



# I. SCHOOL INFORMATION AND COVER PAGE (To be Completed By All Charter Schools)

Created: 07/20/2015

Last updated: 07/30/2015

Please be advised that you will need to complete this task first (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer or you may not be assigned the correct tasks.

## Page 1

### 1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

BRONX PREPARATORY CS (SUNY TRUSTEES) 320900860807

### 2. CHARTER AUTHORIZER

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

SUNY-Authorized Charter School

### 3. DISTRICT / CSD OF LOCATION

NYC CSD 9

### 4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	3872 Third Avenue Bronx, NY 10457	718-294-0841	718-294-2381	

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

Contact Name	Benjamin Feit
Title	Chief of Staff
Emergency Phone Number (###-###-####)	

### 5. SCHOOL WEB ADDRESS (URL)

<http://bpms.democracyprep.org/>

### 6. DATE OF INITIAL CHARTER

2000-04-01 00:00:00

## 7. DATE FIRST OPENED FOR INSTRUCTION

2000-07-01 00:00:00

## 8. FINAL VERIFIED BEDS ENROLLMENT FOR THE 2014-15 School Year as reported to Department's Office of Information and Reporting Services (via the NYC DOE for charter schools in NYC) in August.

764

## 9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	5, 6, 7, 8, 9, 10, 11, 12
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## 10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

	Yes/No	Name of CMO/EMO
	Yes	Democracy Prep Public Schools

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

	Name	Work Phone	Alternate Phone	Email Address	Contact this individual also in emergencies
CEO (e.g., network superintendent)	Katie Duffy				No
CFO (e.g., network CFO)	Howard Schnidman				No
Compliance Contact	Carlos Mojica				No
Complaint Contact	Benjamin Feit				Yes

## Page 2

## 11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

## 12. SCHOOL SITES

Please list the sites where the school will operate in 2015-16.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	3872 Third Avenue Bronx, NY 10457	718-294-0841	CSD 9	6-12	Yes	Rent/Lease
Site 2						
Site 3						

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Emmanuel George	[REDACTED]		[REDACTED]
Operational Leader	Drew Formentini	[REDACTED]		[REDACTED]
Compliance Contact	Carlos Mojica	[REDACTED]		[REDACTED]
Complaint Contact	Benjamin Feit	[REDACTED]		[REDACTED]

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**14. Were there any revisions to the school's charter during the 2014-2015 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).**

Yes

**14a. Summary of Charter Revisions**

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in Grade Level Configuration	Bronx Prep Charter School sought and received authorization to shift its grade-level configuration from 5-12 to 6-12 effective at the outset of the 2015-16 instructional year.		March 6, 2015
2				
3				
4				
5				

**15. Name and Position of Individual(s) Who Completed the 2014-15 Annual Report.**

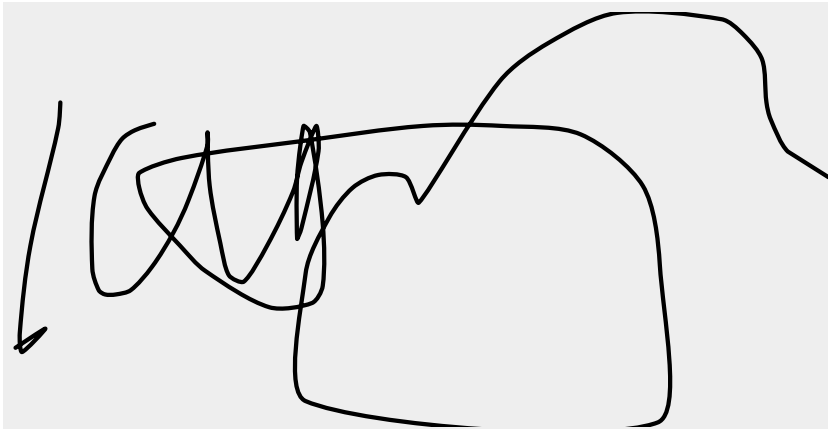
Benjamin Feit, Chief of Staff (Democracy Prep Public Schools)

