparatory Charter School of New York as of June 30, 2014, and the changes in its net assets, functional expenses 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 New York's June 30, 2013 consolidated financial statements, and we expressed an unmodified audit opinion on those audited consolidated 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 consolidated 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 New York'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 New York'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 NEW YORK

CONSOLIDATED 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	\$ 1,427,150	\$ 1,128,016
Grants and other receivables	67,946	375,997
Prepaid expenses and other current assets	95,063	240,140
Related party receivables	<u>16,897</u>	<u>149</u>
TOTAL CURRENT ASSETS	1,607,056	1,744,302
<u>PROPERTY AND EQUIPMENT, net</u>	<u>486,116</u>	<u>414,289</u>
TOTAL ASSETS	<u>\$ 2,093,172</u>	<u>\$ 2,158,591</u>
 <u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 188,900	\$ 116,147
Accrued payroll and benefits	715,202	646,710
Deferred revenue	12,697	10,226
Related party payables	<u>-</u>	<u>949</u>
TOTAL CURRENT LIABILITIES	916,799	774,032
 <u>NET ASSETS</u>		
Unrestricted	1,176,373	1,059,559
Temporarily restricted	<u>-</u>	<u>325,000</u>
TOTAL NET ASSETS	<u>1,176,373</u>	<u>1,384,559</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 2,093,172</u>	<u>\$ 2,158,591</u>

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

GIRLS PREPARATORY CHARTER SCHOOL OF NEW YORK

CONSOLIDATED STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

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

	Year ended June 30,			2013
	2014		Total	
	Unrestricted	Temporarily restricted		
Operating revenue and support:				
State and local per pupil operating revenue	\$ 8,600,895	\$ -	\$ 8,600,895	\$ 8,251,992
Federal grants	302,804	-	302,804	406,906
State and local grants	43,683	-	43,683	43,071
Contributions	41,185	-	41,185	1,104,230
Donated supplies and materials	20,000	-	20,000	50,000
Other income	175	-	175	4,843
Interest income	60	-	60	
Net assets released from restrictions	<u>325,000</u>	<u>(325,000)</u>	<u>-</u>	<u>-</u>
TOTAL OPERATING REVENUE AND SUPPORT	9,333,802	(325,000)	9,008,802	9,861,042
Expenses:				
Program:				
Regular education	6,201,182	-	6,201,182	6,000,244
Special education	2,148,955	-	2,148,955	1,865,331
Management and general	857,894	-	857,894	831,102
Fundraising and special events	<u>8,957</u>	<u>-</u>	<u>8,957</u>	<u>7,375</u>
TOTAL EXPENSES	<u>9,216,988</u>	<u>-</u>	<u>9,216,988</u>	<u>8,704,052</u>
CHANGE IN NET ASSETS	116,814	(325,000)	(208,186)	1,156,990
Net assets at beginning of year	<u>1,059,559</u>	<u>325,000</u>	<u>1,384,559</u>	<u>227,569</u>
NET ASSETS AT END OF YEAR	<u>\$ 1,176,373</u>	<u>\$ -</u>	<u>\$ 1,176,373</u>	<u>\$ 1,384,559</u>

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

GIRLS PREPARATORY CHARTER SCHOOL OF NEW YORK

CONSOLIDATED STATEMENT OF FUNCTIONAL EXPENSES

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

	Year ended June 30,						2013
	2014			2013			
	Program Services			Supporting Services			
Regular Education	Special Education	Sub-total	Management and general	Fundraising and special events	Sub-total	Total	Total
Personnel services costs:							
Administrative staff personnel	\$ 218,144	\$ 31,163	\$ 249,307	\$ 456,658	\$ -	\$ 456,658	\$ 721,701
Instructional personnel	2,830,679	1,302,722	4,133,401	-	-	-	3,731,796
Non-instructional personnel	682,486	110,129	792,615	34,853	-	34,853	850,932
Total personnel services costs	3,731,309	1,444,014	5,175,323	491,511	-	491,511	5,304,429
Fringe benefits and payroll taxes	763,021	295,288	1,058,309	100,510	-	100,510	1,034,929
Retirement	129,840	50,248	180,088	17,103	-	17,103	144,414
Management company fees	679,065	118,117	797,182	89,571	8,957	98,528	737,519
Legal services	-	-	-	558	-	558	515
Accounting and auditing services	-	-	-	19,535	-	19,535	18,745
Other professional and consulting services	-	-	-	91,251	-	91,251	120,734
Facility cost	9,046	3,426	12,472	1,234	-	1,234	26,647
Insurance	31,282	11,850	43,132	4,266	-	4,266	41,414
Classroom supplies and materials	211,196	30,668	241,864	-	-	-	380,013
Equipment and furnishings	9,884	3,075	12,959	862	-	862	17,316
Staff development	109,958	21,274	131,232	1,555	-	1,555	170,953
Marketing and recruiting	1,615	281	1,896	-	-	-	4,481
Technology	11,713	2,407	14,120	196	-	196	18,383
Food service	21,635	3,778	25,413	-	-	-	19,157
Student services	216,749	60,355	277,104	2,255	-	2,255	295,964
Office expense	29,642	11,284	40,926	4,047	-	4,047	47,972
Telephone and internet	43,882	16,622	60,504	5,984	-	5,984	33,856
Copier lease	51,263	19,418	70,681	6,990	-	6,990	82,483
Depreciation and amortization	150,082	56,850	206,932	20,466	-	20,466	204,128
	<u>\$ 6,201,182</u>	<u>\$ 2,148,955</u>	<u>\$ 8,350,137</u>	<u>\$ 857,894</u>	<u>\$ 8,957</u>	<u>\$ 866,851</u>	<u>\$ 8,704,052</u>

