



Entry 1 School Information

Created: 07/13/2016

Last updated: 08/01/2016

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Page 1

a. SCHOOL NAME AND BEDS#

(Select name from the drop down menu)

GIRLS PREPARATORY CS OF THE BRONX (SUNY TRUSTEES) 320800860940

b. CHARTER AUTHORIZER

(For technical reasons, please re-select authorizer name from the drop down menu).

SUNY-Authorized Charter School

c. DISTRICT / CSD OF LOCATION

NYC CSD 8

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	681 Kelly Street, Room 205 Bronx, New York 10455			

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Sharon Stephens
Title	Principal

Emergency Phone Number (###-###-####) [REDACTED]

e. SCHOOL WEB ADDRESS (URL)

<http://www.publicprep.org/page.cfm?p=516>

f. DATE OF INITIAL CHARTER

09/2008

g. DATE FIRST OPENED FOR INSTRUCTION

08/2009

i. TOTAL ENROLLMENT ON JUNE 30, 2016

646

j. GRADES SERVED IN SCHOOL YEAR 2015-16

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5, 6, 7

k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes

k2. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	Public Prep Network
PHYSICAL STREET ADDRESS	441 East 148th Street
CITY	New York

STATE	NY
ZIP CODE	10455
EMAIL ADDRESS	[REDACTED]

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I1. FACILITIES

Does the school maintain or operate multiple sites?

Yes, 2 sites

I2. SCHOOL SITES

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	681 Kelly Street, Room 205 Bronx, New York 10455	[REDACTED]	CSD 8	k,1,2,3,4,5	Yes	DOE space
Site 2	890 Cauldwell Avenue, Room 120 Bronx, NY 10456	[REDACTED]	CSD 8	6,7	Yes	DOE space
Site 3						

I2a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Sharon Stephens	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Maria Vaz	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Erica Newman	[REDACTED]	[REDACTED]	[REDACTED]

Complaint Contact				
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13. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Martha Zornow			
Operational Leader	Kori Ricketts			
Compliance Contact	Erica Newman			
Complaint Contact				

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n1. Were there any revisions to the school’s charter during the 2015-16 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Name and Position of Individual(s) Who Completed the 2015-16 Annual Report.

Kasimeir Smith, Data and Assessment Manager

p. 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 then use the mouse on your PC or the stylist on your mobile device to sign your name).**

Responses Selected:

Yes

Signature, Head of Charter School

Janelle Bradshaw

Signature, President of the Board of Trustees

Bob [unclear]

Date

2016/08/01

Thank you.



Entry 2 Link

Last updated: 07/26/2016

Page 1

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).

<https://data.nysed.gov/profile.php?instid=800000064291>

**Girls Preparatory Charter School
of the Bronx**

**2015-16 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2016

By Ian Rowe, CEO, Public Prep
Janelle Bradshaw, Superintendent, Public Prep

and Josie Carbone, Principal;
and Martha Zornow, Principal

**Girls Prep Bronx Elementary
School**

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

Girls Prep Bronx Middle School

890 Caldwell Avenue
Bronx, NY 10456
Phone: (718) 665-6090
Fax: (718) 665-6095

Andrew Martin and Kasimeir Smith prepared the 2015-16 Accountability Plan Progress Report on behalf of Public Prep Academies' board of trustees:

Trustee Full Name	Board Affiliation
H. Melvin Ming	Public Preparatory Academies
Laura Weil	Public Preparatory Academies
Lauren Frank	Public Preparatory Academies
Mary Claire Ryan	Public Preparatory Academies
Nicole Kail Greene	Public Preparatory Academies
Nicole Pullen Ross	Public Preparatory Academies
R. Boykin Curry	Public Preparatory Academies
Ramsey Lyons	Public Preparatory Academies
Bryan Lawrence	Public Preparatory Network
Dominique Schulte	Public Preparatory Network
Gregory Jones	Public Preparatory Network
Margery Mayer	Public Preparatory Network
Mark Diker	Public Preparatory Network
Philip O. Brandes	Public Preparatory Network
Eric Grannis	Public Preparatory Network and Public Preparatory Academies
Paul A. Vermylen, Jr.	Public Preparatory Network and Public Preparatory Academies

Josie Carbone has served as the Principal of Girls Preparatory Charter School of the Bronx (grades K-5) since 2009.

Martha Zornow has served as the Principal of Girls Preparatory Charter School of the Bronx (grade 6-7) since 2014.

INTRODUCTION

Girls Prep Bronx Elementary School opened in 2009 and serves grades PreK-5. Girls Prep Bronx is part of the Public Prep Network. Public Prep is a nonprofit organization that develops high-quality Universal Pre-Kindergarten and single-sex elementary and middle public schools that pursue excellence through continuous learning and evidence-based instruction. Our model is designed to empower each student to build strong character, demonstrate critical thinking, possess a core body of knowledge and be on a predictive path to earn a degree from a four-year university.

Our model recognizes the significance of starting early in building the self-expectation in students that they will attend and complete college and of providing a strong foundation to help get them there. Our content-rich interdisciplinary curriculum ensures students obtain knowledge, skills, and vocabulary related to English Language Arts, mathematics, history, geography, science, foreign language, and the arts. Furthermore, our schools aim to develop our students' work habits and individual talents by integrating the visual arts, music, and athletics into our curriculum.

Everything we do is designed to ensure students are prepared to graduate into New York City's top performing independent, parochial, and public schools in order to ensure they continue along the path to college completion. To learn more about our High School Admissions process, [click here](#).

Our core values are scholarship, merit, sisterhood and responsibility.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11	64	65	71											202
2011-12	72	74	74	73										293
2012-13	72	73	75	74	73									367
2013-14	72	75	75	72	75	76								445
2014-2015	73	76	75	73	75	75	103							550
2015-2016	77	75	74	74	77	75	108	104						664

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will become proficient readers of the English language.

Background

Girls Prep Bronx uses a balanced literacy approach in conjunction with the Common Core State Standards (CCSS) as a foundation for planning and instruction. Each integrated literacy block is approximately 110 minutes long and includes both reading and writing instruction, foundational skills and practice opportunities. Teachers use a lesson format that follows a guided release model – Warm-Up, Teach, Release, Independent Practice, Connect – so that students know what to expect and what is expected of them at each part of the lesson.

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

Teachers are trained and expected to monitor literacy growth using Fountas & Pinnell Guided Reading Program and a writing diagnostics tied to the units of instruction. Teachers also use regular end of unit assessments in grades 2-5 and performance assessments in all grades, to monitor student performance and progress. These diagnostics are used to incorporate reading interventions that include READ 180, reading groups with learning specialists, and Learning Lab.

Girls Prep Bronx uses a variety of curricular resources in the teaching of literacy including the Really Great Reading Boost/B last/Blitz phonics program, DIBELS, and the Beebop series sets of leveled books. Units of study have been drawn from EngageNY, the Massachusetts Model Units, and units developed internally by high-performing peer schools.

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

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 7th grade in April 2016. 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.

**2015-16 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
3	72	0	0	2	74
4	73	0	0	4	77
5	73	0	0	3	75
6	103	0	0	5	108
7	99	0	0	5	104
8	N/A	N/A	N/A	N/A	N/A
All	420	0	0	19	438

Results

41% of Girls Prep Bronx students enrolled in at least their second year are proficient on the NYS English language arts examination.

**Performance on 2015-16 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	Percent	Number

		Tested		Tested
3	32%	72	33%	67
4	59%	73	61%	71
5	27%	73	29%	68
6	30%	103	33%	63
7	44%	99	44%	97
8	N/A	N/A	N/A	N/A
All	38%	420	41%	366

Evaluation

Girls Prep Bronx did not meet the accountability measure of 75 percent of students enrolled in at least their second year achieving proficiency. However, as the data in the following sections demonstrates, Girls Prep Bronx students made 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 10% from 2014-15 to 2015-16.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency							
	2012-13		2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	29%	69	29%	70	38%	69	33%	67
4	24%	66	30%	63	26%	66	61%	71
5	N/A	N/A	33%	57	28%	72	29%	68
6	N/A	N/A	N/A	N/A	32%	66	33%	63
7	N/A	N/A	N/A	N/A	N/A	N/A	44%	97
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	27%	135	31%	190	31%	273	41%	366

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 2015-16 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.¹

Results

Girls Prep Bronx's performance index for English language arts was 114 in the 2015-16 school year. This exceeds the AMO of 89.

English Language Arts 2015-16 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
438	19%	40%	28%	9%

$$\begin{array}{rcccccccc} \text{PI} & = & 40 & + & 28 & + & 9 & = & 77 \\ & & & & 28 & + & 9 & = & \underline{37} \\ & & & & & & \text{PLI} & = & 114 \end{array}$$

Evaluation

Girls Prep Bronx exceeded the Annual Measurable Objective by 25 points in 2015-16.

Method

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

Results

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

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

²

**2015-16 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 8 Students	
	Percent	Number Tested	Percent	Number Tested
3	33%	67	28%	2117
4	61%	71	31%	2209
5	29%	68	24%	2217
6	33%	63	20%	1883
7	44%	97	24%	2059
8	N/A	N/A	N/A	N/A
All	41%	366	26%	10,485

Evaluation

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

Additional Evidence

The below table demonstrates that Girls Prep Bronx students has outperformed the students of the school’s host district, District 8, in each of the last 4 years.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students							
	2012-13		2013-14		2014-15		2015-16	
	Girls Prep Bronx	District 8	Girls Prep Bronx	District 8	Girls Prep Bronx	District 8	Girls Prep Bronx	District 8
3	29%	18%	29%	20%	38%	19%	33%	28%
4	24%	17%	30%	20%	26%	21%	61%	31%
5	N/A	N/A	33%	18%	28%	20%	29%	24%
6	N/A	N/A	N/A	N/A	32%	19%	33%	20%

7	N/A	N/A	N/A	N/A	N/A	N/A	44%	24%
8	N/A							
All	27%	17%	31%	19%	31%	20%	41%	26%

Goal 1: Comparative Measure

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

Method

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

Results

In 2014-15, Girls Prep Bronx’s aggregate effect size in English language arts was 0.77.

2014-15 English Language Arts Comparative Performance by Grade Level

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

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	89.5	73	36	18.8	17.2	1.3
4	80.8	74	23	21.6	1.4	0.11
5	90.9	75	28	14.6	13.4	1.13
6	79.0	103	29	19.9	9.1	0.60
7						
8						
All	84.5	325	29	18.8	10.2	0.77

School's Overall Comparative Performance:
Higher than expected to a meaningful degree

Evaluation

In 2014-15, Girls Prep met this accountability plan goal. Girls Prep's effect size is not yet available for 2015-16, the year relevant to this analysis.

Additional Evidence

Girls Prep Bronx's effect size improved between 2013-14 and 2014-15. Our improvements to curriculum, instruction, and data use make us confident that we will continue to produce strong results in the future.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	N/A	N/A	N/A	N/A	N/A	N/A
2011-12	K-3	73.7	72	30.6	42.3	-0.73
2012-13	K-4	90.0	147	23.3	17.6	0.47
2013-14	K-5	84.5	222	30.0	20.9	0.69
2014-15	K-6	84.5	325	29	18.8	0.77

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 2015-16

and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 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.

Results

In 2015-16, Girls Prep Bronx's mean unadjusted growth percentile was 52. This is higher than the state's unadjusted median growth percentile of 50.0

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	59	50.0
5	50	50.0
6	46	50.0
7	55	50.0
8	N/A	50.0
All	52	50.0

Evaluation

In 2015-16, Girls Prep Bronx met this accountability plan goal.

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

Grade	Mean Growth Percentile			
	2013-13	2014-15	2015-16	Statewide Median
4		40.5	59	50.0
5		54	50	50.0
6		58	46	50.0
7		N/A	55	50.0

8		N/A	N/A	50.0
All		51	52	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. Girls Prep Bronx is committed to a culture of continuous improvement where student achievement and success has no limit.

In 2015-16, Girls Prep Bronx achieved 4 out of the 5 possible measures for evaluation. Below we have outlined an action plan to implement in the coming year. This plan includes programs and processes that have proven to be successful and new strategies that address our observable gaps.

Like the overwhelming majority of charter schools in New York City, Girls Prep did not meet the goal of 75 percent proficiency in 2015-16. 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

Action Plan

Curriculum

During the charter period, Girls Prep faculty worked diligently with peer faculty across the Public Prep Network to improve the quality and consistency of the ELA curriculum. The K-8

curriculum was constructed through a combination of upgrading the strongest of the units that were already in use, and bringing in high quality external units from Success Academy, Expeditionary Learning and other schools with a strong track record of academic excellence. The end of the 2015-16 year concluded the first year of the curriculum rollout, and we had the opportunity to reflect on the implementation and expectations of our students in comparison to the new units, lessons, and assessments. At the close of the year, teams of teachers from across the network were provided stipends to review and upgrade the ELA units, focusing on improving the quality of assessments and collecting strong model student work that help teachers articulate success criteria. As a result, in 2016-17 teachers across the network will be implementing a common, standards-aligned ELA curriculum that is coherent PreK-8, and that contains rich, rigorous texts representing a diverse body of knowledge. Each unit provides common components, including the ability to choose among a variety of rigorous texts, aligned assessments, clear enduring understandings, interdisciplinary connections, and detailed lesson guides for teachers to use, amend, or build upon. All standards, skills, scope and sequence, and end-of-unit assessments are shared in common across Public Prep schools, allowing schools to share instructional techniques and benchmark progress against their peers.

Instruction

The second key lever to drive academic improvement is to continue to refine our coaching and observation processes. As the level of expectations of our students has increased, we have identified that our expectations for adult learning must also increase, and are providing additional levels of support and professional development opportunities to ensure successful and impactful instructional delivery. This year, Girls Prep's full-time instructional leaders include an ELA coach, a Director of Curriculum and Assessment at each campus, 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.

Girls Prep has invested in the TeachBoost platform to improve the quality of observation, coaching and evaluation. All teachers will receive a minimum of 15 short and 5 long classroom observations from their coach, which is the average reported by top-quartile schools on TNTP's Insight survey. Our coaching and observation program will also be supported through our partnership with TNTP. From the research literature on school improvement, we know that strong coaching and feedback is one of the highest-leverage strategies that a principal has to improve student achievement. A TNTP Principal Coach from the NY Charters PLUS program will rotate through our campuses to observe teacher coaching in action, helping us improve and monitor the quality of our instructional coaching efforts. TNTP will also organize Excellent School Visits to ensure our school leaders see best practice.

Data & Assessment

Girls Prep teachers and instructional leaders routinely collect and analyze a wide variety of qualitative and quantitative data in order to improve curriculum and instruction. Students are assessed using curricular-aligned, performance-based assessments as measures of absolute

performance. These rigorous assessments require synthesis and high-level application of knowledge from all subject areas. Student growth is measured using the NWEA MAP assessment. Throughout the year, students take interim assessments aligned with our scope and sequence in mathematics and in English Language Arts.

Leadership

To better support the Instruction, Curriculum and Assessment, Public Prep made important changes to strengthen the organization's central leadership team. To improve the support and supervision of principals, Public Prep unbundled some of the responsibilities of the CEO, putting day-to-day operations in the hands of the network's founding Superintendent, Janelle Bradshaw. Janelle is a native New Yorker, who grew up between the Bronx and Mount Vernon, and is a proud graduate of a single-sex education at Smith College. She is an extraordinary educator with sixteen years of experience in the field of urban education as a successful Teacher, Assistant Principal, Principal, District Administrator serving as the Director of Instructional Equity, and most recently as a Leadership Coach to network leaders and three of our Public Prep Principals. As Janelle shared during the interview process, she is "excited to return home to make an impact and provide young girls and boys with the chance to be educated in a network which values high standards and academic performance with a balance of the arts, grit, character development and joy." In her role as Founding Superintendent, Janelle will leverage her own experience to motivate, support, supervise and lead a dynamic group of strong and intelligent school leaders and network academic team.