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

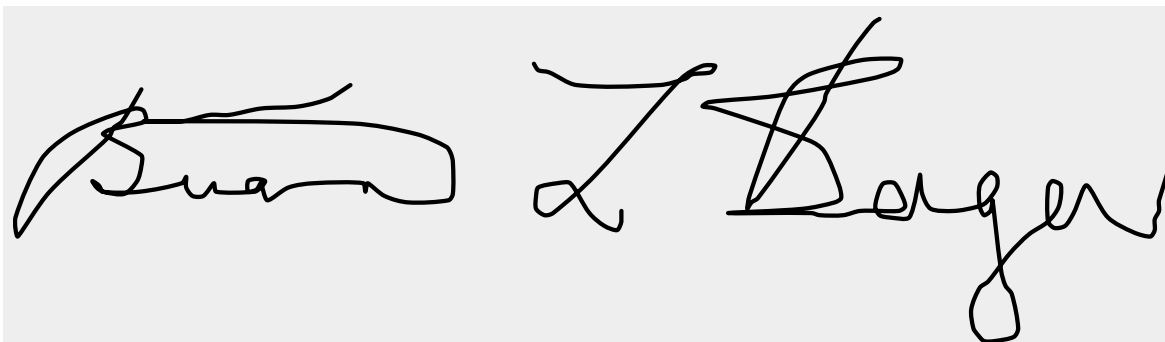
Responses Selected:

Yes

Signature, Head of Charter School

A stylized, handwritten signature in black ink on a light gray background. The signature is composed of several overlapping loops and a long horizontal stroke that extends to the right.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is written in a cursive style and appears to read "Susan L. Berger".

Thank you.



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

Last updated: 07/06/2015

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## Page 1

**Charter School Name: 320900860807 BRONX PREP CS**

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### **1. NEW YORK STATE REPORT CARD**

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

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

<http://data.nysed.gov/reportcard.php?year=2014&instid=800000055860>



**DEMOCRACY PREP  
BRONX PREP**  
*Work Hard. Go to College. Change the World!*

**Bronx Prep Charter School  
CHARTER SCHOOL**

**2014-15 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2015

By Benjamin Feit, Chief of Staff

3872 Third Avenue  
Bronx, NY 10457

Carlos Mojica, Director of Systems and Support, and Benjamin Feit, Chief of Staff, prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Brian Berger	Chair
Roger Berg	Secretary Chair, Governance Committee
David Roman	Treasurer  Chair, Finance & Audit Committee
Tenicka Boyd	Trustee
Katie Duffy	Trustee
Sara Kaufman	Trustee Chair, Academic Accountability Committee
Phil Wharton	Trustee
Margaret Della	Trustee
Maricruz Alvarado	Trustee
Erhard Marius	Trustee Chair, Development Committee Chair, Family & Community Communications Committee

**Emmanuel George has served as Bronx Prep's Executive Director since July 1, 2014.**

## INTRODUCTION

The mission of Bronx Preparatory Charter School (“Bronx Prep”) is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship.

Over its 15 years of operation, Bronx Prep Charter School has developed a deserved reputation as a widely respected institution serving a high-needs pocket of New York City. Bronx Prep has provided a quality alternative to thousands of public school students whose parents chose to enroll them in its program rather than send them to the zoned schools in Community School District 9 that — on the balance — have failed to offer consistently excellent educational opportunities. Bronx Prep has a proud history and a sizable contingent of active alumni.

In its third charter term, however, Bronx Prep’s performance faltered. Fearing that it was failing to make good on its mission of preparing underserved middle- and high-school students for higher education, community involvement, and lifelong success through a structured, caring environment of high academic expectations, the Bronx Prep Board of Trustees considered a host of options to strengthen the school’s performance. Specifically, the Board recognized that it needed additional support in the areas of curriculum and assessment systems, professional development, data management and analysis, operations, and finance in order to satisfy both its own expectations and the exacting targets outlined in its accountability plan.

In order to address these areas of need, Bronx Prep joined the Democracy Prep Public Schools network at the outset of the 2014-15 school year. Based on early evidence of the school’s improvement under new management and on Democracy Prep’s track record of successfully turning around underperforming schools, Bronx Prep earned a full five-year renewal term from the SUNY Charter Schools Institute in March 2015.