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

GIRLS PREPARATORY CHARTER SCHOOL OF NEW YORK

CONSOLIDATED 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>
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ (208,186)	\$ 1,156,990
Adjustments to reconcile change in net assets to net cash provided from operating activities:		
Depreciation and amortization	227,398	204,128
Changes in certain assets and liabilities affecting operations:		
Grants and other receivables	308,051	(324,921)
Prepaid expenses and other current assets	145,077	(27,508)
Related party receivables	(16,748)	13,166
Accounts payable and accrued expenses	72,753	20,240
Accrued payroll and benefits	68,492	(47,902)
Related party payables	(949)	949
Deferred revenue	<u>2,471</u>	<u>10,226</u>
NET CASH PROVIDED FROM OPERATING ACTIVITIES	598,359	1,005,368
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	<u>(299,225)</u>	<u>(250,793)</u>
NET CASH USED FOR INVESTING ACTIVITIES	<u>(299,225)</u>	<u>(250,793)</u>
NET INCREASE IN CASH	299,134	754,575
Cash at beginning of year	<u>1,128,016</u>	<u>373,441</u>
CASH AT END OF YEAR	<u>\$ 1,427,150</u>	<u>\$ 1,128,016</u>

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

GIRLS PREPARATORY CHARTER SCHOOL OF NEW YORK

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

JUNE 30, 2014 AND 2013

NOTE A: THE ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of presentation and principles of consolidation

The accompanying consolidated financial statements include the accounts of Girls Preparatory Charter School of New York (the "School") and Friends of Girls Preparatory Charter School of New York, Inc. ("Friends"), (collectively referred to as the "Organization"). The Organizations are presenting consolidated financial statements because they have a common Board of Trustees and economic interest. All intercompany balances and transactions have been eliminated in the accompanying consolidated financial statements.

The Organization

The School is an educational corporation that operates as a charter school in the borough of Manhattan, New York. On March 23, 2004, the Board of Regents of the University of the State of New York granted the School a provisional charter valid for a term of five years and renewable upon expiration. The School obtained a renewal through July 31, 2015. The 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.

Friends was organized under the laws of the State of New York on September 30, 2003 as a not-for-profit corporation under subparagraph (a)(5) of Section 102 of the Not-For-Profit Corporation Law. Friends was established to create a plan for a charter school in New York City, drafting and revising an application for such a charter, fund-raising, searching for and developing a site, and hiring administrative and teaching personnel.

Financial Statement presentation

The consolidated financial statements of the Organization have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America (GAAP). The Organization 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 Organization is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the Organization. The Organization 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 Organization is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the Organization pursuant to those stipulations. The Organization had no temporarily restricted net assets at June 30, 2014. The Organization had \$325,000 of temporarily restricted net assets at June 30, 2013 relating to a time restriction of a pledge.

GIRLS PREPARATORY CHARTER SCHOOL OF NEW YORK

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE A: THE ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Unrestricted – The net assets over which the Governing Board has discretionary control to use in carrying on the Organization's operations in accordance with the guidelines established by the Organization. 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 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 School when qualifying expenditures are incurred and billable.

Contributions are recognized as revenue in the year the pledge is received and documented.

Contributions

Contributions and unconditional promises to give 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 certain 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 cash account balances at any given time may exceed insured limits. However, the Organization has not experienced any losses in such accounts and does not believe it is exposed to 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 and amortization are 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 five years.