Along with the hiring of Janelle Bradshaw in the pivotal role of Superintendent, Public Prep took additional steps to bolster the leadership of the network academic team. Josie Carbone, founding Principal of Girls Prep Bronx Elementary, was promoted to the role of Chief Learning Officer. She will provide coaching to Principals and school-based leadership teams and oversee network-wide professional development and curriculum support. The Chief Learning Officer is broadly responsible with adult learning and development across the network. Josie will ensure that there is a vision for how all of our school leaders, instructional faculty, student support teams et al will have a "scope and sequence" around their own professional development and growth. Andrew Martin, an experienced classroom teacher and data scientist with extensive expertise architecting, implementing, and using data to improve school performance, has been hired as Chief Data and Technology Officer. In Andrew's nine-year tenure at KIPP New Jersey, he helped that network grow from three to ten schools and developed considerable experience leading school evaluation teams, designing performance metrics, and communicating school performance data to diverse audiences. Andrew also has five years of classroom teaching experience, both in elementary school in the Bronx as a TFA corps member and as a founding History teacher at KIPP's high school in New Jersey.

At the Bronx Elementary Campus, Sharon Stevens is taking over as Principal, succeeding Josie Carbone, who was promoted to Chief Learning Officer for the network. Sharon was selected after a comprehensive recruitment and selection process in which more than forty individuals applied for the role of principal. Sharon is a self-described "zealous advocate for children," who has worked in New York City as a teacher, Special Education coordinator, academic intervention specialist for 13 K-12 schools and literacy coach. Her experiences include work in both special

education and ESL settings. In her spare time, Sharon serves as both an instructor and coach for aspiring leaders at Columbia University's Summer Principals Academy. Sharon is currently the Principal of an innovative Middle School in Brooklyn, which she designed and founded in 2012 to focus on Science, Technology, Engineering, Mathematics, and Environmental Education (STEME). A veteran of traditional public schools, Sharon is looking forward to leading a public charter school, which will give her much greater ability to develop her staff, and provide greater support and accountability to achieve exceptional student outcomes. Sharon has an Advanced Masters in Education Leadership from Columbia University, Teachers College, a Master of Science in Education, Teaching Urban Adolescents with Disabilities from Long Island University and a Bachelor of Arts from the College of New Rochelle.

At the Bronx Middle campus we are deepening our pool of leaders with an eye toward future growth and transitions. Michael Farkosh was selected as the 2016-17 Middle School Resident Principal, while continuing to serve in his role as Founding Director of Curriculum and Assessment at Girls Prep Bronx Middle School. Michael is a dynamic leader and coach with a decade of experience, first teaching English as a Teach For America corps member at a public high school in Phoenix before returning to NYC to teach at two public charter schools. In 2011, Michael joined Girls Prep Lower East Side Middle School as the Founding 7th Grade English Teacher and Humanities Chair, and in 2014 became the Founding Director of Curriculum and Assessment at Girls Prep Bronx Middle School. Michael has a clear vision of excellent instruction and ensures our scholars and faculty are deeply engaged in their own learning. Michael earned his Bachelor of Arts in Political Science from Arizona State University, a Master's degree in Secondary Education, and is getting his Masters of Education in Lehigh University's Educational Leadership program.

MATHEMATICS

Goal 2: Mathematics

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

Background

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

Teachers draw from a variety of resources to engage students to think critically, problem solve, and master foundational skills including Investigations in Numbers, Data, and Space (Pearson), Contexts for Learning (Heinemann), and Engage NY as the key curriculum resources.

Girls Prep students engage in at least 80 minutes of math instruction daily in the elementary school and 55 minutes in the middle school in the areas of operations and algebraic thinking, numbers and operation (base ten and fractions) geometry, and measurement and data. The use of math centers to develop and reinforce mathematical concepts and skills is a critical component of the math workshop. In addition to a math workshop, students participate in solving complex word problems during “Cognitively Guided Instruction” (CGI). CGI serves as a daily opportunity for students to deeply consider number relationships, to apply relationships to computation strategies, and to discuss and analyze their reasoning. CGI supports the development of efficient, flexible, meaningful, and accurate computation strategies.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 7th grade in April 2016. 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.

**2015-16 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
3	73	0	0	1	74
4	74	0	0	3	77
5	71	0	0	4	75
6	103	0	0	5	108
7	98	0	0	6	104
8	N/A	N/A	N/A	N/A	N/A
All	419	0	0	19	438

Results

36% of Girls Prep students enrolled in at least their second year were proficient on the NYS mathematics examination.

**Performance on 2015-16 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	37%	73	38%	68
4	45%	74	46%	72
5	39%	71	41%	66

Not Tested

6	30%	103	40%	63
7	21%	98	21%	96
8	N/A	N/A	N/A	N/A
All	33%	419	36%	365

Evaluation

Girls Prep Bronx did not meet the accountability measure of 75 percent of students enrolled in at least their second year achieving proficiency.

Additional Evidence

The below table indicates that the percentage of students in at least their second year achieving proficiency decreased by 7% from 2014-15 to 2015-16.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency							
	2012-13		2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	28%	69	53%	70	55%	69	38%	68
4	35%	66	48%	63	49%	66	46%	72
5	N/A	0	32%	57	36%	72	41%	66
6	N/A	0	N/A	N/A	30%	66	40%	63
7	N/A	0	N/A	N/A	N/A	N/A	21%	96
8	N/A	0	N/A	N/A	N/A	N/A	N/A	N/A
All	31%	135	45%	190	43%	273	36%	365

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 2015-16 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 200.⁵

Results

Girls Prep Bronx’s performance index for mathematics was 104 in the 2015-16 school year. This exceeds the AMO of 86.

Mathematics 2015-16 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
438	24%	40%	23%	9%

$$\begin{array}{rcccccccc}
 \text{PI} & = & 40 & + & 23 & + & 9 & = & 72 \\
 & & & & 23 & + & 9 & = & \underline{32} \\
 & & & & & & \text{PLI} & = & 104
 \end{array}$$

Evaluation

Girls Prep Bronx exceeded the Annual Measurable Objective by 18 points in 2015-16.



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.⁶

Results

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

**2015-16 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 8 Students	
	Percent	Number Tested	Percent	Number Tested
3	38%	68	27%	2,171
4	46%	72	30%	2,241

⁵ In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

⁶ 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](#).

5	41%	66	23%	2,251
6	40%	63	22%	1,924
7	21%	96	18%	2078
8	N/A	N/A	N/A	N/A
All	36%	365	24%	10,665

Evaluation

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

Additional Evidence

The below table demonstrates that Girls Prep Bronx students have outperformed the students of the school's host district, District 8, in each of the last 4 years.

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							
	2012-13		2013-14		2014-15		2015-16	
	Girls Prep Bronx	District 8	Girls Prep Bronx	District 8	Girls Prep Bronx	District 8	Girls Prep Bronx	District 8
3	28%	23%	53%	26%	55%	28%	38%	27%
4	35%	23%	48%	28%	48%	25%	46%	30%
5	N/A	20%	32%	28%	36%	29%	41%	23%
6	N/A	14%	N/A	N/A	30%	21%	40%	22%
7	N/A	12%	N/A	N/A	N/A	N/A	21%	18%
8	N/A	11%	N/A	N/A	N/A	N/A	N/A	N/A
All	31%	17%	45%	27%	42%	26%	36%	24%

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.⁷

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

⁷ 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.

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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

Results

In 2014-15, Girls Prep Bronx’s aggregate effect size in mathematics was 0.72.

2014-15 Mathematics Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	89.5	73	55	27.4	27.6	1.54
4	80.8	74	50	30.5	19.5	1.02
5	90.9	75	36	23.6	12.4	0.71
6	79.0	103	25	26.1	-1.1	-0.06
7						
8						
All	84.5	325	40.0	26.8	13.2	0.72

School’s Overall Comparative Performance:
Higher than expected to a meaningful degree

Evaluation

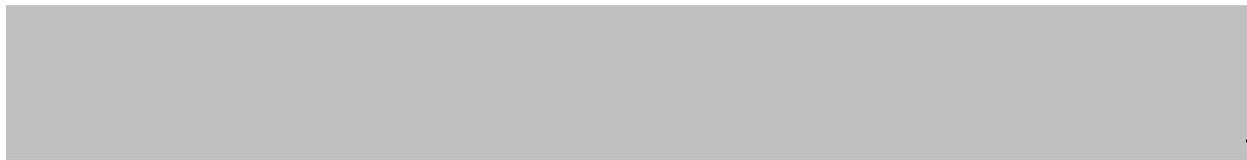
In 2014-15, Girls Prep Bronx met this accountability plan goal. Girls Prep’s effect size is not yet available for 2015-16, the year relevant to this analysis.

Additional Evidence

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

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2011-12	K-3	73.7	73	53.4	49.6	0.20
2012-13	K-4	90.0	147	32.0	22.4	0.57
2013-14	K-5	84.5	223	40.8	29.3	0.61
2014-15	K-6	84.5	325	40.0	26.8	0.72



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 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 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.

In 2015-16, Girls Prep Bronx's mean unadjusted growth percentile was 41. This is lower than the state's unadjusted median growth percentile of 50.0

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
4	32	50

⁸ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

5	44	50
6	45	50
7	44	50
8	N/A	50
All	41	50

Evaluation

In 2015-16, Girls Prep Bronx did not meet this accountability plan goal.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2013-13	2014-15	2015-16	Statewide Median
4		48.5	32	50
5		51.5	44	50
6		52	45	50
7		N/A	44	50
8		N/A	N/A	50
All		51	41	50

Summary of the Mathematics Goal

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

In 2015-16, Girls Prep Bronx achieved 3 out of the 5 possible measures for evaluation. Below we have outlined an action plan to implement in the coming year. This plan includes programs and processes that have proven to be successful and new strategies that address our observable gaps.

Like the overwhelming majority of charter schools in New York City, Girls Prep Bronx did not meet the goal of 75 percent proficiency in 2015-16. However, our 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.	Did Not Achieve

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) “Number Talks” 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.

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 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, we have invested in SWIVL and TeachBoost technology to facilitate the videotaping and collaborative review of instruction respectively. We have set the expectation that video be used throughout the school’s coaching cycles and professional development, both to highlight exemplar practice and to help teachers and leaders reflect on their practice.

Data & Assessment

Girls Prep Bronx teachers and instructional leaders routinely collect and analyze a wide variety of qualitative and quantitative data in order to improve curriculum and instruction. Students are assessed using curricular-aligned, performance-based assessments as measures of absolute performance. These rigorous assessments require synthesis and high-level application of knowledge from all subject areas. Student growth is measured using the NWEA MAP assessment. Throughout the year, students take interim assessments aligned with our scope and sequence in mathematics and in English Language Arts.

Leadership

As outlined in the ELA action plan above, Public Prep has made added additional supports and made significant changes in network and school leadership with the aim of improving instructional leadership, adult learning, teacher coaching and development.

SCIENCE

Goal 3: Science

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

Background

Science at Girls Prep Bronx allows students to explore the world through a hands-on, inquiry based approach. Throughout their years in school students will study physical, life, and earth science. As of 2013, every student at Girls Prep Bronx takes four periods of science per week taught in our dedicated science labs by subject specific teachers.

Science in kindergarten explores topics such as the five senses, changes in plants and animals through the seasons, taking care of the earth and magnetism. First grade topics include astronomy, the human body, animal diversity, properties of matter (solids and liquids), and light

and sound. In second grade, students use the scientific process to learn about simple machines life cycles, and the symbiotic relationship of plants and animals among other topics.

As students move on to third grade, they build on their early childhood learning. Third grade students at Girls Prep Bronx complete an in-depth study of inherited traits, meteorology, ecology, and force and motion. As fourth graders, students delve into animals and plants in their environment, discover the properties of water, explore electrical energy and magnetism, and understand the impact that natural events have on our world. Fourth graders end the year participating in the NYS Science Written and Performance Assessment that focuses on knowledge gained throughout their elementary science program.

In fifth grade, students study ecosystems, classify living things, study the roots of scientific theory, and explore the stars and the solar system. Students build their reading, writing, and inquiry skills as they engage in projects and hands-on labs.

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, the state standards, and the Next Gen Science Standards as the key resources in planning instruction.

Method

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2016. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

99% of Girls Prep students enrolled in at least their second year were proficient on the NYS science examination.

**Charter School Performance on 2015-16 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		District 8 Students	
	Percent	Number Tested	Percent	Number Tested
4	99%	71	N/A	N/A
8	N/A	N/A	N/A	N/A

Evaluation

Girls Prep Bronx met this accountability plan goal.

Additional Evidence

Girls Prep Bronx has met this accountability goal in each year that its students have been eligible to take the Grade 4 science assessment.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency							
	2012-13		2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	98%	66	81%	63	90%	67	99%	71
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	98%	66	81%	63	90%	67	99%	71

Method

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

Results

Students enrolled in at least their second year at Girls Prep Bronx performed higher in 2014-15 than those in their host district, District 8, performed. Comparative data for 2015-16 has not yet been published.

2015-16 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		District 8 Students	
	Percent	Number Tested	Percent	Number Tested
4	99%	71	N/A	N/A
8	N/A	N/A	N/A	N/A

Evaluation

Girls Prep Bronx met all accountability plan goals in science.

Additional Evidence

Girls Prep Bronx met this accountability goal in each year that it has taken the science test.

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							
	2012-13		2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	98%	85%	81%	79%	90%	78%	99%	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	98%	85%	81%	N/A	90%	78%	99%	N/A

Summary of the Science Goal

Currently, Girls Prep Bronx has met one out of two science goals in 2015-16. Science Scores for District 8 have not yet been released to the public. Although our performance was relatively strong, we are not satisfied with our results, and will seek to enhance our instructional program to improve them in 2016-17

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

Action Plan

We will be looking critically at the alignment of our science curriculum to the Grade 4 NYS science test. Although we are confident that our curriculum covers all of the material necessary to succeed on the Grade 4 NYS science test, certain content areas may not receive appropriate emphasis or be taught in the appropriate sequence. We will seek to uncover and remedy any gaps in 2015-16.

NCLB

Goal 4: NCLB

The school will be in Good Standing each year.

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 2015-16 school year Girls Prep Bronx was in Good Standing.

Evaluation

Girls Prep Bronx met this accountability goal.

NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing

Additional Evidence

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

Goal 5: Parent Satisfaction

Method

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

Results

The parent response rate on the 2015-16 survey was 57%

2014-15 Parent Satisfaction on Key Survey Results

Item	% Satisfaction	Citywide Average
Rigorous Instruction	82%	83%
Supportive Environment	69%	74%
Collaborative Teachers	82%	80%
Effective School Leadership	86%	84%
Strong Family-Community Ties	92%	89%
Trust	89%	87%

Evaluation

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



Entry 4 Expenditures per Child

Last updated: 07/28/2016

Page 1

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 2015-16 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: *The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:* <http://www.p12.nysed.gov/psc/AuditGuide.html>

Line 1: Total Expenditures	10770102
Line 2: Year End FTE student enrollment	651
Line 3: Divide Line 1 by Line 2	16536

2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2015-16 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. 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 officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. 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. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:

The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:

<http://www.p12.nysed.gov/psc/AuditGuide.html>.

Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	535292
Line 2: Management and General Cost (Column)	293926
Line 3: Sum of Line 1 and Line 2	829218
Line 5: Divide Line 3 by the Year End FTE student enrollment	1273

Thank you.