### School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12						88	85	113	97	108	78	67	58	694
2012-13						84	88	79	111	108	81	66	64	681
2013-14						83	80	82	77	114	79	67	54	636
2014-15						111	118	117	114	98	78	68	62	766



## High School Cohorts

### Accountability Cohort

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9<sup>th</sup> grade. For example, the 2011 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade in the 2011-12 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2014-15 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for its accountability rules and cohort definitions: [www.p12.nysed.gov/accountability/](http://www.p12.nysed.gov/accountability/))

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30<sup>th</sup>.

**Fourth-Year High School Accountability Cohorts**

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2012-13	2009-10	2009	76	2	74
2013-14	2010-11	2010	66	9	57
2014-15	2011-12	2011	67	1	66

### Total Cohort for Graduation

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9<sup>th</sup> grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9<sup>th</sup> grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled at least one day in the school after entering the 9<sup>th</sup> grade are part of the school's Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

**Fourth Year Total Cohort for Graduation**

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Additional Students Still in Cohort <sup>1</sup> (b)	Graduation Cohort (a) + (b)
2012-13	2009-10	2009	74	0	74
2013-14	2010-11	2010	57	0	57
2014-15	2011-12	2011	66	0	66

<sup>1</sup> Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Additional Students Still in Cohort <sup>2</sup> (b)	Graduation Cohort (a) + (b)
2012-13	2008-09	2008	66	0	66
2013-14	2009-10	2009	70	0	70
2014-15	2010-11	2010	53	0	53

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<sup>2</sup> Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

Bronx Prep students will become proficient readers and writers of the English language.

### Background

The English language arts program at Bronx Prep works with students to become proficient readers, writers, speakers and listeners of English. We strive to have students whose literacy will be part of their preparation to become college ready. Literacy across the curriculum is emphasized, in particular to support students reading and writing non-fiction and the symbolic language in charts and graphs.

### Goal 1: Absolute Measure

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

### Method

The school administered the New York State Testing Program English language arts assessment to students in 5th through 8th grade in April 2015. 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 (defined as enrolled by BEDS day of the previous school year).

**2014-15 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>3</sup>			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	103	0	0	2	105
6	114	0	0	1	115
7	108	0	0	3	111
8	111	0	0	0	111
All	436	0	0	6	442

<sup>3</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## Results

Bronx Prep did not meet the English language arts (ELA) goal of at least 75% proficiency for scholars enrolled in at least their second year on the New York State exam. Results were below this goal, with 20% of all returning grade 5 to 8 scholars scoring at a Level 3 or 4 s on the exam.

### Performance on 2014-15 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 Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5	14	103	0	0
6	19	114	23	75
7	11	108	13	70
8	21	111	23	75
All	16	436	20	220

## Evaluation

Consistent with previous trends, Bronx Prep scholars scored better the longer they were enrolled in the school. While the school did not approach the 75% proficiency goal set at the beginning of the charter term, that goal was set before the onset of year-end exams aligned with the Common Core State Standards.

## Additional Evidence

ELA performance increased significantly among returning students in 2014-15. Students performed at the highest level since the onset of CCSS, and are climbing back to proficiency levels pre-CCSS exams.

### 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	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5	0	0	0	4	0	0
6	7.9	88	9	76	23	75
7	18.2	77	10.1	79	13	70
8	10.8	111	23	74	23	75
All	12.3	290	13.7	233	20	220

**Goal 1: Absolute Measure**

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

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index ("PLI") value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>4</sup>

**Results**

Bronx Prep's English language arts (ELA) PLI value of 82 is approaching the AMO for 2014-15, which is 97. The largest group of scholars, or 46%, scored at a level 2.

**English Language Arts 2014-15 Performance Level Index (PLI)**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
436	41	46	14	4

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 46 & + & 14 & + & 4 & = & 64 \\
 & & & & 14 & + & 4 & = & \underline{18} \\
 & & & & & & \text{PLI} & = & 82
 \end{array}$$

**Evaluation**

Bronx Prep did not meet the 2014-2015 ELA AMO as set by the state. Once again, its PLI was close to the objective as stated. A large percentage of students in the Level 2 category were close to the level 3 threshold.

**Goal 1: Comparative Measure**

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

**Method**

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

<sup>4</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>5</sup>

## Results

Bronx Prep's returning scholars outperformed the surrounding district by 7 percentage points overall.