GIRLS PREPARATORY CHARTER SCHOOL OF NEW YORK

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE A: THE ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Tax exempt status

The School and Friends are tax-exempt organizations under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, are exempt from federal and state taxes on income.

The Organizations have filed for and received income tax exemptions in the various jurisdictions where they are required to do so. The School and Friends file Form 990 tax returns in the U.S. federal jurisdiction and Friends files in New York State. With few exceptions, as of June 30, 2014, the Organizations are no longer subject to U.S. federal or state income tax examinations by tax authorities for years ended before June 30, 2011. Years ended June 30, 2011 through June 30, 2014 are still subject to potential audit by the IRS and the taxing authorities in New York State. Management of the Organizations believe they have no material uncertain tax positions and, accordingly, will not recognize any liability for unrecognized tax benefits.

Contributed services

The Organization receives contributed services from volunteers 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 consolidated financial statements.

Marketing and recruiting costs

The Organization expenses marketing and recruiting costs as they are incurred. Total marketing and recruiting costs approximated \$1,900 and \$4,500 for the years ended June 30, 2014 and 2013, respectively.

Deferred revenue

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

Use of estimates in the preparation of consolidated financial statements

The preparation of consolidated 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 consolidated financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Comparatives for year ended June 30, 2013

The consolidated financial statements include certain prior year summarized comparative information in total but not by functional or net asset 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 Organization's consolidated financial statements for the year ended June 30, 2013, from which the summarized information was derived.

Subsequent events

The Organization 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 consolidated financial statements are available to be issued. No subsequent events requiring disclosure were noted.

GIRLS PREPARATORY CHARTER SCHOOL OF NEW YORK

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE B: RELATED PARTY TRANSACTIONS

The Organization has related party receivables from or payables to three related organizations, Girls Preparatory Charter School of the Bronx, Public Preparatory Network, Inc., and Boys Preparatory Charter School. Public Preparatory Network, Inc. manages the operations of the Organization. Girls Preparatory Charter School of the Bronx has common Board members on its Board of Trustees. Boys Preparatory Charter School has common Board members on its Board of Trustees.

Public Preparatory Network, Inc., a not-for-profit organization provides management and other administrative support services to the organization. The Organization entered into an annual agreement with Public Preparatory Network, Inc., dated August 12, 2009, under which the Organization pays a service fee of a set percentage of the year end student enrollments full time equivalents at the school multiplied by the approved per pupil operating expenses for the school year. The percentage for the elementary school (grades K-4) was 12% and 10% and the percentage for the middle school (grades 5 - 7) was 12% and 10% for the years ended June 30, 2014 and 2013, respectively. The agreement is renewable annually. The fee incurred for the years ended June 30, 2014 and 2013, was \$895,710 and \$737,519 respectively.

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

	<u>June 30,</u>	
	<u>2014</u>	<u>2013</u>
Due to Girls Preparatory Charter School of the Bronx	\$ (791)	\$ (791)
Due from (to) Public Preparatory Network, Inc.	16,673	(1,024)
Due from Boys Preparatory Charter School	<u>1,015</u>	<u>1,015</u>
	<u>\$ 16,897</u>	<u>\$ (800)</u>
Related party receivables	\$ 16,897	\$ 149
Related party payables	<u>-</u>	<u>(949)</u>
	<u>\$ 16,897</u>	<u>\$ (800)</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 Organization at no charge under a verbal agreement.

GIRLS PREPARATORY CHARTER SCHOOL OF NEW YORK

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE D: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	<u>June 30,</u>	
	<u>2014</u>	<u>2013</u>
Furniture and fixtures	\$ 332,082	\$ 300,239
Equipment	368,357	307,529
Computer equipment	566,255	468,291
Web development	5,250	5,250
Leasehold improvements	<u>244,647</u>	<u>136,057</u>
	1,516,591	1,217,366
Less accumulated depreciation and amortization	<u>1,030,475</u>	<u>803,077</u>
	<u>\$ 486,116</u>	<u>\$ 414,289</u>

NOTE E: OPERATING LEASES

The Organization leases office equipment under non-cancelable lease agreements expiring at various dates through June 2019. The future minimum payments on these agreements are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2015	\$ 48,599
2016	31,549
2017	23,503
2018	15,463
2019	<u>7,339</u>
	<u>\$ 126,453</u>

NOTE F: RETIREMENT PLAN

The Organization sponsors a defined contribution 403(b) plan covering all regular employees. The Organization matches employees' contributions up to 5% of base salary. The Organization's total contribution to the Plan for the years ended June 30, 2014 and 2013 was \$197,191 and \$144,414, respectively.