Entry 6a Audited Statements

Created: 10/31/2016

Last updated: 11/01/2016

Regents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information requested and upload the independent auditor's report and internal controls reports as one combined file.

Page 1

School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Tiffney Jones	[REDACTED]	

Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Michelle M. Cain	[REDACTED]		22

If Applicable:

	Outsourced Financial Services Firm Name	Outsourced Financial Services Contact	Outsourced Financial Services Email	Outsourced Financial Services Phone	Years Working With This Firm
	Charter School Business Management Inc. Contact	[REDACTED]			6

Please upload as one combined file:

- a. the independent auditor's report on financial statements and notes; and
- b. reports on internal controls over financial reporting and compliance

<https://nysed-cso-reports.fluidreview.com/media/assets/survey-uploads/84001/7098988-F7wWrRhhE3/PUBLIC%20PREP%20CHARTER%20SCHOOL%20ACADEMIES%20-%2006.30.2016%20-%20FS%20-%20FINAL.pdf>

PUBLIC PREP CHARTER SCHOOL ACADEMIES

NEW YORK, NEW YORK

AUDITED CONSOLIDATED FINANCIAL STATEMENTS

OTHER CONSOLIDATED FINANCIAL INFORMATION

REPORT REQUIRED BY
GOVERNMENT AUDITING STANDARDS

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2016

(With Comparative Totals for 2015)



MENGEL METZGER BARR & CO. LLP

Certified Public Accountants

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INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Public Prep Charter School Academies

Report on the Consolidated Financial Statements

We have audited the accompanying consolidated financial statements of Public Prep Charter School Academies (the "Organization"), which comprise the consolidated statement of financial position as of June 30, 2016 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 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 financial statements are free from material misstatement.

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

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

Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of Public Prep Charter School Academies as of June 30, 2016, 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.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 24, 2016 on our consideration of Public Prep Charter School Academies' 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 Public Prep Charter School Academies' internal control over other financial reporting and compliance.

Report on Summarized Comparative Information

We have previously audited Public Prep Charter School Academies' financial statements as of June 30, 2015 and for the period October 1, 2014 to June 30, 2015, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 27, 2015. In our opinion, the summarized comparative information presented herein as of and for the period ended June 30, 2015 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Mengel, Metzger, Baw & Co. LLP

Rochester, New York
October 24, 2016

PUBLIC PREP CHARTER SCHOOL ACADEMIES

CONSOLIDATED STATEMENT OF FINANCIAL POSITION

JUNE 30, 2016
(With Comparative Totals for 2015)

<u>ASSETS</u>	<u>June 30,</u>	
	<u>2016</u>	<u>2015</u>
<u>CURRENT ASSETS</u>		
Cash	\$ 3,114,836	\$ 2,201,322
Grants and other receivables	1,298,888	468,991
Prepaid expenses and other current assets	446,812	573,628
Related party receivables	-	110,882
TOTAL CURRENT ASSETS	<u>4,860,536</u>	<u>3,354,823</u>
<u>OTHER ASSETS</u>		
Property and equipment, net	2,262,551	1,827,981
Security deposit	61,798	-
	<u>2,324,349</u>	<u>1,827,981</u>
TOTAL ASSETS	<u>\$ 7,184,885</u>	<u>\$ 5,182,804</u>
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 722,625	\$ 364,805
Accrued payroll and benefits	2,371,839	1,752,345
Related party payables	62,120	-
Deferred revenue	28,331	40,518
TOTAL CURRENT LIABILITIES	<u>3,184,915</u>	<u>2,157,668</u>
<u>NET ASSETS</u>		
Unrestricted	3,971,810	2,990,136
Temporarily restricted	28,160	35,000
TOTAL NET ASSETS	<u>3,999,970</u>	<u>3,025,136</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 7,184,885</u>	<u>\$ 5,182,804</u>

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

PUBLIC PREP CHARTER SCHOOL ACADEMIES

CONSOLIDATED STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2016
(With Comparative Totals for 2015)

	<u>Year ended June 30, 2016</u>			<u>Period from</u> <u>October 1,</u> <u>2014 to June</u> <u>30, 2015</u>
	<u>Unrestricted</u>	<u>Temporarily</u> <u>restricted</u>	<u>Total</u>	<u>Total</u>
Revenue, gains and other support:				
Public school district:				
Resident student enrollment	\$ 20,992,342	\$ -	\$ 20,992,342	\$ 12,883,205
Students with disabilities	3,332,782	-	3,332,782	1,868,172
Grants and contracts:				
State and local	892,992	-	892,992	509,225
Federal - Title and IDEA	870,705	-	870,705	649,951
Federal - other	209,802	-	209,802	25,413
TOTAL REVENUE, GAINS AND OTHER SUPPORT	<u>26,298,623</u>	<u>-</u>	<u>26,298,623</u>	<u>15,935,966</u>
Expenses:				
Program services:				
Regular education	17,755,648	-	17,755,648	12,683,305
Special education	5,446,172	-	5,446,172	4,017,310
Pre-K	993,660	-	993,660	-
Total program services	<u>24,195,480</u>	<u>-</u>	<u>24,195,480</u>	<u>16,700,615</u>
Management and general	2,470,745	-	2,470,745	1,471,840
Fundraising and special events	24,167	-	24,167	15,447
TOTAL OPERATING EXPENSES	<u>26,690,392</u>	<u>-</u>	<u>26,690,392</u>	<u>18,187,902</u>
DEFICIT FROM SCHOOL OPERATIONS	(391,769)	-	(391,769)	(2,251,936)
Support and other revenue:				
Contributions:				
Foundations	232,600	2,500	235,100	359,896
Individuals	78,229	5,000	83,229	266,341
Corporations	484,243	20,000	504,243	79,350
Fundraising	7,381	-	7,381	18,692
Interest income	472	-	472	143
Other income	6,982	-	6,982	3,010
Net assets released from restriction	34,340	(34,340)	-	-
TOTAL SUPPORT AND OTHER REVENUE	<u>844,247</u>	<u>(6,840)</u>	<u>837,407</u>	<u>727,432</u>
CHANGE IN NET ASSETS	452,478	(6,840)	445,638	(1,524,504)
Net assets at beginning of year	2,990,136	35,000	3,025,136	1,763,604
Transfer of net assets from merger of:				
Boys Preparatory Charter School of New York	-	-	-	596,693
Girls Preparatory Charter School of the Bronx	-	-	-	2,189,343
Transfer of net assets of PrePrep	529,196	-	529,196	-
NET ASSETS AT END OF YEAR	<u>\$ 3,971,810</u>	<u>\$ 28,160</u>	<u>\$ 3,999,970</u>	<u>\$ 3,025,136</u>

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

PUBLIC PREP CHARTER SCHOOL ACADEMIES

CONSOLIDATED STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2016
(With Comparative Totals for 2015)

	No. of Positions	Program Services				Supporting Services			Year ended	Period from
		Regular Education	Special Education	Pre-K	Sub-total	Management and general	Fundraising and special events	Sub-total	June 30, 2016 Total	October 1, 2014 to June 30, 2015 Total
Personnel services costs:										
Administrative staff personnel	28	\$ 533,221	\$ 76,174	\$ 117,796	\$ 727,191	\$ 1,360,315	\$ -	\$ 1,360,315	\$ 2,087,506	\$ 1,301,525
Instructional personnel	201	8,451,414	3,156,955	315,986	11,924,355	-	-	-	11,924,355	8,656,956
Non-instructional personnel	39	1,803,724	364,448	94,225	2,262,397	13,340	-	13,340	2,275,737	1,400,065
Total personnel services costs	268	10,788,359	3,597,577	528,007	14,913,943	1,373,655	-	1,373,655	16,287,598	11,358,546
Fringe benefits and payroll taxes		2,360,756	787,311	144,896	3,292,963	303,538	-	303,538	3,596,501	2,476,804
Retirement		278,938	93,259	7,804	380,001	34,618	-	34,618	414,619	295,969
Management company fees		1,793,000	357,807	-	2,150,807	241,664	24,167	265,831	2,416,638	1,544,678
Accounting and auditing services		-	-	-	-	47,574	-	47,574	47,574	51,613
Other professional and consulting services		186,622	32,403	-	219,025	322,450	-	322,450	541,475	386,742
Rent		-	-	91,369	91,369	9,255	-	9,255	100,624	-
Utilities		-	-	15,903	15,903	1,611	-	1,611	17,514	-
Repairs and maintenance		4,479	1,546	34,256	40,281	4,042	-	4,042	44,323	7,706
Insurance		89,516	29,975	3,738	123,229	11,376	-	11,376	134,605	97,397
Supplies and materials		597,587	134,289	13,069	744,945	-	-	-	744,945	408,050
Equipment and furnishings		23,185	5,914	967	30,066	1,217	-	1,217	31,283	24,416
Staff development		266,367	54,105	11,691	332,163	530	-	530	332,693	248,628
Marketing and recruiting		32,209	9,006	376	41,591	2,463	-	2,463	44,054	18,704
Technology		50,081	11,838	1,552	63,471	1,373	-	1,373	64,844	25,133
Food service		57,924	11,562	49,937	119,423	-	-	-	119,423	53,019
Student services		431,791	54,559	7,118	493,468	8,142	-	8,142	501,610	379,846
Student transportation		3,613	787	-	4,400	-	-	-	4,400	2,000
Office expense		87,218	29,196	17,731	134,145	14,740	-	14,740	148,885	76,109
Telephone and internet		170,502	56,760	4,311	231,573	21,383	-	21,383	252,956	176,168
Copier lease		83,471	28,368	4,694	116,533	10,851	-	10,851	127,384	102,888
Depreciation and amortization		450,030	149,910	56,241	656,181	60,263	-	60,263	716,444	453,486
		<u>\$ 17,755,648</u>	<u>\$ 5,446,172</u>	<u>\$ 993,660</u>	<u>\$ 24,195,480</u>	<u>\$ 2,470,745</u>	<u>\$ 24,167</u>	<u>\$ 2,494,912</u>	<u>\$ 26,690,392</u>	<u>\$ 18,187,902</u>

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

PUBLIC PREP CHARTER SCHOOL ACADEMIES

CONSOLIDATED STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2016
(With Comparative Totals for 2015)

	Year ended June 30, 2016	Period from October 1, 2014 to June 30, 2015
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ 445,638	\$ (1,524,504)
Adjustments to reconcile change in net assets to net cash provided from (used for) operating activities:		
Depreciation and amortization	716,444	453,486
Gain on sale of equipment	(230)	-
Donation of fixed assets	-	(9,763)
Changes in certain assets and liabilities affecting operations:		
Grants and other receivables	(611,950)	72,533
Prepaid expenses and other current assets	147,364	(110,043)
Related party receivables and payables	10,180	(80,213)
Accounts payable and accrued expenses	330,981	(557,281)
Accrued payroll and benefits	558,363	1,509,022
Deferred revenue	(12,187)	(1,790,664)
Deferred lease liability	(34,235)	-
NET CASH PROVIDED FROM (USED FOR) OPERATING ACTIVITIES	1,550,368	(2,037,427)
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	(703,674)	(319,681)
Proceeds from sale of equipment	4,590	-
Transfer of Pre-K cash from Public Preparatory Network, Inc.	62,230	-
NET CASH USED FOR INVESTING ACTIVITIES	(636,854)	(319,681)
NET INCREASE (DECREASE) IN CASH	913,514	(2,357,108)
Cash at beginning of year	2,201,322	4,558,430
CASH AT END OF YEAR	<u>\$ 3,114,836</u>	<u>\$ 2,201,322</u>

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

PUBLIC PREP CHARTER SCHOOL ACADEMIES

CONSOLIDATED STATEMENT OF CASH FLOWS, Cont'd

YEAR ENDED JUNE 30, 2016
(With Comparative Totals for 2015)

	Year ended June 30, 2016	Period from October 1, 2014 to June 30, 2015
<u>SUPPLEMENTAL INFORMATION</u>		
Non-cash transaction:		
Transfer of assets and liabilities of Pre-K from Public Preparatory Network, Inc.:		
Accounts receivable	\$ 217,947	\$ -
Prepaid expenses and other current assets	20,548	-
Security deposit	61,798	-
Property and equipment	451,700	-
Accounts payable and accrued expenses	(26,839)	-
Accrued payroll	(61,131)	-
Related party payable	(162,822)	-
Deferred lease liability	(34,235)	-
Net Assets	<u>(529,196)</u>	<u>-</u>
Cash received	<u>\$ (62,230)</u>	<u>\$ -</u>

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

PUBLIC PREP CHARTER SCHOOL ACADEMIES

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

JUNE 30, 2016

(With Comparative Totals for 2015)

NOTE A: THE ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of presentation

The accompanying consolidated financial statements include the accounts of Girls Preparatory Charter School of New York (“Girls Prep LES”), Boys Preparatory Charter School of New York (“Boys Prep”) Girls Preparatory Charter School of the Bronx (“Girls Prep Bronx”), PrePrep: the Joan Ganz Cooney Early Learning Program (“PrePrep”) collectively forming Public Prep Charter School Academies and Friends of Girls Preparatory Charter School of New York, Inc. (“Friends”), (collectively referred to as the “Organization”). Friends had no activity for the year ended June 30, 2016 or the period from October 1, 2014 to June 30, 2015. The Organization is 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.

In April 2014, each of the individual Charter School’s Boards 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 merger was approved by the New York State Education Department on September 29, 2014. Effective October 1, 2014, Boys Prep and Girls Prep Bronx merged into Girls Prep LES. Girls Prep LES then changed its name to Public Prep Charter School Academies. Effective July 1, 2015 PrePrep was transferred to Public Prep Charter School Academies.

The Organization

Public Prep Charter School Academies is an education corporation that has authority to operate the Charter Schools as described below. Although Public Prep Charter School Academies operates the charter schools subsequent to the merger, each school remains separately chartered. Friends was organized under the laws of the State of New York as a not-for-profit corporation under subparagraph (a)(5) of Section 102 of the Not-For-Profit Corporation law.

Girls Prep LES operates 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 Girls Prep LES a provisional charter valid for a term of five years and renewable upon expiration. Girls Prep LES obtained a renewal through June 30, 2020.

Boys Prep operates in the borough of Bronx, New York. On December 14, 2010, the Board of Regents of the University of the State of New York granted Boys Prep a provisional charter valid for a term of five years and renewable upon expiration. In connection with the merger as described above, the charter’s expiration date was extended to July 31, 2019.

Girls Prep Bronx operates in the borough of Bronx, New York. On February 23, 2009, the Board of Regents of the University of the State of New York granted Girls Prep Bronx a provisional charter valid for a term of five years and renewable upon expiration. Girls Prep Bronx obtained a renewal through July 31, 2017.

Each of the Charter Schools were 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.

PUBLIC PREP CHARTER SCHOOL ACADEMIES

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2016

(With Comparative Totals for 2015)

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

PrePrep operates in the borough of Bronx, New York. During 2014, Public Preparatory Network, Inc. obtained approval from the New York City Department of Education to open a Pre-K program. The contract authorizes operation of a universal prekindergarten program for a term of three years through June 30, 2018 and is renewable for two years upon expiration. The contract was transferred to Public Prep Charter School Academies for the 2015-2016 school year and related assets, liabilities, and net assets of the Pre-K program were transferred to the Organization.

Financial Statement presentation

The 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, 2016 or 2015.

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. As of June 30, 2016, the Organization had temporarily restricted net assets of \$28,160 which were restricted to use for eyeglasses, professional development, literacy programs, field trips and technology items. As of June 30, 2015, the Organization had temporarily restricted net assets of \$35,000 which were restricted to use for field trips and technology items.

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 Organization'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 Organization when qualifying expenditures are incurred and billable.