### 2014-15 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	0	0	12	2682
6	23	75	12	2663
7	13	70	12	2793
8	23	75	15	2760
All	20	220	<b>13</b>	10898

## Evaluation

Bronx Prep scholars enrolled in at least their second year met the goal of outperforming scholars attending schools in the zoned community school district. While Grade 7 was only 1 percentage point above the district, Grades 6 and 8 performed significantly higher than their district counterparts.

## Additional Evidence

Bronx Prep returned to its previous trend of outperforming District 9 at all grade levels in 2014-2015.

### 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	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						

<sup>5</sup> Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

5			0	11	0	12
6	7.9	7.9	9	10	23	12
7	18.2	10.5	10.1	11	13	12
8	10.8	9.5	23	12	23	15
All	12.3	9.3	13.7	11	20	<u>13</u>

### 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

### 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 meaningful 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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

### Results

Bronx Prep produced positive effect sizes in 5<sup>th</sup> and 8<sup>th</sup> grades in 2013-2014's test period, but the school produced a negative overall result.

#### 2013-14 English Language Arts 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						
4						
5	90.5	83	21	16.9	4.1	0.35
6	86.3	80	10	15.9	-5.9	-0.49
7	85.5	82	10	16.3	-6.3	-0.56
8	81.8	77	22	21.4	0.6	0.04

All	86.1	322	15.7	17.6	-1.9	-0.16
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<b>School's Overall Comparative Performance:</b>
<b>Lower than expected</b>

## Evaluation

Bronx Prep's overall effect size was -0.16, indicating the school performed lower than expected, but its 5<sup>th</sup> grade performance produced a relatively high positive effect size.

## Additional Evidence

Over time, Bronx Prep continues to work towards performing as predicted on the ELA. 2013-14 produced a significant step forward.

### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	5-8	59.9	378	29.4	44.2	-0.95
2012-13	5-8	85.9	358	12.5	16.9	-0.38
2013-14	5-8	86.1	322	15.7	17.6	-0.16

### Goal 1: Growth Measure<sup>6</sup>

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

## Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.<sup>7</sup>

<sup>6</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>7</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).



## Results

Bronx Prep exhibited average growth on the 2013-14 ELA exam. The school performed on par with the state median.

### **2013-14 English Language Arts Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5	54	50.0
6	43	50.0
7	54	50.0
8	47	50.0
All	<b><u>49</u></b>	50.0

## Evaluation

While Grades 5 and 7 produced slightly above average growth results while 6 and 8 produced slightly below average results, overall the school demonstrated growth on par with the rest of the state in 2013-14.

## Additional Evidence

Bronx Prep's 2013-14 percentiles are slightly lower than the previous year's measurements.

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

Grade	Mean Growth Percentile			
	2011-12 <sup>8</sup>	2012-13	2013-14	Statewide Median
4				50.0
5		39	54	50.0
6		48.8	43	50.0
7		65.9	54	50.0
8		57.6	47	50.0
All		<b><u>53.3</u></b>	<b><u>49</u></b>	50.0

## **Summary of the English Language Arts Goal**

In the most recent 2014-15 school year, teachers and staff have worked to bring up Bronx Prep's overall ELA performance, especially among returning students. Bronx Prep will continue to reap the benefit of becoming part of the Democracy Prep Public Schools Network, as the school becomes

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<sup>8</sup> Grade level results not available.

more closely aligned with the network's curriculum. While the school did not meet all of its goals, proficiency numbers have risen across the board.

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.	Did Not Achieve
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 2013-14 school district results.)	Did Not Achieve
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.	Did Not Achieve

### Action Plan

Bronx Prep, in conjunction with the Democracy Prep Public Schools Academic Team, is addressing these results by making specific shifts to the elementary and middle school English Language Arts curricular program. At the elementary level, an additional, CCSS-aligned set of lessons is being added to the daily literacy block. Staffing has been adjusted to ensure that there are two teachers in the classroom at all times during this block of the day to differentiate support for struggling scholars.

At the middle school level, English Language Arts materials, including internal assessments, are being revised to include a greater emphasis on the CCSS and 2015 released state exam questions. Middle School teachers are being provided with Lead Plans that are created centrally by experts in their particular content area. These adjustments are being made at the network level, with oversight from the Democracy Prep Public Schools Academic Team.