GIRLS PREPARATORY CHARTER SCHOOL OF NEW YORK

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

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 Organization. Management is of the opinion that such disallowances, if any, will not have a material effect on the accompanying consolidated financial statements. Accordingly, no amounts have been provided in the accompanying consolidated financial statements for such potential claims.

NOTE H: CONCENTRATIONS

At June 30, 2014, approximately 100% of grants and other receivables are due from the federal government relating to certain grants. At June 30, 2013, approximately 86% of grants and other receivables were due from one grantor.

During the years ended June 30, 2014 and 2013, 96% and 84%, 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 Organization'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 Organization 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 NEW YORK

OTHER CONSOLIDATING FINANCIAL INFORMATION

INDEPENDENT AUDITOR'S REPORT ON CONSOLIDATING FINANCIAL INFORMATION

Board of Trustees
Girls Preparatory Charter School of New York

We have audited the consolidated financial statements of Girls Preparatory Charter School of New York as of and for the year ended June 30, 2014, and have issued our report thereon dated October 27, 2014, which contained an unmodified opinion on those consolidated financial statements. Our audits were conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The 2014 consolidating information is presented for purposes of additional analysis and is not a required part of the consolidated financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the consolidated financial statements for the year ended June 30, 2014, as a whole.

Mengel, Metzger, Barr & Co. LLP

Rochester, New York
October 27, 2014

GIRLS PREPARATORY CHARTER SCHOOL OF NEW YORK

CONSOLIDATING STATEMENT OF FINANCIAL POSITION

JUNE 30, 2014

<u>ASSETS</u>	<u>Girls Preparatory Charter School of New York</u>	<u>Friends of Girls Preparatory Charter School of New York, Inc.</u>	<u>Eliminations</u>	<u>Total</u>
<u>CURRENT ASSETS</u>				
Cash	\$ 1,427,150	\$ -	\$ -	\$ 1,427,150
Grants and other receivables	67,946	-	-	67,946
Prepaid expenses and other current assets	95,063	-	-	95,063
Related party receivables	16,748	149	-	16,897
TOTAL CURRENT ASSETS	<u>1,606,907</u>	<u>149</u>	<u>-</u>	<u>1,607,056</u>
<u>PROPERTY AND EQUIPMENT, net</u>	<u>486,116</u>	<u>-</u>	<u>-</u>	<u>486,116</u>
TOTAL ASSETS	<u>\$ 2,093,023</u>	<u>\$ 149</u>	<u>\$ -</u>	<u>\$ 2,093,172</u>
<u>LIABILITIES AND NET ASSETS</u>				
<u>CURRENT LIABILITIES</u>				
Accounts payable and accrued expenses	\$ 188,900	\$ -	\$ -	\$ 188,900
Accrued payroll and benefits	715,202	-	-	715,202
Deferred revenue	12,697	-	-	12,697
TOTAL CURRENT LIABILITIES	<u>916,799</u>	<u>-</u>	<u>-</u>	<u>916,799</u>
<u>NET ASSETS</u>				
Unrestricted	1,176,224	149	-	1,176,373
Temporarily restricted	-	-	-	-
TOTAL NET ASSETS	<u>1,176,224</u>	<u>149</u>	<u>-</u>	<u>1,176,373</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 2,093,023</u>	<u>\$ 149</u>	<u>\$ -</u>	<u>\$ 2,093,172</u>

GIRLS PREPARATORY CHARTER SCHOOL OF NEW YORK

CONSOLIDATING STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2014

	<u>Girls Preparatory Charter School of New York</u>	<u>Friends of Girls Preparatory Charter School of New York, Inc.</u>	<u>Eliminations</u>	<u>Total</u>
Operating revenue and support:				
State and local per pupil operating revenue	\$ 8,600,895	\$ -	\$ -	\$ 8,600,895
Federal grants	302,804	-	-	302,804
State and local grants	43,683	-	-	43,683
Contributions	41,185	-	-	41,185
Donated supplies and materials	20,000	-	-	20,000
Other income	175	-	-	175
Interest income	60	-	-	60
TOTAL OPERATING REVENUE AND SUPPORT	9,008,802	-	-	9,008,802
Expenses:				
Program:				
Regular education	6,201,182	-	-	6,201,182
Special education	2,148,955	-	-	2,148,955
Management and general	857,894	-	-	857,894
Fundraising and special events	8,957	-	-	8,957
TOTAL EXPENSES	9,216,988	-	-	9,216,988
CHANGE IN NET ASSETS	(208,186)	-	-	(208,186)
Net assets at beginning of year	1,384,410	149	-	1,384,559
NET ASSETS AT END OF YEAR	<u>\$ 1,176,224</u>	<u>\$ 149</u>	<u>\$ -</u>	<u>\$ 1,176,373</u>