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

PUBLIC PREP CHARTER SCHOOL ACADEMIES

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2016

(With Comparative Totals for 2015)

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

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 period 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, 2016 or 2015.

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 ten years. Leasehold improvements are amortized over the lesser of the lease term or useful life.

Tax exempt status

The Organization is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, is exempt from federal and state taxes on income.

Contributed services

The Organization receives contributed services from volunteers to serve on the Board of Trustees. In addition the Organization received transportation services, special education services and speech therapy instruction for the students from the local district. These services are not valued in the financial statements.

PUBLIC PREP CHARTER SCHOOL ACADEMIES

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2016

(With Comparative Totals for 2015)

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

Marketing and recruiting costs

The Organization expenses marketing and recruiting costs as they are incurred. Total marketing and recruiting costs approximated \$44,100 and \$18,700 for the year ended June 30, 2016 and for the period from October 1, 2014 to June 30, 2015, 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 financial statements

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

Reclassifications

Certain prior year amounts have been reclassified to conform with the current year presentation.

Subsequent events

The Organization has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 24, 2016, which is the date the financial statements are available to be issued. Except as described in Note C, no subsequent events requiring disclosure were noted.

PUBLIC PREP CHARTER SCHOOL ACADEMIES

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2016

(With Comparative Totals for 2015)

NOTE B: RELATED PARTY TRANSACTIONS

The Organization has related party receivables from and payables to one related organization, Public Preparatory Network, Inc. Public Preparatory Network, Inc., a not-for-profit organization, provides management and other administrative support services to the Organization. The Organization entered into an agreement with Public Preparatory Network, Inc., dated September 30, 2014, under which the Organization pays an annual service fee of 12% of the year end student enrollment full time equivalents multiplied by the approved per pupil operating expenses for the school year. The term of the agreement is concurrent with the initial charter term and can be extended for subsequent three year periods if desired. The fee incurred for the year ended June 30, 2016, was \$2,416,638. The fee incurred for the period from October 1, 2014 to June 30, 2015 was \$1,544,678.

Amounts due (to) from these related parties as of June 30, 2016 were as follows:

	<u>Girls Preparatory Charter School of New York</u>	<u>Boys Preparatory Charter School of New York</u>	<u>Girls Preparatory Charter School of the Bronx</u>	<u>PrePrep: the Joan Ganz Cooney Early Learning Program</u>	<u>Eliminations</u>	<u>Total</u>
Due from (to) Public Preparatory Network, Inc.	\$ 17,121	\$ 85,403	\$ (4,830)	\$ (159,814)	\$ -	\$ (62,120)
Due from (to) Girls Preparatory Charter School of New York	-	(29,278)	(95,605)	21,686	103,197	-
Due from (to) Boys Preparatory Charter School of New York	29,278	-	-	-	(29,278)	-
Due from (to) Girls Preparatory Charter School of the Bronx	95,605	-	-	-	(95,605)	-
Due from (to) PrePrep: the Joan Ganz Cooney Early Learning Program	(21,686)	-	-	-	21,686	-
	<u>\$ 120,318</u>	<u>\$ 56,125</u>	<u>\$ (100,435)</u>	<u>\$ (138,128)</u>	<u>\$ -</u>	<u>\$ (62,120)</u>

PUBLIC PREP CHARTER SCHOOL ACADEMIES

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2016

(With Comparative Totals for 2015)

NOTE B: RELATED PARTY TRANSACTIONS, Cont'd

Amounts due (to) from these related parties as of June 30, 2015 were as follows:

	<u>Girls Preparatory Charter School of New York</u>	<u>Boys Preparatory Charter School of New York</u>	<u>Girls Preparatory Charter School of the Bronx</u>	<u>Eliminations</u>	<u>Total</u>
Due from (to) Public Preparatory Network, Inc.	\$ 36,573	\$ 75,308	\$ (999)	\$ -	\$ 110,882
Due from (to) Girls Preparatory Charter School of New York	-	(33,471)	(125,155)	158,626	-
Due from (to) Boys Preparatory Charter School of New York	33,471	-	-	(33,471)	-
Due from (to) Girls Preparatory Charter School of the Bronx	<u>125,155</u>	<u>-</u>	<u>-</u>	<u>(125,155)</u>	<u>-</u>
	<u>\$ 195,199</u>	<u>\$ 41,837</u>	<u>\$ (126,154)</u>	<u>\$ -</u>	<u>\$ 110,882</u>

PUBLIC PREP CHARTER SCHOOL ACADEMIES

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2016

(With Comparative Totals for 2015)

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.

In July 2014, Public Preparatory Network, Inc. entered into a lease agreement for space to operate the Pre-K program with monthly payments of approximately \$10,938 beginning in November 2014 and increasing to \$12,310 per month over the term of the lease. The agreement expires July 31, 2019 with the option to renew the agreement for an additional five years. A security deposit was paid by the Pre-K program, which represents five months of the fifth year's rent. Rent each year is based on a pre-determined schedule. Effective July 1, 2015, Pre-K was transferred to Public Prep Charter School Academies and rent expense of \$100,624 was recorded for the year ended June 30, 2016. Effective July 1, 2016, the Pre-K program was relocated to share NYCDOE space with Girls Prep Bronx. Public Preparatory Network, Inc. relocated to the former Pre-K space and began making monthly payments in accordance with the lease agreement.

On October 4, 2016 the Board of Trustees approved Friends to enter into a lease agreement with a third party for school facility space for use by Boys Prep. The lease has not yet been signed but is in the final stages of negotiation. This lease is expected to require a security deposit of \$495,000 to be paid in fiscal 2017. The anticipated lease term is 35 years, set to commence upon occupancy in August 2017, with the option to renew the agreement for two renewal terms, the first for ten years and the second for four years. The current agreement provides for monthly payments of approximately \$194,100 for the first year, increasing annually based upon changes in the Consumer Price Index above a base year or a fixed percentage estimated at 1.5%. Monthly rental payments will also increase upon usage of the additional space, described as follows. The landlord anticipates making improvements to the space, including construction of additional space, the cost of which will be shared between the landlord and Friends, subject to a maximum contribution of \$3,000,000. This amount is expected to be paid to the landlord through a ten year loan with a fixed interest rate of 5%, with payment commencing upon the lease commencement date. The Organization intends to execute a sublease between Friends and Public Prep Charter School Academies for the school facility space.

PUBLIC PREP CHARTER SCHOOL ACADEMIES

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2016

(With Comparative Totals for 2015)

NOTE D: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	<u>June 30,</u>	
	<u>2016</u>	<u>2015</u>
Furniture and fixtures	\$ 958,719	\$ 818,783
Equipment	625,928	562,800
Computer equipment	1,321,707	1,125,823
Office equipment	607,764	476,539
Web development	5,250	5,250
Leasehold improvements	<u>1,597,499</u>	<u>929,131</u>
	5,116,867	3,918,326
Less accumulated depreciation and amortization	<u>2,854,316</u>	<u>2,090,345</u>
	<u>\$ 2,262,551</u>	<u>\$ 1,827,981</u>

NOTE E: OPERATING LEASES

The Organization leases office equipment under non-cancelable lease agreements expiring at various dates through November 2020. The future minimum payments on these agreements are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2017	\$ 77,994
2018	70,334
2019	58,739
2020	27,320
2021	<u>6,600</u>
	<u>\$ 240,987</u>

NOTE F: RETIREMENT PLAN

The Organization sponsors a defined contribution 403(b) plan covering all regular employees. Effective July 1, 2015, the Organization matches employees' contributions based on years of service, up to a maximum of 7.5% of base salary. For the year ended June 30, 2015, the Organization matched employees' contributions up to 5% of base salary. The Organization's total contribution to the Plan for the year ended June 30, 2016 and the period from October 1, 2014 to June 30, 2015 was \$414,619 and \$295,969, respectively.

PUBLIC PREP CHARTER SCHOOL ACADEMIES

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2016

(With Comparative Totals for 2015)

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, 2016 and 2015, approximately 71% and 45%, respectively, of grants and other receivables are due from New York State relating to certain grants. At June 30, 2016 and 2015, approximately 17% and 51%, respectively, of grants and other receivables are due from New York City relating to certain grants.

During the year ended June 30, 2016, 92% of total operating revenue and support came from per-pupil funding provided by New York State. During the period from October 1, 2014 to June 30, 2015, 93% 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 each Charter School's students are located.

NOTE I: RENEWAL PROCESS

Girls Prep Bronx is currently in the process of renewing its charter as granted by the State University of New York. The Charter currently expires effective July 31, 2017. The renewal process includes review by SUNY of various operational and governance aspects, including fiscal health and internal controls, board governance, and academic performance. Girls Prep Bronx has submitted its application for renewal and will be undergoing a site visit by SUNY during November 2016 as part of the renewal process. Upon review of the application and results of the site visit, SUNY will determine if the charter should be renewed and if so, for how long. Successful charter renewals can range from one to five years. At this time, management of the Organization expects the charter to be renewed, however, SUNY's decision regarding renewal is not expected to be received until 2017.

PUBLIC PREP CHARTER SCHOOL ACADEMIES
OTHER CONSOLIDATED FINANCIAL INFORMATION

INDEPENDENT AUDITOR'S REPORT ON OTHER CONSOLIDATED FINANCIAL INFORMATION

Board of Trustees
Public Prep Charter School Academies

We have audited the consolidated financial statements of Public Prep Charter School Academies as of and for the year ended June 30, 2016, and have issued our report thereon dated October 24, 2016, which contained an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The Consolidated Statement of Financial Position by Charter and the Consolidated Statement of Activities and Changes in Net Assets by Charter are presented for purposes of additional analysis and are not required parts 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, 2016, as a whole.

Mengel, Metzger, Barr & Co. LLP

Rochester, New York
October 24, 2016

PUBLIC PREP CHARTER SCHOOL ACADEMIES

CONSOLIDATED STATEMENT OF FINANCIAL POSITION BY CHARTER

JUNE 30, 2016

<u>ASSETS</u>	Girls Preparatory Charter School of New York	Boys Preparatory Charter School of New York	Girls Preparatory Charter School of the Bronx	PrePrep: the Joan Ganz Cooney Early Learning Program	<u>Eliminations</u>	<u>Total</u>
<u>CURRENT ASSETS</u>						
Cash	\$ 1,031,919	\$ 500,679	\$ 1,463,832	\$ 118,406	\$ -	\$ 3,114,836
Grants and other receivables	379,057	178,263	712,993	28,575	-	1,298,888
Prepaid expenses and other current assets	<u>105,419</u>	<u>41,402</u>	<u>294,342</u>	<u>5,649</u>	-	<u>446,812</u>
TOTAL CURRENT ASSETS	1,516,395	720,344	2,471,167	152,630	-	4,860,536
<u>OTHER ASSETS</u>						
Property and equipment, net	430,667	368,150	1,063,432	400,302	-	2,262,551
Security deposit	-	-	-	61,798	-	61,798
	<u>430,667</u>	<u>368,150</u>	<u>1,063,432</u>	<u>462,100</u>	-	<u>2,324,349</u>
TOTAL ASSETS	<u>\$ 1,947,062</u>	<u>\$ 1,088,494</u>	<u>\$ 3,534,599</u>	<u>\$ 614,730</u>	<u>\$ -</u>	<u>\$ 7,184,885</u>
<u>LIABILITIES AND NET ASSETS</u>						
<u>CURRENT LIABILITIES</u>						
Accounts payable and accrued expenses	-	-	-	-	-	-
	\$ 221,113	\$ 96,173	\$ 360,497	\$ -44,842	\$ -	\$ 722,625
Accrued payroll and benefits	933,060	377,806	994,259	66,714	-	2,371,839
Related party payables (receivables)	(120,318)	(56,125)	100,435	138,128	-	62,120
Deferred revenue	<u>448</u>	<u>27,883</u>	<u>-</u>	<u>-</u>	-	<u>28,331</u>
TOTAL CURRENT LIABILITIES	1,034,303	445,737	1,455,191	249,684	-	3,184,915
<u>NET ASSETS</u>						
Unrestricted	886,154	642,757	2,079,408	363,491	-	3,971,810
Temporarily restricted	<u>26,605</u>	<u>-</u>	<u>-</u>	<u>1,555</u>	-	<u>28,160</u>
TOTAL NET ASSETS	<u>912,759</u>	<u>642,757</u>	<u>2,079,408</u>	<u>365,046</u>	-	<u>3,999,970</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 1,947,062</u>	<u>\$ 1,088,494</u>	<u>\$ 3,534,599</u>	<u>\$ 614,730</u>	<u>\$ -</u>	<u>\$ 7,184,885</u>

PUBLIC PREP CHARTER SCHOOL ACADEMIES

CONSOLIDATED STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS BY CHARTER

YEAR ENDED JUNE 30, 2016

	<u>Girls Preparatory Charter School of New York</u>	<u>Boys Preparatory Charter School of New York</u>	<u>Girls Preparatory Charter School of the Bronx</u>	<u>PrePrep: the Joan Ganz Cooney Early Learning Program</u>	<u>Eliminations</u>	<u>Total</u>
Revenue, gains and other support:						
Public school district:						
Resident student enrollment	\$ 8,377,862	\$ 2,901,770	\$ 9,192,704	\$ 520,006	\$ -	\$ 20,992,342
Students with disabilities	1,431,314	417,559	1,483,909	-	-	3,332,782
Grants and contracts:						
State and local	388,038	12,147	492,807	-	-	892,992
Federal - Title and IDEA	250,172	148,177	472,356	-	-	870,705
Federal - other	<u>85,597</u>	<u>39,540</u>	<u>84,012</u>	<u>653</u>		<u>209,802</u>
TOTAL REVENUE, GAINS AND OTHER SUPPORT	<u>10,532,983</u>	<u>3,519,193</u>	<u>11,725,788</u>	<u>520,659</u>	-	<u>26,298,623</u>
Expenses:						
Program services:						
Regular education	7,191,735	2,650,446	7,913,467	-	-	17,755,648
Special education	2,274,584	787,004	2,384,584	-	-	5,446,172
Pre-K	-			<u>993,660</u>		<u>993,660</u>
Total Program Services	<u>9,466,319</u>	<u>3,437,450</u>	<u>10,298,051</u>	<u>993,660</u>	-	<u>24,195,480</u>
Management and general	991,220	367,219	992,567	119,739	-	2,470,745
Fundraising and special events	<u>9,898</u>	<u>3,430</u>	<u>10,839</u>			<u>24,167</u>
TOTAL OPERATING EXPENSES	<u>10,467,437</u>	<u>3,808,099</u>	<u>11,301,457</u>	<u>1,113,399</u>		<u>26,690,392</u>
SURPLUS (DEFICIT) FROM SCHOOL OPERATIONS	<u>65,546</u>	<u>(288,906)</u>	<u>424,331</u>	<u>(592,740)</u>	-	<u>(391,769)</u>
Support and other revenue:						
Contributions:						
Foundations	100	192,500	40,000	2,500	-	235,100
Individuals	6,004	64,662	12,563	-	-	83,229
Corporations	21,062	58,181	-	425,000	-	504,243
Gov. Fundraising	1,154	6,227	-	-	-	7,381
Interest income	472	-	-	-	-	472
Other income	<u>5,011</u>	<u>881</u>		<u>1,090</u>		<u>6,982</u>
TOTAL SUPPORT AND OTHER REVENUE	<u>33,803</u>	<u>322,451</u>	<u>52,563</u>	<u>428,590</u>		<u>837,407</u>
CHANGE IN NET ASSETS	99,349	33,545	476,894	(164,150)	-	445,638
Net assets at beginning of year	813,410	609,212	1,602,514	-	-	3,025,136
Transfer of net assets of PrePrep	-			<u>529,196</u>		<u>529,196</u>
NET ASSETS AT END OF YEAR	<u>\$ 912,759</u>	<u>\$ 642,757</u>	<u>\$ 2,079,408</u>	<u>\$ 365,046</u>	<u>\$ -</u>	<u>\$ 3,999,970</u>

PUBLIC PREP CHARTER SCHOOL ACADEMIES

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
Public Prep Charter School Academies

We have audited, 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, the consolidated financial statements of Public Prep Charter School Academies, which comprise the consolidated statement of financial position as of June 30, 2016, 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 24, 2016.