### GOAL 1 : ENGLISH LANGUAGE ARTS

#### Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

## Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma.<sup>9</sup> This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

## Results

Bronx Prep met the goal of having 75% of students pass the English Regents exam with a score at or above 65%.

**English Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>10</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	72	91
2010	57	95
2011	61	93

## Evaluation

Bronx Prep was able to meet this goal for each cohort at the four-year designation, leading up to its most recent class of 2011 finishing up with an outstanding 93% of students passing the ELA exam. This exhibits year-to-year growth in proficiency, which in turn demonstrates college readiness.

## Additional Evidence

Passing rates for each cohort continue to make significant jump on a year-to-year basis. Bronx Prep's newest class did not attempt the English Regents exam last year.

**English Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	83	58	76	83	61	93
2012	80	21	75	31	67	78
2013			78	-	69	64

<sup>9</sup> The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

<sup>10</sup> Based on the highest score for each student on the English Regents exam

2014					85	0
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### Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8<sup>th</sup> grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

### Method

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation with a Regents diploma.

### Results

91 percent of students in the 2011 cohort who tested at 1 or 2 on the grade 8 English language arts exam achieved proficiency by the end of high school.

### English Regents Passing Rate with a Score of 65 among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>11</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	30	93
2010	15	60
2011	43	91

### Evaluation

Bronx Prep has brought up the performance of a larger number of its scholars significantly in its most recent graduating class.

### Goal 1: Absolute Measure

Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

### Method

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

<sup>11</sup> Based on the highest score for each student on the English Regents exam

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2014-15 English language arts AMO of **170**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exam in Comprehensive English is scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

## Results

Bronx Prep achieved an APL of 188 and met the state's goal.

### English Language Arts Accountability Performance Level (APL) For the 2011 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
61	5	2	72	21

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 2 & + & 72 & + & 21 & = & 95 \\
 & & & & 72 & + & 21 & = & 93 \\
 & & & & & & \text{APL} & = & 188
 \end{array}$$

## Evaluation

While Bronx Prep did not meet the AMO set by the state, an APL of 188 shows high growth from its corresponding PLI in the middle school of 82. This trend demonstrates that students' learning outcomes improve the longer they stay with Bronx Prep.

### Goal 1: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

## Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>12</sup>

<sup>12</sup> The New York State Report Card provides the district results for students scoring at or above 65.

## Results

Bronx Prep outperformed its district according to the most recently available data.

### English Regents Passing Rate with a Score of 65 of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009	91	72	66	2059
2010	95	57	64	2128
2011	61	93	N/A	N/A

## Evaluation

Bronx Prep students consistently outperform their district counterparts on the English Regents exam on a year-to-year basis.

### Summary of the High School English Language Arts Goal<sup>13</sup>

Bronx Prep's high school students have met all listed ELA goals. The school has done exceptionally well in helping students who entered the school scoring below expectations grow to proficient levels. This is in line with the school's new focus on student growth. Its high school students will continue to shine and outperform the surrounding district.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2013-14 school district results.)	Achieved

<sup>13</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

## Action Plan

In light of Bronx Prep's high school success thus far, its action plan remains the same.

To build a culture and instructional program that rivals the best schools in the country, Democracy Prep believes it is essential to instill rigorous academic expectations and firm behavioral standards. Only the best will be acceptable from our students, teachers, and leaders. We communicate our ***"Work Hard. Go to College. Change the World!"*** motto in four essential ways: *1) Rigorous academics with frequent evaluation; 2) Exemplary teaching; 3) More time to learn engaging curriculum; 4) A respectful school culture with a disciplined environment; and 5) A focus on data.*

Prior to the 2014-15 school year, universal systems holding teachers and students to high expectations were absent at Bronx Prep, especially in regard to student behavior and lesson planning review. Thus, Democracy Prep has implemented its approach to school culture and discipline, which consists of our core DREAM Values. Democracy Prep will bring a stricter interpretation of standard school rules (enforcement of universal class conduct rules, enforcement of a uniform policy, common hallway expectations). In addition, lesson plan submission and feedback at Bronx Prep now reflects the systems that exist at Democracy Prep high schools. Every Bronx Prep teacher will have an assigned leader—either principal, assistant principal, or content chair—that will review teachers' materials weekly, review the execution of the materials in class, and provide substantive feedback that will be tracked over time to ensure instructional efficacy. All staff has been normed on these systems during August professional development prior to the beginning of the 2014-15 school year.