GIRLS PREPARATORY CHARTER SCHOOL OF NEW YORK

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 New York

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 consolidated financial statements of Girls Preparatory Charter School of New York, which comprise the consolidated statement of financial position as of June 30, 2014 and the related consolidated statements of activities and changes in net assets, functional expenses and cash flows for the year then ended, and the related notes to the consolidated 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 consolidated financial statements, we considered Girls Preparatory Charter School of New York's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the consolidated financial statements, but not for the purpose of expressing an opinion on the effectiveness of Girls Preparatory Charter School of New York's internal control. Accordingly, we do not express an opinion on the effectiveness of Girls Preparatory Charter School of New York'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 consolidated 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 and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control over financial reporting 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 New York's consolidated 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 New York 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 Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over other financial reporting 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

School Name:	Girls Preparatory Charter School of New York
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:	mcain@mmb-co.com
School Audit Contact Phone:	585-423-1860 x 3259
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	N/A
Form 990	Filed extension
Federal Single Audit (A-133) ¹	N/A
Corrective Action Plan	N/A

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

NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234 charterschools@mail.nysed.gov	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Room 524 EBA Albany, New York 12234 fsanda133@mail.nysed.gov
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¹ 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.

**Girls Prep Lower East Side
Budget / Operating Plan
2014-15**

6	Total Revenue	-	2,423,368	-	-	2,466,739	-	-	2,514,702	-	-	2,520,398	-	-	
7	Total Expenses	-	1,795,430	-	-	2,435,758	-	-	2,481,903	-	-	3,363,813	-	-	
8	Net Income	-	627,938	-	-	30,981	-	-	32,799	-	-	(843,415)	-	-	
9	Actual Student Enrollment	-	603	-	-	603	-	-	603	-	-	603	-	-	
10	Total Paid Student Enrollment	-	603	-	-	603	-	-	603	-	-	630	-	-	
11															
12			Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
13			2013-14	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
14															
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Girls Prep Lower East Side Budget / Operating Plan 2014-15														
6	Total Revenue	-	2,423,368	-	-	2,466,739	-	-	2,514,702	-	-	2,520,398	-	-
7	Total Expenses	-	1,795,430	-	-	2,435,758	-	-	2,481,903	-	-	3,363,813	-	-
8	Net Income	-	627,938	-	-	30,981	-	-	32,799	-	-	(843,415)	-	-
9	Actual Student Enrollment	-	603	-	-	603	-	-	603	-	-	603	-	-
10	Total Paid Student Enrollment	-	603	-	-	603	-	-	603	-	-	630	-	-
11														
12		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
13		2013-14	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
139														
160	ENROLLMENT - *School Districts Are Linked To Above Entries*													
161	New York City	-	603	-	-	603	-	-	603	-	-	603	-	-
162	School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
163	School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
164	School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
165	School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
166	School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
167	School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
168	School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
169	School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
170	School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
171	School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
172	School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
173	School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
174	School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
175	School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
176	School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
177	TOTAL ENROLLMENT	-	603	-	-	603	-	-	603	-	-	603	-	-
178	REVENUE PER PUPIL	-	4,019	-	-	4,091	-	-	4,170	-	-	4,180	-	-
180	EXPENSES PER PUPIL	-	2,977	-	-	4,039	-	-	4,116	-	-	5,578	-	-