Internal Control over Financial Reporting

In planning and performing our audit of the consolidated financial statements, we considered Public Prep Charter School Academies' 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 Public Prep Charter School Academies' internal control. Accordingly, we do not express an opinion on the effectiveness of Public Prep Charter School Academies' internal control.

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

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

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Public Prep Charter School Academies' 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*.

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 entity'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 entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Mengel, Metzger, Barw & Co. LLP

Rochester, New York
October 24, 2016



GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

TEMPLATE TABS

1- GRAY tab contains the Instructions

Instructions	Provides description of tabs and input requirements.
Funding by District	Charter School Tuition Rates

2- BLUE tabs require input of information

1.) Name of School	>Select school name from list. >Enter contact information.
2.) Enrollment	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter
4.) Yearly Budget	Enter Yearly Budget information. Includes: >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
5.) Balance Sheet	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
6.) Quarterly Report	Enter Actual Quarterly Report information . Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

 = Enter information into the light BLUE shaded cells.

 = Cells labeled in ORANGE containe guidance regarding the input of information.

 = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

**Charter Funding Alphabetical By NYS School District -
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition) -**

District Code	School District Name	Final 2015-16 Basic Tuition*	Final 2016-17 Basic Tuition*
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ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Girls Preparatory Charter School of the Bronx -

SCHOOL

Name:	Girls Preparatory Charter School of the Bronx
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CONTACT INFORMATION -

Contact Name:	Ian Rowe
Contact Title:	CEO
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]

REPORT PERIOD -

Current Academic Year:	2016-17
Prior Academic Year:	Err:508

THE BRONX

8	9	10	11	12
97				

ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT				
TER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<i>Revised</i>	Actual	Actual	Actual	Actual
0	0	0	0	0
0	0	0	0	0
Column(s) for the				
ACTUAL ENROLLMENT BY QUARTER				
TER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<i>Revised Budgeted Enrollment</i>	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

STAFFING PLAN

***NOTE:** Enter the number of FTE positions in the "blue" cells.

***NOTE:** If there are NO budget revisions at the time of quarterly submittal leave blank. If budget revisions ARE made, the entire "REVISED" budget columns for the affected

ADMINISTRATIVE PERSONNEL FTE	PRIOR YEAR Err:508 ACTUAL	ANNUAL BUDGETED FTE				
		Q1		Q2		Q3
		Original	Revised	Original	Revised	Original
Executive Management		0.0		0.0		0.0
Instructional Management		2.0		2.0		2.0
Deans, Directors & Coordinators		10.0		10.0		10.0
CFO / Director of Finance		0.0		0.0		0.0
Operation / Business Manager		2.0		2.0		2.0
Administrative Staff		7.0		7.0		7.0
TOTAL ADMINISTRATIVE STAFF	0.0	21.0	0.0	21.0	0.0	21.0

INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR Err:508 ACTUAL	ANNUAL BUDGETED FTE				
		Q1		Q2		Q3
		Original	Revised	Original	Revised	Original
Teachers - Regular		47.0		47.0		47.0
Teachers - SPED		15.0		15.0		15.0
Substitute Teachers		0.0		0.0		0.0
Teaching Assistants		4.0		4.0		4.0
Specialty Teachers		10.0		10.0		10.0
Aides		5.0		5.0		5.0
Therapists & Counselors		3.0		3.0		3.0
Other		9.0		9.0		9.0
TOTAL INSTRUCTIONAL	0.0	93.0	0.0	93.0	0.0	93.0

NON INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR Err:508 ACTUAL	ANNUAL BUDGETED FTE				
		Q1		Q2		Q3
		Original	Revised	Original	Revised	Original
Nurse						
Librarian						
Custodian						
Security						
Other						
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	0.0

TOTAL PERSONNEL SERVICE FTE	0.0	114.0	0.0	114.0	0.0	114.0
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**CHARTER SCHOOL OF THE BRONX
2016-17**

FULL TIME EQUIVALENT ("FTE")

***NOTE:** Enter the number of FTE positions in the "blue" cells.

The 'REVISED' Column(s) COMPLETELY BLANK. The quarter(s) must be completed on tabs 2, 3

***NOTE:** Each quarter, the actual FTE should be input.

ADMINISTRATIVE PERSONNEL FTE				
	Q3		Q4	
	Revised	Original	Revised	
Executive Management		0.0		
Instructional Management		2.0		
Deans, Directors & Coordinators		10.0		
CFO / Director of Finance		0.0		
Operation / Business Manager		2.0		
Administrative Staff		7.0		
TOTAL ADMINISTRATIVE STAFF	0.0	21.0	0.0	

ACTUAL QUARTERLY FTE			
Q1	Q2	Q3	Q4
Actual	Actual	Actual	Actual
0.0	0.0	0.0	0.0

INSTRUCTIONAL PERSONNEL FTE				
	Q3		Q4	
	Revised	Original	Revised	
Teachers - Regular		47.0		
Teachers - SPED		15.0		
Substitute Teachers		0.0		
Teaching Assistants		4.0		
Specialty Teachers		10.0		
Aides		5.0		
Therapists & Counselors		3.0		
Other		9.0		
TOTAL INSTRUCTIONAL	0.0	93.0	0.0	

ACTUAL QUARTERLY FTE			
Q1	Q2	Q3	Q4
Actual	Actual	Actual	Actual
0.0	0.0	0.0	0.0

NON INSTRUCTIONAL PERSONNEL FTE				
	Q3		Q4	
	Revised	Original	Revised	
Nurse				
Librarian				
Custodian				
Security				
Other				
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	

ACTUAL QUARTERLY FTE			
Q1	Q2	Q3	Q4
Actual	Actual	Actual	Actual
0.0	0.0	0.0	0.0

TOTAL PERSONNEL SERVICE FTE	0.0	114.0	0.0	
------------------------------------	-----	-------	-----	--

0.0	0.0	0.0	0.0
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***NOTE:** Enter the number of FTE positions in the "blue" cells.

***NOTE:** State the assumptions that are being made for personnel FTE levels.

ADMINISTRATIVE PERSONNEL FTE	Description of Assumptions
Executive Management	
Instructional Management	
Deans, Directors & Coordinators	
CFO / Director of Finance	
Operation / Business Manager	
Administrative Staff	
TOTAL ADMINISTRATIVE STAFF	

INSTRUCTIONAL PERSONNEL FTE	Description of Assumptions
Teachers - Regular	
Teachers - SPED	
Substitute Teachers	
Teaching Assistants	
Specialty Teachers	
Aides	
Therapists & Counselors	
Other	
TOTAL INSTRUCTIONAL	

NON INSTRUCTIONAL PERSONNEL FTE	Description of Assumptions
Nurse	
Librarian	
Custodian	
Security	
Other	
TOTAL NON-INSTRUCTIONAL	

TOTAL PERSONNEL SERVICE FTE	
------------------------------------	--

**GIRLS PREPARATORY CHARTER SCHOOL OF
Budget / Operating Plan -
2016-17 -**

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	3,234,323	#NAME?	#NAME?	3,234,323	#NAME?	#NAME?	3,234,323
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	735	-	-	735	-	-	735

	Prior Year Actual Err:508	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Avg. No. of Positions

Executive Management	-			#NAME?			#NAME?		
Instructional Management	2.00	68,091		#NAME?	68,091		#NAME?	68,091	
Deans, Directors & Coordinators	10.00	213,784		#NAME?	213,784		#NAME?	213,784	
CFO / Director of Finance	-			#NAME?			#NAME?		
Operation / Business Manager	2.00	44,685		#NAME?	44,685		#NAME?	44,685	
Administrative Staff	7.00	81,636		#NAME?	81,636		#NAME?	81,636	
TOTAL ADMINISTRATIVE STAFF	21.00	-	408,196	-	#NAME?	408,196	-	#NAME?	408,196

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	47.00	879,074		#NAME?	879,074		#NAME?	879,074	
Teachers - SPED	15.00	241,398		#NAME?	241,398		#NAME?	241,398	
Substitute Teachers	-			#NAME?			#NAME?		
Teaching Assistants	4.00	46,869		#NAME?	46,869		#NAME?	46,869	
Specialty Teachers	10.00	239,521		#NAME?	239,521		#NAME?	239,521	
Aides	5.00	42,893		#NAME?	42,893		#NAME?	42,893	
Therapists & Counselors	3.00	52,231		#NAME?	52,231		#NAME?	52,231	
Other	9.00	80,458		#NAME?	80,458		#NAME?	80,458	
TOTAL INSTRUCTIONAL	93.00	-	1,582,443	-	#NAME?	1,582,443	-	#NAME?	1,582,443

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-			#NAME?			#NAME?	
Librarian	-			#NAME?			#NAME?	
Custodian	-			#NAME?			#NAME?	
Security	-			#NAME?			#NAME?	
Other	-			#NAME?			#NAME?	
TOTAL NON-INSTRUCTIONAL	-	-	-	#NAME?	-	-	#NAME?	-

SUBTOTAL PERSONNEL SERVICE COSTS

114.00	-	1,990,639	-	#NAME?	1,990,639	-	#NAME?	1,990,639
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PAYROLL TAXES AND BENEFITS

Payroll Taxes		168,689		#NAME?	168,689		#NAME?	168,689
Fringe / Employee Benefits		262,913		#NAME?	262,913		#NAME?	262,913
Retirement / Pension		59,719		#NAME?	59,719		#NAME?	59,719
TOTAL PAYROLL TAXES AND BENEFITS	-	491,322	-	#NAME?	491,322	-	#NAME?	491,322

TOTAL PERSONNEL SERVICE COSTS

114.00	-	2,481,960	-	#NAME?	2,481,960	-	#NAME?	2,481,960
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CONTRACTED SERVICES

Accounting / Audit		3,618		#NAME?	3,618		#NAME?	3,618
Legal				#NAME?			#NAME?	
Management Company Fee		318,777		#NAME?	318,777		#NAME?	318,777
Nurse Services				#NAME?			#NAME?	
Food Service / School Lunch				#NAME?			#NAME?	
Payroll Services		4,793		#NAME?	4,793		#NAME?	4,793
Special Ed Services		1,750		#NAME?	1,750		#NAME?	1,750
Titlement Services (i.e. Title I)				#NAME?			#NAME?	
Other Purchased / Professional / Consulting		24,124		#NAME?	24,124		#NAME?	24,124
TOTAL CONTRACTED SERVICES	-	353,061	-	#NAME?	353,061	-	#NAME?	353,061

		THE BRONX				
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		#NAME?	#NAME?	3,234,323	#NAME?	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		-	-	735	-	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Revised Budget	Variance	Original Budget	Revised Budget	Variance
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions				
Executive Management		-	#NAME?			#NAME?
Instructional Management		2.00	#NAME?	68,091		#NAME?
Deans, Directors & Coordinators		10.00	#NAME?	213,784		#NAME?
CFO / Director of Finance		-	#NAME?			#NAME?
Operation / Business Manager		2.00	#NAME?	44,685		#NAME?
Administrative Staff		7.00	#NAME?	81,636		#NAME?
TOTAL ADMINISTRATIVE STAFF		21.00	-	#NAME?	408,196	-
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular		47.00	#NAME?	879,074		#NAME?
Teachers - SPED		15.00	#NAME?	241,398		#NAME?
Substitute Teachers		-	#NAME?			#NAME?
Teaching Assistants		4.00	#NAME?	46,869		#NAME?
Specialty Teachers		10.00	#NAME?	239,521		#NAME?
Aides		5.00	#NAME?	42,893		#NAME?
Therapists & Counselors		3.00	#NAME?	52,231		#NAME?
Other		9.00	#NAME?	80,458		#NAME?
TOTAL INSTRUCTIONAL		93.00	-	#NAME?	1,582,443	-
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse		-	#NAME?			#NAME?
Librarian		-	#NAME?			#NAME?
Custodian		-	#NAME?			#NAME?
Security		-	#NAME?			#NAME?
Other		-	#NAME?			#NAME?
TOTAL NON-INSTRUCTIONAL		-	-	#NAME?	-	-
SUBTOTAL PERSONNEL SERVICE COSTS		114.00	-	#NAME?	1,990,639	-
PAYROLL TAXES AND BENEFITS						
Payroll Taxes			#NAME?	168,689		#NAME?
Fringe / Employee Benefits			#NAME?	262,913		#NAME?
Retirement / Pension			#NAME?	59,719		#NAME?
TOTAL PAYROLL TAXES AND BENEFITS			-	#NAME?	491,322	-
TOTAL PERSONNEL SERVICE COSTS		114.00	-	#NAME?	2,481,960	-
CONTRACTED SERVICES						
Accounting / Audit			#NAME?	3,618		#NAME?
Legal			#NAME?			#NAME?
Management Company Fee			#NAME?	318,777		#NAME?
Nurse Services			#NAME?			#NAME?
Food Service / School Lunch			#NAME?			#NAME?
Payroll Services			#NAME?	4,793		#NAME?
Special Ed Services			#NAME?	1,750		#NAME?
Titlement Services (i.e. Title I)			#NAME?			#NAME?
Other Purchased / Professional / Consulting			#NAME?	24,124		#NAME?
TOTAL CONTRACTED SERVICES			-	#NAME?	353,061	-

		THE BRONX				
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		#NAME?	#NAME?	3,234,323	#NAME?	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		-	-	735	-	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS						
Board Expenses			#NAME?	25		#NAME?
Classroom / Teaching Supplies & Materials			#NAME?	33,375		#NAME?
Special Ed Supplies & Materials			#NAME?	5,000		#NAME?
Textbooks / Workbooks			#NAME?	45,371		#NAME?
Supplies & Materials other			#NAME?			#NAME?
Equipment / Furniture			#NAME?	14,293		#NAME?
Telephone			#NAME?	19,662		#NAME?
Technology			#NAME?	31,739		#NAME?
Student Testing & Assessment			#NAME?	2,125		#NAME?
Field Trips			#NAME?	10,000		#NAME?
Transportation (student)			#NAME?			#NAME?
Student Services - other			#NAME?	51,252		#NAME?
Office Expense			#NAME?	24,895		#NAME?
Staff Development			#NAME?	47,740		#NAME?
Staff Recruitment			#NAME?	5,000		#NAME?
Student Recruitment / Marketing			#NAME?			#NAME?
School Meals / Lunch			#NAME?	15,705		#NAME?
Travel (Staff)			#NAME?	2,850		#NAME?
Fundraising			#NAME?			#NAME?
Other			#NAME?	313		#NAME?
TOTAL SCHOOL OPERATIONS		-	#NAME?	309,343	-	#NAME?
FACILITY OPERATION & MAINTENANCE						
Insurance			#NAME?	13,625		#NAME?
Janitorial			#NAME?			#NAME?
Building and Land Rent / Lease / Facility Finance Interest			#NAME?			#NAME?
Repairs & Maintenance			#NAME?	3,250		#NAME?
Equipment / Furniture			#NAME?			#NAME?
Security			#NAME?			#NAME?
Utilities			#NAME?			#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE		-	#NAME?	16,875	-	#NAME?
DEPRECIATION & AMORTIZATION						
			#NAME?	73,084		#NAME?
RESERVES / CONTINGENCY						
			#NAME?			#NAME?
TOTAL EXPENSES		-	#NAME?	3,234,323	-	#NAME?
NET INCOME		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