Democracy Prep's Academic Team has evaluated the courses that are offered at Bronx Prep to determine what adjustments could be made to the program. This evaluation was used to make specific recommendations to the Bronx Prep leadership team. Democracy Prep has exchanged the prior year's curricular materials (scope and sequence documents, book lists, archived curricular materials) for classes at Bronx Prep that also exist at Democracy Prep's high schools in Harlem. For classes that do not fully align, Democracy Prep will make curricular adjustments. For example, current ELA classes at Bronx Prep high school involve both literature studies and writing. Democracy Prep has separate classes for both content areas and has implemented that structure at Bronx Prep in 2014-15 and will continue to use going forward.

In grades 9-11, scholars will take one block of Literature and one block of Writing. Both courses must balance the high rigor of the Common Core with increased practice and support. In grade 12, scholars will take a single block of English, either AP Language and Composition or an Advanced Senior Seminar. Both courses utilize advanced practices from Freshman Literature courses, in which scholars are responsible for considerable reading outside of class.

Within the literature classes, scholars will focus on vocabulary and literary analysis. Vocabulary instruction will focus on SAT and ACT-aligned words and will present multiple and repeated opportunities for scholars to practice using these words. Scholars will have the opportunity to enjoy texts from throughout the canon. True rigor, however, comes through the presentation of assignments and activities that push scholars to grapple with information and demonstrate their

understanding through professional and high quality written and oral presentations. As scholars progress through the Democracy Prep High School, they will practice writing analytical papers of increasing complexity and length.

In Democracy Prep literature classes, scholars are exposed to a variety of texts that are both from the traditional canon (*Beowulf*, *The Odyssey*) and more modern texts (*The Bluest Eye* and *The Brief and Wondrous Life of Oscar Wao*). Our work in ensuring that our literature classes align to common core has been trifold. We create rigorous, open-ended questions, prompting scholars to develop their own claims. We train scholars to choose appropriate evidence equivalent to collegiate-level claims. Finally, we encourage scholars to debate and critique the quality and validity of claims.

These shifts are executed by a decrease in teacher talk time, an increase in authentic analytical writing, and increased Socratic seminars. Scholars in grade 9 are provided with more scaffolding, which is then gradually released over the course of the year, as well as over the course of their high school career.

During our previous writing program, scholars were taught grammatical skills and wrote essays. After making Common Core shifts in writing, we now focus less on grammar-in-isolation (though that is still part of the class) and more on authentic writing pieces that push scholars to apply correct grammatical skills. Scholars in writing class read and analyze multiple nonfiction texts and various forms of media—two significant shifts made by the CCSS in ELA instruction. Nonfiction texts are analyzed for their usage of rhetoric and other literary devices; these devices are then utilized in scholar-produced pieces. As scholars move through high school, the pieces that they write are longer, and the expectation of analysis quality increases.

## **MATHEMATICS**

### **Goal 2: Mathematics**

Bronx Prep students will become proficient in the application of mathematical skills and concepts

### **Background**

The mathematics program at Bronx Prep works with students to become proficient in all aspects of the subject. Similar to the literacy program, the school will strive to have students college ready in the area of mathematics.

### **Goal 2: Absolute Measure**

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

### **Method**

The school administered the New York State Testing Program mathematics assessment to students in 5 through 8 grade in April 2015. 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.

**2014-15 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>14</sup>			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	103	0	0	2	105
6	114	0	0	1	115
7	109	0	0	2	111
8	111	0	0	0	111
All	437	0	0	5	442

## Results

Bronx Prep did not meet the mathematics goal of at least 75% proficiency for scholars enrolled in at least their second year on the New York State exam. Results were below this goal, with 32% of all returning grade 5 to 8 scholars scoring at a Level 3 or 4s on the exam.

**Performance on 2014-15 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 Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5	12	103	0	0
6	43	114	47	75
7	19	109	23	70
8	24	111	27	75
All	25	437	32	220

## Evaluation

<sup>14</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

While the school did not meet the listed goal, returning students outperformed new students at all grade levels, continuing to show that more exposure to the school results in greater gains over time.