Girls Prep Lower East Side Budget / Operating Plan 2014-15						DESCRIPTION OF ASSUMPTIONS
6	Total Revenue	9,925,207	9,925,207	-	9,925,207	9,925,207
7	Total Expenses	10,076,903	10,076,903	-	(10,076,903)	(10,076,903)
8	Net Income	(151,696)	(151,696)	-	(151,696)	(151,696)
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
11						
12						
13						
14						
15	REVENUE					
16	REVENUES FROM STATE SOURCES					
17	Per Pupil Revenue					
18	New York City	13,777				
19	School District 2 (Enter Name)	-				
20	School District 3 (Enter Name)	-				
21	School District 4 (Enter Name)	-				
22	School District 5 (Enter Name)	-				
23	School District 6 (Enter Name)	-				
24	School District 7 (Enter Name)	-				
25	School District 8 (Enter Name)	-				
26	School District 9 (Enter Name)	-				
27	School District 10 (Enter Name)	-				
28	School District 11 (Enter Name)	-				
29	School District 12 (Enter Name)	-				
30	School District 13 (Enter Name)	-				
31	School District 14 (Enter Name)	-				
32	School District 15 (Enter Name)	-				
33	School District - ALL OTHER	-				
34	TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,777				
35	Special Education Revenue					
36	Grants					
37	Stimulus					
38	DYCD (Department of Youth and Community Developmt.)					
39	Other					
40	Other					
41	TOTAL REVENUE FROM STATE SOURCES	9,505,375	9,505,375	-	9,505,375	9,505,375
42	REVENUE FROM FEDERAL FUNDING					
43	IDEA Special Needs	53,661	53,661	-	53,661	53,661
44	Title I	208,053	208,053	-	208,053	208,053
45	Title Funding - Other	8,800	8,800	-	8,800	8,800
46	School Food Service (Free Lunch)	-	-	-	-	-
47	Grants					
48	Charter School Program (CSP) Planning & Implementation					
49	Other					
50	Other					
51	TOTAL REVENUE FROM FEDERAL SOURCES	270,514	270,514	-	270,514	270,514
52	LOCAL and OTHER REVENUE					
53	Contributions and Donations					
54	Fundraising					
55	Erats Reimbursement	101,355	101,355	-	101,355	101,355
56	Earnings on Investments	-	-	-	-	-
57	Interest Income	-	-	-	-	-
58	Food Service (Income from meals)	-	-	-	-	-
59	Text Book	47,963	47,963	-	47,963	47,963
60	OTHER	-	-	-	-	-
61	TOTAL REVENUE FROM LOCAL and OTHER SOURCES	149,318	149,318	-	149,318	149,318
62	TOTAL REVENUE	9,925,207	9,925,207	-	9,925,207	9,925,207
63						
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66						