		GIRLS PREPARATORY CHARTER S Budget / Operating Plan 2016-17				
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		12,937,292	#NAME?	#NAME?	(12,937,292)	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment						
		Total Year			VARIANCE	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue		2016-17 Per Pupil Rate				
NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
-	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
ALL OTHER School Districts: (Weighted Avg)	#N/A	#N/A	#NAME?	#NAME?	#N/A	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Special Education Revenue		1,527,374	#NAME?	#NAME?	1,527,374	#NAME?
Grants						
Stimulus		-	#NAME?	#NAME?	-	#NAME?
DYCD (Department of Youth and Community Development)		250,330	#NAME?	#NAME?	250,330	#NAME?
Other		316,050	#NAME?	#NAME?	316,050	#NAME?
Other		-	#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM STATE SOURCES		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		78,708	#NAME?	#NAME?	78,708	#NAME?
Title I		459,750	#NAME?	#NAME?	459,750	#NAME?
Title Funding - Other		11,025	#NAME?	#NAME?	11,025	#NAME?
School Food Service (Free Lunch)		-	#NAME?	#NAME?	-	#NAME?
Grants						
Charter School Program (CSP) Planning & Implementation		-	#NAME?	#NAME?	-	#NAME?
Other		-	#NAME?	#NAME?	-	#NAME?
Other		-	#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES		549,483	#NAME?	#NAME?	549,483	#NAME?
LOCAL and OTHER REVENUE						
Contributions and Donations		-	#NAME?	#NAME?	-	#NAME?
Fundraising		-	#NAME?	#NAME?	-	#NAME?
Erate Reimbursement		28,278	#NAME?	#NAME?	28,278	#NAME?
Earnings on Investments		-	#NAME?	#NAME?	-	#NAME?
Interest Income		-	#NAME?	#NAME?	-	#NAME?
Food Service (Income from meals)		-	#NAME?	#NAME?	-	#NAME?
Text Book		58,418	#NAME?	#NAME?	58,418	#NAME?
OTHER		-	#NAME?	#NAME?	-	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		86,696	#NAME?	#NAME?	86,696	#NAME?
TOTAL REVENUE		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

GIRLS PREPARATORY CHARTER S
Budget / Operating Plan -
2016-17 -

	#NAME?					
	Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	
	Total Expenses	12,937,292	#NAME?	#NAME?	(12,937,292)	
Net Income	#NAME?	#NAME?	#NAME?	#NAME?		
Actual Student Enrollment	#NAME?	#NAME?	#NAME?	#NAME?		
		Total Year			VARIANCE	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
	Avg. No. of Positions					
Executive Management	-	-	#NAME?	#NAME?	-	#NAME?
Instructional Management	2.00	272,365	#NAME?	#NAME?	(272,365)	#NAME?
Deans, Directors & Coordinators	10.00	855,135	#NAME?	#NAME?	(855,135)	#NAME?
CFO / Director of Finance	-	-	#NAME?	#NAME?	-	#NAME?
Operation / Business Manager	2.00	178,741	#NAME?	#NAME?	(178,741)	#NAME?
Administrative Staff	7.00	326,543	#NAME?	#NAME?	(326,543)	#NAME?
TOTAL ADMINISTRATIVE STAFF	21.00	1,632,784	#NAME?	#NAME?	(1,632,784)	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	47.00	3,516,295	#NAME?	#NAME?	(3,516,295)	#NAME?
Teachers - SPED	15.00	965,593	#NAME?	#NAME?	(965,593)	#NAME?
Substitute Teachers	-	-	#NAME?	#NAME?	-	#NAME?
Teaching Assistants	4.00	187,475	#NAME?	#NAME?	(187,475)	#NAME?
Specialty Teachers	10.00	958,083	#NAME?	#NAME?	(958,083)	#NAME?
Aides	5.00	171,571	#NAME?	#NAME?	(171,571)	#NAME?
Therapists & Counselors	3.00	208,923	#NAME?	#NAME?	(208,923)	#NAME?
Other	9.00	321,830	#NAME?	#NAME?	(321,830)	#NAME?
TOTAL INSTRUCTIONAL	93.00	6,329,770	#NAME?	#NAME?	(6,329,770)	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	#NAME?	#NAME?	-	#NAME?
Librarian	-	-	#NAME?	#NAME?	-	#NAME?
Custodian	-	-	#NAME?	#NAME?	-	#NAME?
Security	-	-	#NAME?	#NAME?	-	#NAME?
Other	-	-	#NAME?	#NAME?	-	#NAME?
TOTAL NON-INSTRUCTIONAL	-	-	#NAME?	#NAME?	-	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	114.00	7,962,554	#NAME?	#NAME?	(7,962,554)	#NAME?
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		674,756	#NAME?	#NAME?	(674,756)	#NAME?
Fringe / Employee Benefits		1,051,653	#NAME?	#NAME?	(1,051,653)	#NAME?
Retirement / Pension		238,877	#NAME?	#NAME?	(238,877)	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		1,965,286	#NAME?	#NAME?	(1,965,286)	#NAME?
TOTAL PERSONNEL SERVICE COSTS	114.00	9,927,840	#NAME?	#NAME?	(9,927,840)	#NAME?
CONTRACTED SERVICES						
Accounting / Audit		14,470	#NAME?	#NAME?	(14,470)	#NAME?
Legal		-	#NAME?	#NAME?	-	#NAME?
Management Company Fee		1,275,107	#NAME?	#NAME?	(1,275,107)	#NAME?
Nurse Services		-	#NAME?	#NAME?	-	#NAME?
Food Service / School Lunch		-	#NAME?	#NAME?	-	#NAME?
Payroll Services		19,171	#NAME?	#NAME?	(19,171)	#NAME?
Special Ed Services		7,000	#NAME?	#NAME?	(7,000)	#NAME?
Titlment Services (i.e. Title I)		-	#NAME?	#NAME?	-	#NAME?
Other Purchased / Professional / Consulting		96,495	#NAME?	#NAME?	(96,495)	#NAME?
TOTAL CONTRACTED SERVICES		1,412,243	#NAME?	#NAME?	(1,412,243)	#NAME?

GIRLS PREPARATORY CHARTER S
Budget / Operating Plan
2016-17

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	12,937,292	#NAME?	#NAME?	(12,937,292)	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
SCHOOL OPERATIONS					
Board Expenses	100	#NAME?	#NAME?	(100)	#NAME?
Classroom / Teaching Supplies & Materials	133,500	#NAME?	#NAME?	(133,500)	#NAME?
Special Ed Supplies & Materials	20,000	#NAME?	#NAME?	(20,000)	#NAME?
Textbooks / Workbooks	181,484	#NAME?	#NAME?	(181,484)	#NAME?
Supplies & Materials other	-	#NAME?	#NAME?	-	#NAME?
Equipment / Furniture	57,172	#NAME?	#NAME?	(57,172)	#NAME?
Telephone	78,648	#NAME?	#NAME?	(78,648)	#NAME?
Technology	126,955	#NAME?	#NAME?	(126,955)	#NAME?
Student Testing & Assessment	8,500	#NAME?	#NAME?	(8,500)	#NAME?
Field Trips	40,000	#NAME?	#NAME?	(40,000)	#NAME?
Transportation (student)	-	#NAME?	#NAME?	-	#NAME?
Student Services - other	205,006	#NAME?	#NAME?	(205,006)	#NAME?
Office Expense	99,580	#NAME?	#NAME?	(99,580)	#NAME?
Staff Development	190,960	#NAME?	#NAME?	(190,960)	#NAME?
Staff Recruitment	20,000	#NAME?	#NAME?	(20,000)	#NAME?
Student Recruitment / Marketing	-	#NAME?	#NAME?	-	#NAME?
School Meals / Lunch	62,818	#NAME?	#NAME?	(62,818)	#NAME?
Travel (Staff)	11,400	#NAME?	#NAME?	(11,400)	#NAME?
Fundraising	-	#NAME?	#NAME?	-	#NAME?
Other	1,250	#NAME?	#NAME?	(1,250)	#NAME?
TOTAL SCHOOL OPERATIONS	1,237,373	#NAME?	#NAME?	(1,237,373)	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	54,500	#NAME?	#NAME?	(54,500)	#NAME?
Janitorial	-	#NAME?	#NAME?	-	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	-	#NAME?	#NAME?	-	#NAME?
Repairs & Maintenance	13,000	#NAME?	#NAME?	(13,000)	#NAME?
Equipment / Furniture	-	#NAME?	#NAME?	-	#NAME?
Security	-	#NAME?	#NAME?	-	#NAME?
Utilities	-	#NAME?	#NAME?	-	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	67,500	#NAME?	#NAME?	(67,500)	#NAME?
DEPRECIATION & AMORTIZATION	292,336	#NAME?	#NAME?	(292,336)	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	#NAME?	-	#NAME?
TOTAL EXPENSES	12,937,292	#NAME?	#NAME?	(12,937,292)	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

GIRLS PREPARATORY CHARTER S
Budget / Operating Plan
2016-17

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	12,937,292	#NAME?	#NAME?	(12,937,292)	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment					

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget

ENROLLMENT - *School Districts Are Linked To Above Entries*

Number of Districts:

NYC CHANCELLOR'S OFFICE

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ALL OTHER School Districts: (Weighted Avg)

TOTAL ENROLLMENT

REVENUE PER PUPIL

EXPENSES PER PUPIL

Total Revenue
 Total Expenses
 Net Income
 Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions
Executive Management	-
Instructional Management	2.00
Deans, Directors & Coordinators	10.00
CFO / Director of Finance	-
Operation / Business Manager	2.00
Administrative Staff	7.00
TOTAL ADMINISTRATIVE STAFF	21.00

INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	47.00
Teachers - SPED	15.00
Substitute Teachers	-
Teaching Assistants	4.00
Specialty Teachers	10.00
Aides	5.00
Therapists & Counselors	3.00
Other	9.00
TOTAL INSTRUCTIONAL	93.00

NON-INSTRUCTIONAL PERSONNEL COSTS	
Nurse	-
Librarian	-
Custodian	-
Security	-
Other	-
TOTAL NON-INSTRUCTIONAL	-

SUBTOTAL PERSONNEL SERVICE COSTS	114.00
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PAYROLL TAXES AND BENEFITS	
Payroll Taxes	
Fringe / Employee Benefits	
Retirement / Pension	
TOTAL PAYROLL TAXES AND BENEFITS	

TOTAL PERSONNEL SERVICE COSTS	114.00
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CONTRACTED SERVICES	
Accounting / Audit	
Legal	
Management Company Fee	
Nurse Services	
Food Service / School Lunch	
Payroll Services	
Special Ed Services	
Titelment Services (i.e. Title I)	
Other Purchased / Professional / Consulting	
TOTAL CONTRACTED SERVICES	

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

SCHOOL OPERATIONS
Board Expenses
Classroom / Teaching Supplies & Materials
Special Ed Supplies & Materials
Textbooks / Workbooks
Supplies & Materials other
Equipment / Furniture
Telephone
Technology
Student Testing & Assessment
Field Trips
Transportation (student)
Student Services - other
Office Expense
Staff Development
Staff Recruitment
Student Recruitment / Marketing
School Meals / Lunch
Travel (Staff)
Fundraising
Other
TOTAL SCHOOL OPERATIONS

FACILITY OPERATION & MAINTENANCE
Insurance
Janitorial
Building and Land Rent / Lease / Facility Finance Interest
Repairs & Maintenance
Equipment / Furniture
Security
Utilities
TOTAL FACILITY OPERATION & MAINTENANCE

DEPRECIATION & AMORTIZATION -
RESERVES / CONTINGENCY -

TOTAL EXPENSES
NET INCOME

	SCHOOL OF THE BRONX
Total Revenue Total Expenses Net Income Actual Student Enrollment	DESCRIPTION OF ASSUMPTIONS
ENROLLMENT - *School Districts Are Linked To Above Entries* Number of Districts: NYC CHANCELLOR'S OFFICE - - - - - - - - - - - - - - ALL OTHER School Districts: (Weighted Avg) TOTAL ENROLLMENT REVENUE PER PUPIL EXPENSES PER PUPIL	

**GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX
BALANCE SHEET
2016-17**

	<u>Prior Year</u>	Q1	Q2	Q3	Q4
	<u>Err:508</u>	<u>As of 9/30</u>	<u>As of 12/31</u>	<u>As of 3/31</u>	<u>As of 6/30</u>
<u>ASSETS</u>					
CURRENT ASSETS					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
PROPERTY, BUILDING AND EQUIPMENT, net	-	-	-	-	-
OTHER ASSETS	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
CURRENT LIABILITIES					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
LONG-TERM DEBT and NOTES PAYABLE, net current maturities	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
NET ASSETS					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

**GIRLS PREPARATORY CHARTER SCHOOL
Budget / Operating Plan**

2016-17

Total Revenue	-	#NAME?	-	-	#NAME?	-	-
Total Expenses	-	#NAME?	-	-	#NAME?	-	-
Net Income	-	#NAME?	-	-	#NAME?	-	-
Actual Student Enrollment	-	#NAME?	-	-	#NAME?	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual

EXPENSES	Quarter 0 No. of Positions	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
		Actual	Current Budget	Variance	Actual	Current Budget	Variance	
ADMINISTRATIVE STAFF PERSONNEL COSTS								
Executive Management	#NAME?		#NAME?	-		#NAME?	-	
Instructional Management	#NAME?		#NAME?	-		#NAME?	-	
Deans, Directors & Coordinators	#NAME?		#NAME?	-		#NAME?	-	
CFO / Director of Finance	#NAME?		#NAME?	-		#NAME?	-	
Operation / Business Manager	#NAME?		#NAME?	-		#NAME?	-	
Administrative Staff	#NAME?		#NAME?	-		#NAME?	-	
TOTAL ADMINISTRATIVE STAFF		-	#NAME?	-	-	#NAME?	-	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	#NAME?		#NAME?	-		#NAME?	-	
Teachers - SPED	#NAME?		#NAME?	-		#NAME?	-	
Substitute Teachers	#NAME?		#NAME?	-		#NAME?	-	
Teaching Assistants	#NAME?		#NAME?	-		#NAME?	-	
Specialty Teachers	#NAME?		#NAME?	-		#NAME?	-	
Aides	#NAME?		#NAME?	-		#NAME?	-	
Therapists & Counselors	#NAME?		#NAME?	-		#NAME?	-	
Other	#NAME?		#NAME?	-		#NAME?	-	
TOTAL INSTRUCTIONAL		-	#NAME?	-	-	#NAME?	-	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	#NAME?		#NAME?	-		#NAME?	-	
Librarian	#NAME?		#NAME?	-		#NAME?	-	
Custodian	#NAME?		#NAME?	-		#NAME?	-	
Security	#NAME?		#NAME?	-		#NAME?	-	
Other	#NAME?		#NAME?	-		#NAME?	-	
TOTAL NON-INSTRUCTIONAL		-	#NAME?	-	-	#NAME?	-	
SUBTOTAL PERSONNEL SERVICE COSTS		-	#NAME?	-	-	#NAME?	-	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes			#NAME?	-		#NAME?	-	
Fringe / Employee Benefits			#NAME?	-		#NAME?	-	
Retirement / Pension			#NAME?	-		#NAME?	-	
TOTAL PAYROLL TAXES AND BENEFITS		-	#NAME?	-	-	#NAME?	-	
TOTAL PERSONNEL SERVICE COSTS		-	#NAME?	-	-	#NAME?	-	
CONTRACTED SERVICES								
Accounting / Audit			#NAME?	-		#NAME?	-	
Legal			#NAME?	-		#NAME?	-	
Management Company Fee			#NAME?	-		#NAME?	-	
Nurse Services			#NAME?	-		#NAME?	-	
Food Service / School Lunch			#NAME?	-		#NAME?	-	
Payroll Services			#NAME?	-		#NAME?	-	
Special Ed Services			#NAME?	-		#NAME?	-	
Titlement Services (i.e. Title I)			#NAME?	-		#NAME?	-	
Other Purchased / Professional / Consulting			#NAME?	-		#NAME?	-	
TOTAL CONTRACTED SERVICES		-	#NAME?	-	-	#NAME?	-	