### Additional Evidence

Bronx Prep's returning students have continued to show growth over time, with proficiency percentages almost doubling in the span of three years since the onset of Common Core State Standards.

### 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	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5			0	4	0	0
6	11.4	88	20	75	47	75
7	18.2	77	32.7	79	23	70
8	18.9	111	21.6	74	27	75
All	16.2	276	24.6	232	32	220

### Goal 2: Absolute Measure

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

### Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>15</sup>

### Results

Bronx Prep did not meet the target AMO.

<sup>15</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

### Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
437	39	36	18	7

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 36 & + & 18 & + & 7 & = & 61 \\
 & & & & 18 & + & 7 & = & \underline{25} \\
 & & & & & & \text{PLI} & = & 86
 \end{array}$$

### Evaluation

While the school performed well compared to 2013-2014 in overall proficiency, the amount of scholars receiving a level 1 increased, having a negative effect on the school's AMO.

### Goal 2: Comparative Measure

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

### Method

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>16</sup>

### Results

Bronx Prep scholars who returned to the school after their first year outperformed district scholars in all grade levels on New York State math exams.

### 2014-15 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	0	0	20	2759
6	47	75	17	2752

<sup>16</sup> Schools can acquire these data when the New York State Education Department releases its 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](#).

7	23	70	14	2823
8	27	75	12	2600
All	32	220	<u>16</u>	10934

## Evaluation

Bronx Prep achieved the comparative measure of outperforming district students on the state math exam, beating the district by 16 percentage points. Particularly notable were results in grade 6, where scholars almost tripled the performance of the district students with 47% proficiency compared to 17%.

## Additional Evidence

Bronx Prep's returning students continue to outperform District 9 on Math exams. The gap is widening year to year, from 3.7 percentage points in 2013 to 16 percentage points in 2015.

### 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	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5			0	18	0	20
6	11.4	12.7	20	16	47	17
7	18.2	10.3	32.7	12	23	14
8	18.9	11.5	21.6	14	27	12
All	16.2	11.5	24.6	<u>15</u>	32	<u>16</u>

### 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

## 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 meaningful 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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

## Results

Bronx Prep's overall effect size is 0.32, meeting the listed goal.

### **2013-14 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						
4						
5	90.5	83	29	25.1	3.9	0.22
6	86.3	79	21	23.0	-2.0	-0.11
7	85.5	82	32	18.1	13.9	0.85
8	81.8	77	22	15.5	6.5	0.32
All	86.1	321	26.1	20.5	5.6	0.32

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

## Evaluation

The school met the measure overall, with a large effect size seen in 7<sup>th</sup> grade. A positive effect size is seen in all grades except for 6<sup>th</sup>.

## Additional Evidence

For the first time, Bronx Prep has both achieved an overall positive effect size and met the state's goal. The school performed well ahead of expectations on the math exam.

### **Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	5-8	59.9	377	47.2	56.1	-0.48
2012-13	5-8	85.9	358	15.9	16.3	-0.02
2013-14	5-8	86.1	321	26.1	20.5	0.32

**Goal 2: Growth Measure<sup>17</sup>**

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

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.<sup>18</sup>

**Results**

The school met the listed goal with an overall growth percentile of 62. Every grade met this goal except for 5<sup>th</sup> grade.

**2013-14 Mathematics Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5	48	50.0
6	57	50.0
7	79	50.0
8	65	50.0
All	<b><u>62</u></b>	50.0

**Evaluation**

<sup>17</sup> See Guidelines for Creating a SUNY Accountability Plan for an explanation.

<sup>18</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

Overall, Bronx Prep's growth percentile was above the state median, with 7<sup>th</sup> and 8<sup>th</sup> grades showing the largest growth at the school, continuing to suggest that scholars who have been with Bronx Prep the longest show the biggest growth.

### Additional Evidence

Bronx Prep's growth percentiles have gone up overall, with the highest percentages seen in 7<sup>th</sup> and 8<sup>th</sup> grades both years.