Girls Prep Lower East Side Budget / Operating Plan 2014-15						DESCRIPTION OF ASSUMPTIONS
6	Total Revenue	9,925,207	9,925,207	-	9,925,207	9,925,207
7	Total Expenses	10,076,903	10,076,903	-	(10,076,903)	(10,076,903)
8	Net Income	(151,696)	(151,696)	-	(151,696)	(151,696)
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
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68	EXPENSES					
69	ADMINISTRATIVE STAFF PERSONNEL COSTS					
70	Executive Management	No. of Positions				
71	Institutional Management		272,568	272,568	(272,568)	(272,568)
72	Deans, Directors & Coordinators	10.00	769,276	769,276	(769,276)	(769,276)
73	CFO / Director of Finance	-	-	-	-	-
74	Operation / Business Manager	2.00	179,760	179,760	(179,760)	(179,760)
75	Administrative Staff	5.00	231,100	231,100	(231,100)	(231,100)
76	TOTAL ADMINISTRATIVE STAFF	19.00	1,452,704	1,452,704	(1,452,704)	(1,452,704)
77						
78	INSTRUCTIONAL PERSONNEL COSTS					
79	Teachers - Regular	37.50	2,517,002	2,517,002	(2,517,002)	(2,517,002)
80	Teachers - SPED	13.00	854,174	854,174	(854,174)	(854,174)
81	Substitute Teachers	-	-	-	-	-
82	Teaching Assistants	4.00	163,000	163,000	(163,000)	(163,000)
83	Specialty Teachers	7.50	473,927	473,927	(473,927)	(473,927)
84	Aides	7.00	235,281	235,281	(235,281)	(235,281)
85	Therapists & Counselors	2.00	148,049	148,049	(148,049)	(148,049)
86	Other	-	265,180	265,180	(265,180)	(265,180)
87	TOTAL INSTRUCTIONAL	71.00	4,856,613	4,856,613	(4,856,613)	(4,856,613)
88						
89	NON-INSTRUCTIONAL PERSONNEL COSTS					
90	Nurse	-	-	-	-	-
91	Librarian	-	-	-	-	-
92	Custodian	-	-	-	-	-
93	Security	-	-	-	-	-
94	Other	-	-	-	-	-
95	TOTAL NON-INSTRUCTIONAL	-	-	-	-	-
96						
97	SUBTOTAL PERSONNEL SERVICE COSTS	90.00	6,109,317	6,109,317	(6,109,317)	(6,109,317)
98						
99	PAYROLL TAXES AND BENEFITS					
100	Payroll Taxes		467,363	467,363	(467,363)	(467,363)
101	Fringe / Employee Benefits		853,290	853,290	(853,290)	(853,290)
102	Retirement / Pension		183,279	183,279	(183,279)	(183,279)
103	TOTAL PAYROLL TAXES AND BENEFITS		1,503,932	1,503,932	(1,503,932)	(1,503,932)
104						
105	TOTAL PERSONNEL SERVICE COSTS	90.00	7,613,250	7,613,250	(7,613,250)	(7,613,250)
106						
107	CONTRACTED SERVICES					
108	Accounting / Audit		16,803	16,803	(16,803)	(16,803)
109	Legal		-	-	-	-
110	Management Company Fee		997,674	997,674	(997,674)	(997,674)
111	Nurse Services		-	-	-	-
112	Food Service / School Lunch		-	-	-	-
113	Payroll Services		30,061	30,061	(30,061)	(30,061)
114	Special Ed Services		29,000	29,000	(29,000)	(29,000)
115	Titement Services (i.e. Title I)		-	-	-	-
116	Other Purchased / Professional / Consulting		288,477	288,477	(288,477)	(288,477)
117	TOTAL CONTRACTED SERVICES		1,362,015	1,362,015	(1,362,015)	(1,362,015)
118						
119	SCHOOL OPERATIONS					
120	Board Expenses		-	-	-	-
121	Classroom / Teaching Supplies & Materials		108,660	108,660	(108,660)	(108,660)
122	Special Ed Supplies & Materials		6,377	6,377	(6,377)	(6,377)
123	Textbooks / Workbooks		125,614	125,614	(125,614)	(125,614)
124	Supplies & Materials other		-	-	-	-
125	Equipment / Furniture		101,122	101,122	(101,122)	(101,122)
126	Telephone		89,228	89,228	(89,228)	(89,228)
127	Technology		24,314	24,314	(24,314)	(24,314)
128	Student Testing & Assessment		15,960	15,960	(15,960)	(15,960)
129	Field Trips		36,000	36,000	(36,000)	(36,000)
130	Transportation (student)		-	-	-	-
131	Student Services - other		88,920	88,920	(88,920)	(88,920)
132	Office Expense		73,591	73,591	(73,591)	(73,591)
133	Staff Development		150,530	150,530	(150,530)	(150,530)
134	Staff Recruitment		-	-	-	-
135	Student Recruitment / Marketing		9,575	9,575	(9,575)	(9,575)
136	School Meals / Lunch		35,670	35,670	(35,670)	(35,670)
137	Travel (Staff)		4,500	4,500	(4,500)	(4,500)
138	Fundraising		-	-	-	-
139	Other		190	190	(190)	(190)
140	TOTAL SCHOOL OPERATIONS		870,250	870,250	(870,250)	(870,250)
141						
142	FACILITY OPERATION & MAINTENANCE					
143	Insurance		54,073	54,073	(54,073)	(54,073)
144	Janitorial		-	-	-	-
145	Building and Land Rent / Lease		-	-	-	-
146	Repairs & Maintenance		18,000	18,000	(18,000)	(18,000)
147	Equipment / Furniture		-	-	-	-
148	Security		-	-	-	-
149	Utilities		-	-	-	-
150	TOTAL FACILITY OPERATION & MAINTENANCE		72,073	72,073	(72,073)	(72,073)
151						
152	DEPRECIATION & AMORTIZATION		153,616	153,616	(153,616)	(153,616)
153	RESERVES / CONTINGENCY		5,700	5,700	(5,700)	(5,700)
154						
155	TOTAL EXPENSES		10,076,903	10,076,903	(10,076,903)	(10,076,903)
156						
157	NET INCOME		(151,696)	(151,696)	(151,696)	(151,696)
158						

DESCRIPTION OF ASSUMPTIONS

Stipends and bonus

Girls Prep Lower East Side Budget / Operating Plan 2014-15						DESCRIPTION OF ASSUMPTIONS	
	Original	Total Year Current	Variance	Original vs. PY	Current vs. PY		
6	Total Revenue					9,925,207	9,925,207
7	Total Expenses					10,076,903	10,076,903
8	Net Income					(151,696)	(151,696)
9	Actual Student Enrollment						
10	Total Paid Student Enrollment						
11							
12							
13							
139	ENROLLMENT - *School Districts Are Linked To Above Entries*						
161	New York City						
162	School District 2 (Enter Name)						
163	School District 3 (Enter Name)						
164	School District 4 (Enter Name)						
165	School District 5 (Enter Name)						
166	School District 6 (Enter Name)						
167	School District 7 (Enter Name)						
168	School District 8 (Enter Name)						
169	School District 9 (Enter Name)						
170	School District 10 (Enter Name)						
171	School District 11 (Enter Name)						
172	School District 12 (Enter Name)						
173	School District 13 (Enter Name)						
174	School District 14 (Enter Name)						
175	School District 15 (Enter Name)						
176	School District - ALL OTHER						
177	TOTAL ENROLLMENT						
178	REVENUE PER PUPIL						
179	EXPENSES PER PUPIL						
180							
181							