**GIRLS PREPARATORY CHARTER SCHOOL
Budget / Operating Plan**

2016-17

Total Revenue	-	#NAME?	-	-	#NAME?	-	-
Total Expenses	-	#NAME?	-	-	#NAME?	-	-
Net Income	-	#NAME?	-	-	#NAME?	-	-
Actual Student Enrollment	-	#NAME?	-	-	#NAME?	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual

	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
SCHOOL OPERATIONS							
Board Expenses		#NAME?	-		#NAME?	-	
Classroom / Teaching Supplies & Materials		#NAME?	-		#NAME?	-	
Special Ed Supplies & Materials		#NAME?	-		#NAME?	-	
Textbooks / Workbooks		#NAME?	-		#NAME?	-	
Supplies & Materials other		#NAME?	-		#NAME?	-	
Equipment / Furniture		#NAME?	-		#NAME?	-	
Telephone		#NAME?	-		#NAME?	-	
Technology		#NAME?	-		#NAME?	-	
Student Testing & Assessment		#NAME?	-		#NAME?	-	
Field Trips		#NAME?	-		#NAME?	-	
Transportation (student)		#NAME?	-		#NAME?	-	
Student Services - other		#NAME?	-		#NAME?	-	
Office Expense		#NAME?	-		#NAME?	-	
Staff Development		#NAME?	-		#NAME?	-	
Staff Recruitment		#NAME?	-		#NAME?	-	
Student Recruitment / Marketing		#NAME?	-		#NAME?	-	
School Meals / Lunch		#NAME?	-		#NAME?	-	
Travel (Staff)		#NAME?	-		#NAME?	-	
Fundraising		#NAME?	-		#NAME?	-	
Other		#NAME?	-		#NAME?	-	
TOTAL SCHOOL OPERATIONS	-	#NAME?	-	-	#NAME?	-	-
FACILITY OPERATION & MAINTENANCE							
Insurance		#NAME?	-		#NAME?	-	
Janitorial		#NAME?	-		#NAME?	-	
Building and Land Rent / Lease / Facility Finance Interest		#NAME?	-		#NAME?	-	
Repairs & Maintenance		#NAME?	-		#NAME?	-	
Equipment / Furniture		#NAME?	-		#NAME?	-	
Security		#NAME?	-		#NAME?	-	
Utilities		#NAME?	-		#NAME?	-	
TOTAL FACILITY OPERATION & MAINTENANCE	-	#NAME?	-	-	#NAME?	-	-
DEPRECIATION & AMORTIZATION -		#NAME?	-		#NAME?	-	
RESERVES / CONTINGENCY -		#NAME?	-		#NAME?	-	
TOTAL EXPENSES	-	#NAME?	-	-	#NAME?	-	-
NET INCOME	-	#NAME?	-	-	#NAME?	-	-

**GIRLS PREPARATORY CHARTER SCHOOL
Budget / Operating Plan**

2016-17

Total Revenue	-	#NAME?	-	-	#NAME?	-	-
Total Expenses	-	#NAME?	-	-	#NAME?	-	-
Net Income	-	#NAME?	-	-	#NAME?	-	-
Actual Student Enrollment	-	#NAME?	-	-	#NAME?	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
		Current Budget	Variance		Current Budget	Variance	
	Actual			Actual			Actual

ENROLLMENT - *School Districts Are Linked To Above Entries*							
NYC CHANCELLOR'S OFFICE	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
-	-	#NAME?	-	-	#NAME?	-	-
ALL OTHER School Districts: (Count = 0)	-	#NAME?	-	-	#NAME?	-	-
TOTAL ENROLLMENT	-	#NAME?	-	-	#NAME?	-	-
REVENUE PER PUPIL	-	#NAME?	-	-	#NAME?	-	-
EXPENSES PER PUPIL	-	#NAME?	-	-	#NAME?	-	-

DL OF THE BRONX

n

Total Revenue	#NAME?	-	-	#NAME?	-
Total Expenses	#NAME?	-	-	#NAME?	-
Net Income	#NAME?	-	-	#NAME?	-
Actual Student Enrollment	#NAME?	-	-	#NAME?	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30	
	Current Budget	Variance		Actual	Current Budget
					Variance
SCHOOL OPERATIONS					
Board Expenses	#NAME?	-		#NAME?	-
Classroom / Teaching Supplies & Materials	#NAME?	-		#NAME?	-
Special Ed Supplies & Materials	#NAME?	-		#NAME?	-
Textbooks / Workbooks	#NAME?	-		#NAME?	-
Supplies & Materials other	#NAME?	-		#NAME?	-
Equipment / Furniture	#NAME?	-		#NAME?	-
Telephone	#NAME?	-		#NAME?	-
Technology	#NAME?	-		#NAME?	-
Student Testing & Assessment	#NAME?	-		#NAME?	-
Field Trips	#NAME?	-		#NAME?	-
Transportation (student)	#NAME?	-		#NAME?	-
Student Services - other	#NAME?	-		#NAME?	-
Office Expense	#NAME?	-		#NAME?	-
Staff Development	#NAME?	-		#NAME?	-
Staff Recruitment	#NAME?	-		#NAME?	-
Student Recruitment / Marketing	#NAME?	-		#NAME?	-
School Meals / Lunch	#NAME?	-		#NAME?	-
Travel (Staff)	#NAME?	-		#NAME?	-
Fundraising	#NAME?	-		#NAME?	-
Other	#NAME?	-		#NAME?	-
TOTAL SCHOOL OPERATIONS	#NAME?	-		#NAME?	-
FACILITY OPERATION & MAINTENANCE					
Insurance	#NAME?	-		#NAME?	-
Janitorial	#NAME?	-		#NAME?	-
Building and Land Rent / Lease / Facility Finance Interest	#NAME?	-		#NAME?	-
Repairs & Maintenance	#NAME?	-		#NAME?	-
Equipment / Furniture	#NAME?	-		#NAME?	-
Security	#NAME?	-		#NAME?	-
Utilities	#NAME?	-		#NAME?	-
TOTAL FACILITY OPERATION & MAINTENANCE	#NAME?	-		#NAME?	-
DEPRECIATION & AMORTIZATION	#NAME?	-		#NAME?	-
RESERVES / CONTINGENCY	#NAME?	-		#NAME?	-
TOTAL EXPENSES	#NAME?	-		#NAME?	-
NET INCOME	#NAME?	-		#NAME?	-

DL OF THE BRONX
n

Total Revenue	#NAME?	-	-	#NAME?	-
Total Expenses	#NAME?	-	-	#NAME?	-
Net Income	#NAME?	-	-	#NAME?	-
Actual Student Enrollment	#NAME?	-	-	#NAME?	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance

ENROLLMENT - *School Districts Are Linked To Above Entries*					
NYC CHANCELLOR'S OFFICE	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
ALL OTHER School Districts: (Count = 0)	#NAME?	-	-	#NAME?	-
TOTAL ENROLLMENT	#NAME?	-	-	#NAME?	-
REVENUE PER PUPIL	#NAME?	-	-	#NAME?	-
EXPENSES PER PUPIL	#NAME?	-	-	#NAME?	-

GIRLS PREPARATORY CHARTER SCHOOL

Budget / Operating Plan

2016-17

Total Revenue	-	-	-	#NAME?	#NAME?	-	-
Total Expenses	-	-	-	#NAME?	#NAME?	-	-
Net Income	-	-	-	#NAME?	#NAME?	-	-
Actual Student Enrollment	-	-	-			-	-

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

EXPENSES

	Quarter 0 No. of Positions	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget
ADMINISTRATIVE STAFF PERSONNEL COSTS								
Executive Management	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Instructional Management	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Deans, Directors & Coordinators	#NAME?	-	-	-	#NAME?	#NAME?	-	-
CFO / Director of Finance	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Operation / Business Manager	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Administrative Staff	#NAME?	-	-	-	#NAME?	#NAME?	-	-
TOTAL ADMINISTRATIVE STAFF	#NAME?	-	-	-	#NAME?	#NAME?	-	-
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Teachers - SPED	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Substitute Teachers	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Teaching Assistants	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Specialty Teachers	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Aides	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Therapists & Counselors	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Other	#NAME?	-	-	-	#NAME?	#NAME?	-	-
TOTAL INSTRUCTIONAL	#NAME?	-	-	-	#NAME?	#NAME?	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Librarian	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Custodian	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Security	#NAME?	-	-	-	#NAME?	#NAME?	-	-
Other	#NAME?	-	-	-	#NAME?	#NAME?	-	-
TOTAL NON-INSTRUCTIONAL	#NAME?	-	-	-	#NAME?	#NAME?	-	-
SUBTOTAL PERSONNEL SERVICE COSTS								
#NAME?	#NAME?	-	-	-	#NAME?	#NAME?	-	-
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		-	-	-	#NAME?	#NAME?	-	-
Fringe / Employee Benefits		-	-	-	#NAME?	#NAME?	-	-
Retirement / Pension		-	-	-	#NAME?	#NAME?	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	#NAME?	#NAME?	-	-
TOTAL PERSONNEL SERVICE COSTS								
#NAME?	#NAME?	-	-	-	#NAME?	#NAME?	-	-
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	#NAME?	#NAME?	-	-
Legal		-	-	-	#NAME?	#NAME?	-	-
Management Company Fee		-	-	-	#NAME?	#NAME?	-	-
Nurse Services		-	-	-	#NAME?	#NAME?	-	-
Food Service / School Lunch		-	-	-	#NAME?	#NAME?	-	-
Payroll Services		-	-	-	#NAME?	#NAME?	-	-
Special Ed Services		-	-	-	#NAME?	#NAME?	-	-
Titlement Services (i.e. Title I)		-	-	-	#NAME?	#NAME?	-	-
Other Purchased / Professional / Consulting		-	-	-	#NAME?	#NAME?	-	-
TOTAL CONTRACTED SERVICES		-	-	-	#NAME?	#NAME?	-	-

GIRLS PREPARATORY CHARTER SCHOOL

Budget / Operating Plan

2016-17

Total Revenue	-	-	-	#NAME?	#NAME?	-	-
Total Expenses	-	-	-	#NAME?	#NAME?	-	-
Net Income	-	-	-	#NAME?	#NAME?	-	-
Actual Student Enrollment	-	-	-			-	-

TOTALS AND VARIANCE ANALYSIS

***NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget
SCHOOL OPERATIONS							
Board Expenses	-	-	-	#NAME?	#NAME?	-	-
Classroom / Teaching Supplies & Materials	-	-	-	#NAME?	#NAME?	-	-
Special Ed Supplies & Materials	-	-	-	#NAME?	#NAME?	-	-
Textbooks / Workbooks	-	-	-	#NAME?	#NAME?	-	-
Supplies & Materials other	-	-	-	#NAME?	#NAME?	-	-
Equipment / Furniture	-	-	-	#NAME?	#NAME?	-	-
Telephone	-	-	-	#NAME?	#NAME?	-	-
Technology	-	-	-	#NAME?	#NAME?	-	-
Student Testing & Assessment	-	-	-	#NAME?	#NAME?	-	-
Field Trips	-	-	-	#NAME?	#NAME?	-	-
Transportation (student)	-	-	-	#NAME?	#NAME?	-	-
Student Services - other	-	-	-	#NAME?	#NAME?	-	-
Office Expense	-	-	-	#NAME?	#NAME?	-	-
Staff Development	-	-	-	#NAME?	#NAME?	-	-
Staff Recruitment	-	-	-	#NAME?	#NAME?	-	-
Student Recruitment / Marketing	-	-	-	#NAME?	#NAME?	-	-
School Meals / Lunch	-	-	-	#NAME?	#NAME?	-	-
Travel (Staff)	-	-	-	#NAME?	#NAME?	-	-
Fundraising	-	-	-	#NAME?	#NAME?	-	-
Other	-	-	-	#NAME?	#NAME?	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	#NAME?	#NAME?	-	-
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	#NAME?	#NAME?	-	-
Janitorial	-	-	-	#NAME?	#NAME?	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	#NAME?	#NAME?	-	-
Repairs & Maintenance	-	-	-	#NAME?	#NAME?	-	-
Equipment / Furniture	-	-	-	#NAME?	#NAME?	-	-
Security	-	-	-	#NAME?	#NAME?	-	-
Utilities	-	-	-	#NAME?	#NAME?	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	#NAME?	#NAME?	-	-
DEPRECIATION & AMORTIZATION	-	-	-	#NAME?	#NAME?	-	-
RESERVES / CONTINGENCY	-	-	-	#NAME?	#NAME?	-	-
TOTAL EXPENSES	-	-	-	#NAME?	#NAME?	-	-
NET INCOME	-	-	-	#NAME?	#NAME?	-	-

GIRLS PREPARATORY CHARTER SCHOOL

Budget / Operating Plan

2016-17

Total Revenue	-	-	-	#NAME?	#NAME?	-	-
Total Expenses	-	-	-	#NAME?	#NAME?	-	-
Net Income	-	-	-	#NAME?	#NAME?	-	-
Actual Student Enrollment	-	-	-			-	-

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget
ENROLLMENT - *School Districts Are Linked To Above Entries*	* Enrollment Data Based on Last Actual Quarter Completed						
NYC CHANCELLOR'S OFFICE	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
-	-	-	-			-	-
ALL OTHER School Districts: (Count = 0)	-	-	-			-	-
TOTAL ENROLLMENT	-	-	-			-	-
REVENUE PER PUPIL	-	-	-			-	-
EXPENSES PER PUPIL	-	-	-			-	-

OF THE BRONX

Total Revenue	#NAME?	#NAME?	-	-
Total Expenses	12,937,292	12,937,292	-	-
Net Income	#NAME?	#NAME?	-	-
Actual Student Enrollment			-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	5			
		Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY

EXPENSES		Quarter 0				
ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions				
Executive Management	#NAME?		-	-	-	-
Instructional Management	#NAME?		272,365	272,365	-	-
Deans, Directors & Coordinators	#NAME?		855,135	855,135	-	-
CFO / Director of Finance	#NAME?		-	-	-	-
Operation / Business Manager	#NAME?		178,741	178,741	-	-
Administrative Staff	#NAME?		326,543	326,543	-	-
TOTAL ADMINISTRATIVE STAFF	#NAME?		1,632,784	1,632,784	-	-
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	#NAME?		3,516,295	3,516,295	-	-
Teachers - SPED	#NAME?		965,593	965,593	-	-
Substitute Teachers	#NAME?		-	-	-	-
Teaching Assistants	#NAME?		187,475	187,475	-	-
Specialty Teachers	#NAME?		958,083	958,083	-	-
Aides	#NAME?		171,571	171,571	-	-
Therapists & Counselors	#NAME?		208,923	208,923	-	-
Other	#NAME?		321,830	321,830	-	-
TOTAL INSTRUCTIONAL	#NAME?		6,329,770	6,329,770	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	#NAME?		-	-	-	-
Librarian	#NAME?		-	-	-	-
Custodian	#NAME?		-	-	-	-
Security	#NAME?		-	-	-	-
Other	#NAME?		-	-	-	-
TOTAL NON-INSTRUCTIONAL	#NAME?		-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	#NAME?		7,962,554	7,962,554	-	-
PAYROLL TAXES AND BENEFITS						
Payroll Taxes			674,756	674,756	-	-
Fringe / Employee Benefits			1,051,653	1,051,653	-	-
Retirement / Pension			238,877	238,877	-	-
TOTAL PAYROLL TAXES AND BENEFITS			1,965,286	1,965,286	-	-
TOTAL PERSONNEL SERVICE COSTS	#NAME?		9,927,840	9,927,840	-	-
CONTRACTED SERVICES						
Accounting / Audit			14,470	14,470	-	-
Legal			-	-	-	-
Management Company Fee			1,275,107	1,275,107	-	-
Nurse Services			-	-	-	-
Food Service / School Lunch			-	-	-	-
Payroll Services			19,171	19,171	-	-
Special Ed Services			7,000	7,000	-	-
Titlement Services (i.e. Title I)			-	-	-	-
Other Purchased / Professional / Consulting			96,495	96,495	-	-
TOTAL CONTRACTED SERVICES			1,412,243	1,412,243	-	-