Appendix E: Disclosure of Financial Interest Form

Created Tuesday, July 01, 2014

Updated Friday, August 01, 2014

Page 1

310100860866 GIRLS PREP CS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 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 Friday, August 01, 2014

Page 1

310100860866 GIRLS PREP CS

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Mary Claire Ryan	Chair/President	Yes	Education Management	2005-Present	Academics
2	Michael Karangelen	Member	Yes	Finance	2011-Present	Finance
3	Yaritza Cortez	Parent Rep	Yes	Parent Representative	2013-14	
4	Nicole Julius	Parent Rep	Yes	Parent Representative	2013-14	
5	Lauren Frank	Member	Yes	Finance	2014	Development

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

3

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

3

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

For the 2013-14 school year Girls Preparatory Charter School of New York (GPLES) 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 GPLES' 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 GPLES recruitment strategy for the 2013-14 school year, our Learning Specialist Coordinators 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 needs.
- In the 2013-14 school year, GPLES 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.
- GPLES has invested in the in-house capacity to provide Integrated Co-Teaching Classrooms (ICT) at every grade level, special education teachers at every grade level, two Learning Specialist Coordinators, a Learning Specialist, two Reading specialists, a Speech Pathologist, two counselors, two Directors of Student and Family Affairs, and, at the Public Prep Network level, a Chief Academic Officer.
- GPLES also adds capacity to serve students by partnering with outside providers for Occupational Therapy and Physical Therapy.
- In addition, at the middle school, our Learning Specialist Coordinator attends all parent meetings, including PTA, "Three Cs: Common Core, Character, and College Knowledge," open houses, and parent-teacher conferences.

English Language Learners

Our enrollment in the 2013-14 school year was 3%; 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 GPLES recruitment strategy for the 2013-14 school year, our Learning Specialist Coordinators provided a list of neighborhood Head Starts that serve the

highest need populations. We delivered applications and informational materials to these locations.

- All marketing materials, advertisements, the 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.
- GPLES has 36 bi-lingual staff members, and multi-lingual communication capacity at all school events.
- Our ELL Specialist 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.
- GPLES 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 82%, 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, 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.
- Grades kindergarten through fourth grade offered universal lunch, free to all students.
- We make a special effort to partner with additional cost effective healthy options such as the Ryan-Nena Clinic (elementary school) and Revolution Foods (middle school) and families are introduced to these programs through the recruitment, enrollment, and orientation process.

Going forward in 2014-15, GPLES 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 01, 2014

Updated Wednesday, July 23, 2014

Page 1

Charter School Name: 310100860866 GIRLS PREP CS

Instructions for completing the Teacher and Administrator Attrition Tables

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

2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
55	24	17

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
14	6	5

Thank you

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/97f70>

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:

NICOLE JULIUS

2. Charter School Name:

Girls Preparatory Charter School-New York

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)

-
- Parent Representative
-

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

No

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

No

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

No

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

No

Signature of Trustee

Nusele Julius

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

Created Tuesday, July 15, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/b6c58>

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:

Michael Karangelen

2. Charter School Name:

Girls Preparatory Charter School-New York

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)

-
- Secretary
-

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

No

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

No

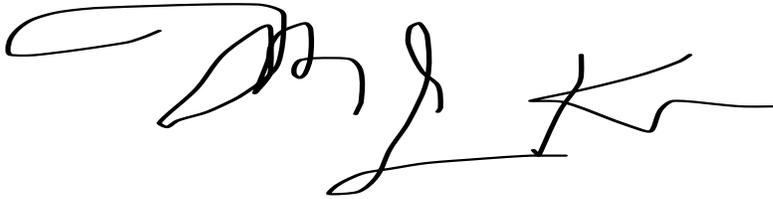
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to be 'M. J. K.', written in a cursive style.

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

Created Tuesday, July 22, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/8b266>

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:

Yaritza Cortes

2. Charter School Name:

Girls Preparatory Charter School-New York

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)

-
- Parent Representative
-

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

Yes

9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next

[TEMP.0] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Position Held	Family Coordinator
[TEMP.1] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Responsibilities	Provide families with opportunities to engage and become active partners in their daughters learning.
[TEMP.2] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Salary	\$55,000
[TEMP.3] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Start Date	07/18/2014

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 Wednesday, July 23, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/935ce>

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:

Mary Claire Ryan

2. Charter School Name:

Girls Preparatory Charter School-New York

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 that appears to read "Mary". The letters are cursive and somewhat stylized.A handwritten signature in black ink that reads "Claire Ryan". The signature is written in a fluid, cursive style.