OF THE BRONX

Total Revenue	#NAME?	#NAME?	-	-
Total Expenses	12,937,292	12,937,292	-	-
Net Income	#NAME?	#NAME?	-	-
Actual Student Enrollment			-	-
5				
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
	Original Budget - TY	Budget TY		
SCHOOL OPERATIONS				
Board Expenses	100	100	-	-
Classroom / Teaching Supplies & Materials	133,500	133,500	-	-
Special Ed Supplies & Materials	20,000	20,000	-	-
Textbooks / Workbooks	181,484	181,484	-	-
Supplies & Materials other	-	-	-	-
Equipment / Furniture	57,172	57,172	-	-
Telephone	78,648	78,648	-	-
Technology	126,955	126,955	-	-
Student Testing & Assessment	8,500	8,500	-	-
Field Trips	40,000	40,000	-	-
Transportation (student)	-	-	-	-
Student Services - other	205,006	205,006	-	-
Office Expense	99,580	99,580	-	-
Staff Development	190,960	190,960	-	-
Staff Recruitment	20,000	20,000	-	-
Student Recruitment / Marketing	-	-	-	-
School Meals / Lunch	62,818	62,818	-	-
Travel (Staff)	11,400	11,400	-	-
Fundraising	-	-	-	-
Other	1,250	1,250	-	-
TOTAL SCHOOL OPERATIONS	1,237,373	1,237,373	-	-
FACILITY OPERATION & MAINTENANCE				
Insurance	54,500	54,500	-	-
Janitorial	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-
Repairs & Maintenance	13,000	13,000	-	-
Equipment / Furniture	-	-	-	-
Security	-	-	-	-
Utilities	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	67,500	67,500	-	-
DEPRECIATION & AMORTIZATION	292,336	292,336	-	-
RESERVES / CONTINGENCY	-	-	-	-
TOTAL EXPENSES	12,937,292	12,937,292	-	-
NET INCOME	#NAME?	#NAME?	-	-

OF THE BRONX

Total Revenue	#NAME?	#NAME?	-	-
Total Expenses	12,937,292	12,937,292	-	-
Net Income	#NAME?	#NAME?	-	-
Actual Student Enrollment			-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	5			
		Actual vs. Original Budget - TY	P Y Actual (P Y TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY

ENROLLMENT - *School Districts Are Linked To Above Entries*				
NYC CHANCELLOR'S OFFICE			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
ALL OTHER School Districts: (Count = 0)			-	-
TOTAL ENROLLMENT			-	-
REVENUE PER PUPIL			-	-
EXPENSES PER PUPIL			-	-



Charter Schools Institute
The State University of New York

Annual Report Requirement

for SUNY Authorized Charter Schools

GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX

2016-17

Administrative
expenditures per pupil:

\$0.00

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

***NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:
Curry Boykin

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Public Prep Academies

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the Management Company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	None		

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
			None	

Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telep

Business Addr

E-mail Address

Home Telepho

Home Address:



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:
Eric Grannis

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Public Prep Academies

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?
 ___ Yes **X No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the Management Company or institutional partner of the charter school(s) governed by the Education Corporation?
 ___ Yes **X No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	None		

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
		None		

Signature _____

Date _____

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

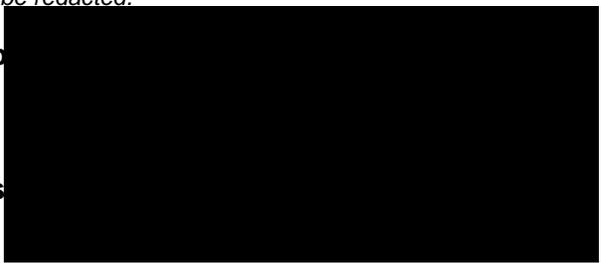
Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:
Eric Grannis

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Public Prep Academies

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?
 ___ Yes **X No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the Management Company or institutional partner of the charter school(s) governed by the Education Corporation?
 ___ Yes **X No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	None		

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
		None		

Signature _____

Date _____

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Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:
Nicole Kail Greene

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Public Prep Academies

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?
 ___ Yes **X No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the Management Company or institutional partner of the charter school(s) governed by the Education Corporation?
 ___ Yes **X No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	None		

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
		None		

Signature

Date

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Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:
Ramsey Lyons

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Public Prep Academies

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?
 ___ Yes **X No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the Management Company or institutional partner of the charter school(s) governed by the Education Corporation?
 ___ Yes **X No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	None		

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
		None		

Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: [REDACTED]

Business Address:

E-mail Address:

Home Telephone:

Home Address:

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:
H. Melvin Ming

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Public Prep Academies

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?
 ___ Yes **X No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the Management Company or institutional partner of the charter school(s) governed by the Education Corporation?
 ___ Yes **X No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	None		

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
		None		

Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:
Mary Claire Ryan

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Public Prep Academies

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?
 ___ Yes **X No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the Management Company or institutional partner of the charter school(s) governed by the Education Corporation?
 ___ Yes **X No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	None		

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
		None		

Signature _____

Date _____

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

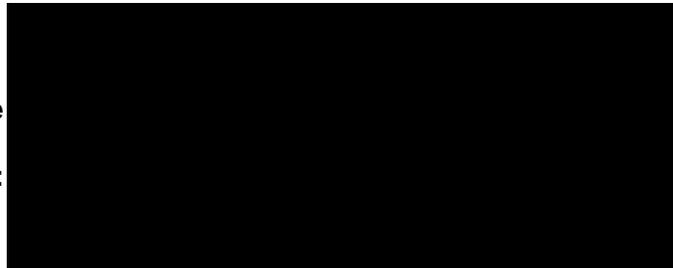
Business Telep

Business Adresse

E-mail Address:

Home Telephon

Home Address:



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:
Laura Weil

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Public Prep Academies

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?
 ___ Yes **X No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the Management Company or institutional partner of the charter school(s) governed by the Education Corporation?
 ___ Yes **X No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	None		

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
		None		

Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: [REDACTED]

Business Address:

E-mail Address:

Home Telephone:

Home Address:

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

LAUREN FRANK

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Public Prep Academies

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the Management Company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

**Disclosure of Financial Interest by a Current or Proposed Charter School
Education Corporation Trustee**

Trustee Name: Paul A. Vermilyen, Jr.

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Public Prep Academies

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative), Director

2. Is the trustee an employee of any school operated by the Education Corporation? Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the Management Company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered Yes to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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

		not participate in discussion)	relationship to yourself
NONE			

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
ONE				

Adlermyer

Signature

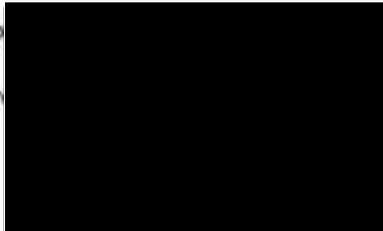
7/13/16

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telep

Business Addr



E-mail Address

Home Telephone

Home Address



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Nicole Pullen Ross

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Public Prep Academies

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the Management Company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose a gain, your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<i>Please write "None" if applicable. Do not leave this space blank.</i> <i>None</i>			



Entry 9 BOT Table

Last updated: 07/26/2016

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1. Current Board Member Information

	Trustee Name	Email Address	Position on the Board	Committee Affiliations	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Paul A. Vermylen, Jr.				Yes		
2	Eric Grannis				Yes		
3	R. Boykin Curry				Yes		
4	Lauren Frank				Yes		
5	Nicole Kail Greene						
6	Ramsey Lyons				Yes		
7	H. Melvin Ming				Yes		
8	Nicole Pullen Ross				Yes		

9	Mary Claire Ryan				Yes		
10	Laura Weil				Yes		
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

2. Total Number of Members on June 30, 2015

10

3. Total Number of Members Joining the Board 2015-16 School Year

0

4. Total Number of Members Departing the Board during the 2015-16 School Year

0

5. Number of Voting Members 2015-16, as set by the by-laws, resolution or minutes

10

6. Number of Board Meetings Conducted in the 2015-16 School Year

12

7. Number of Board Meetings Scheduled for the 2016-17 School Year

12

Thank you.

5. Enrollment and Retention Targets

In the 2015-16 school year, Public Prep Academies (“PPA”) continued its commitment to recruit, serve, and retain students with special education needs, students who are English language learners (ELL) and students who are eligible for the free and reduced price lunch (FRPL) program.

At the network level, recruitment of students with special education needs, ELLs, and students eligible for free and reduced price lunch is spearheaded by the Public Prep Student Recruitment Manager, with support from the Public Prep Director of Operations. The Student Recruitment Manager leads teams of parent volunteers and community members in visiting targeted neighborhoods to canvass for potential PPA students. This street team canvases NYC Housing Developments and those students are given a preference in our lottery. The Student Recruitment Manager is also responsible for disseminating information in both English and Spanish about PPA’s robust services for all types of students.

Students with Special Education Needs

The school’s enrollment for students with special education services not including 504 plans in the 2015-16 school year was 16% across our network. However, our recruitment practices, communications and marketing efforts, and investment in our program demonstrate our commitment to increasing enrollment of and ability to serve special needs students. Specifically:

- As part of the PPA recruitment strategy for the 2015-16 school year, we delivered lottery applications and informational materials to neighborhood UPK programs that serve the highest need populations, as well as presented to parents at select locations that gave us the opportunity.
- Our marketing materials and presentations explicitly state that we are inclusive and that we provide a continuum of special education programs and related services in order to meet the needs of our students.
- In the 2015-16 school year, PPA 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.
- PPA has invested in the in-house capacity to provide Integrated Co-Teaching Classrooms (ICT) at every grade level; a 12:1 student-to-teacher ratio; at least one special education teacher per grade but more where necessary; a Director of Inclusive Learning; a Learning Specialist; a Reading Specialist; a Director of Student and Family Affairs; an English Language Learner Coordinator; a Counselor; and, at the network level (shared services), a Superintendent.
- PPA also adds capacity to serve students by partnering with outside providers for Occupational Therapy and Physical Therapy.

English Language Learners

Our ELL enrollment during the 2015-16 school year was 4% across the network; however, our recruitment practices, communications and marketing efforts, and investment in programs demonstrate our commitment to increasing enrollment and serving English language learners. Specifically:

- As part of the PPA recruitment strategy for the 2015-16 school year, we delivered applications and informational materials to neighborhood UPK programs that serve the highest need population.
- All marketing materials, advertisements, our website, presentations, and lottery applications, as well as all school communications, are produced in Spanish, English, and sometimes Mandarin for the Lower East Side.
- Home visits are conducted for currently enrolled and entering students in English and Spanish.

- Home language surveys are conducted during New Family Orientation and All PPA schools have an ELL Coordinator, bilingual staff members, and multi-lingual communication capacity at all school events.
- Our ELL Coordinator provides support to students using a push-in model so students maintain access to the traditional reader's and writer's workshops with additional scaffolding and support as needed. Beginner-level ELLs receive additional pull-out services to strengthen foundational language skills and vocabulary using the Avenues program.
- PPA schools have 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 2014-15 school year was 81% across our network, and we continue to ensure that we are attracting, retaining, and serving this high needs population. Specifically:

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

Going forward in 2016-17, PPA will continue all aforementioned efforts. In addition, we will continue to 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 other languages than English or Spanish. We will also continue to make improvements as necessary to ensure the collection of 100% of students' meal program applications.



Entry 12 Teacher and Administrator Attrition

Last updated: 07/26/2016

Report changes in teacher and administrator staffing.

Page 1

Instructions for completing the Teacher and Administrator Attrition Tables

The following tables reflect formatting in the online portal required for Regents authorized charter schools. Schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2015; the FTE for added staff from July 1, 2015 through June 30, 2016; and the FTE for any departed staff from July 1, 2015 through June 30, 2016 using the two tables provided.

2015-16 Teacher Attrition Table

	FTE Teachers on June 30, 2015	FTE Teachers Departed 7/1/15 - 6/30/16	FTE Teachers Filling Vacant Positions 7/1/15 - 6/30/16	FTE Teachers Added in New Positions 7/1/15-6/30/16	FTE of Teachers on June 30, 2016
	65	7	2	0	60

2015-16 Administrator Position Attrition Table

	FTE Administrative Positions on June 30, 2015	FTE Administrators Departed 7/1/15 - 6/30/16	FTE Administrators Filling Vacant Positions 7/1/15 - 6/30/16	FTE Administrators Added in New Positions 7/1/15-6/30/16	FTE Administrative Positions on June 30, 2016
	10	0	0	0	10

Thank you

2016-2017

Public Preparatory Network Academic Year Calendar: FINAL

Version Date: FINAL

FINAL CALENDAR

180 Total Instructional Days

July '16

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August '16

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September '16

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
###	###	###	###	###	###	###

1 Instructional Days

20 Instructional Days

Aug 10: First Day for New Staff
Aug 16: Together Teacher/Leader
Aug 17: First Day for All Staff
Aug 19: Network-Wide Day
Aug 31: First day of school

Sept 5: Labor Day
Sept. 12: Eid al-Adha

October '16

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

November '16

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December '16

Su	M	Tu	W	Th	F	Sa
				1	2	###
###	5	6	7	8	9	###
###	12	13	14	15	16	###
###	19	20	21	22	23	###
###	26	27	28	29	30	###

16 Instructional Days

18 Instructional Days

11 Instructional Days

Oct 3-4: Rosh Hashana
Oct 10: Columbus Day
Oct 12: Yom Kippur

Nov 8: Network-Wide Day
Nov 11: Veteran's Day
Nov 23: End of Trimester 1
Nov 24-25: Thanksgiving recess

Dec 9: Family-Teacher Conference #1
Dec 19-Dec 30: Winter Recess

January '17

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February '17

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March '17

Su	M	Tu	W	Th	F	Sa
			1	2	3	###
###	6	7	8	9	10	###
###	13	14	15	16	17	###
###	20	21	22	23	24	###
###	27	28	29	30	31	

20 Instructional Days

15 Instructional Days

22 Instructional Days

January 2: Network-Wide Day
Jan 16: MLK Day

Feb 20-24: Midwinter Recess

March 10: End of Trimester 2
March 24: Family-Teacher Conference #2
March 28-30: NYS ELA Test

April '17

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

May '17

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June '17

Su	M	Tu	W	Th	F	Sa
				1	2	###
###	6	7	8	9	###	###
###	12	13	14	15	16	###
###	19	20	21	22	23	24
25	26	27	28	29	30	

15 Instructional Days

22 Instructional Days

20 Instructional Days

April 10-14: Spring Recess
April 27: Senior Signing Day

May 2-4: NYS Math Test
May 22-26: College and Career Week
May 24-June 2: NYS Science Per. Test
May 29: Memorial Day

June 5: NYS Science Written Test
June 8: Chancellor's Day
June 15: Algebra I Regents
June 29: Last day for students