**Mathematics Mean Growth Percentile by Grade Level and School Year**

Grade	Mean Growth Percentile			
	2011-12 <sup>19</sup>	2012-13	2013-14	Statewide Median
4				50.0
5		31.3	48	50.0
6		50.7	57	50.0
7		66.4	79	50.0
8		71.2	65	50.0
All		<u>56.4</u>	<u>62</u>	50.0

### Summary of the Mathematics Goal

Bronx Prep achieved the majority of its Mathematics goals, showing a focus on scholar growth over time. While the increase in the number of students who scored at 1 had a negative effect on the school's AMO, its growth percentiles and proficiency numbers all moved up year over year.

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.	Did Not Achieve
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 2013-14 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted	Achieved

<sup>19</sup> Grade level results not available.

	growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	
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## Action Plan

Bronx Prep, in conjunction with the Democracy Prep Public Schools Academic Team, is addressing these results by making specific shifts to the elementary and middle school Math curricular program. Released NYS exam questions are being infused into the curricular program during a designated problem solving and re-teach component of the day. Additional professional development will be provided to teachers during grade level meetings to support in analysis of the standards and planning to address data on an ongoing basis.

At the middle school level, 2015 released exam questions are being infused throughout internal assessments. Shifts to the schedule have been made to ensure that on Fridays there is a designated time when there are two instructors in the room to differentiate support for scholars as well as provide opportunities for scholars to engage in more group work and challenging, open-ended tasks. All lesson materials are CCSS-aligned and will be overseen by the Democracy Prep Public Schools Academic Team.

## MATHEMATICS

### Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

### Method

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma.<sup>20</sup> This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

### Results

<sup>20</sup> The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.



Bronx Prep exceeded the state's goal with 92% of the 2011 cohort scoring above a 65 on a mathematics exam.

**Mathematics Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>21</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	72	95
2010	57	98
2011	61	92

**Evaluation**

The 2011 cohort exceeded their goal in Mathematics by 17 percentage points, Scholars have not only met and exceeded the absolute measure goal in math but have also demonstrated almost the entire class is prepared to succeed in college.

**Additional Evidence**

Passing rates for each cohort have kept consistent or made modest increases year-to-year, demonstrating the longer a scholar is educated at Bronx Prep, the closer he or she is to reaching college readiness. Though the initial pass rate for the 2014 cohort is relatively low, scholars have historically demonstrated year-to-year growth and will have multiple opportunities to take the exam(s).

**Mathematics Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	83	82	76	84	61	92
2012	80	61	75	69	67	70
2013			78	35	69	54
2014					85	54

**Goal 2: Absolute Measure**

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8<sup>th</sup> grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

**Method**

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for graduation with a Regents diploma.

<sup>21</sup> Based on the highest score for each student on the Mathematics Regents exam

## Results

Cohorts who did not score a Level 3 or 4 on the New York State mathematics exam as eighth graders exceeded expectations for their later performance on the math Regents exam. Of the 37 scholars in the 2011 Accountability Cohort who were not proficient in grade 8, 86% passed the Regents with a 65% or higher.

### Mathematics Regents Passing Rate with a Score of 65 among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>22</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	13	92
2009	3	100
2010	37	86

## Evaluation

Bronx Prep scholars were able to meet this measure, demonstrating significant growth over time, the school's ability to fill in knowledge gaps for students and scholars' readiness for college.

### Goal 2: Absolute Measure

Each year, the Accountability Performance Level (APL) on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

## Method

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

[http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2014-15 mathematics AMO of **154**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core exams in

<sup>22</sup> Based on the highest score for each student on the Mathematics Regents exam

mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

## Results

Bronx Prep reached a very high APL, with a score of 190, exceeding the goal by 44 points.

### Mathematics Accountability Performance Level (APL) For the 2011 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
61	2	6	87	5

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 6 & + & 87 & + & 5 & = & 98 \\
 & & & & 87 & + & 5 & = & \underline{92} \\
 & & & & & & \text{APL} & = & 190
 \end{array}$$

## Evaluation

Bronx Prep surpassed this target by a large degree.

### Goal 2: Comparative Measure

Each year, the percent to students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

## Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>23</sup>

## Results

Bronx Prep scholars in the high school Accountability Cohort met the goal of passing the math Regents exam at a higher rate than the nearby school district.

### Mathematics Regents Passing Rate with a Score of 65 of Fourth-Year Accountability Cohorts by Charter School and School District

<sup>23</sup> The New York State Report Card provides the district results for students scoring at or above 65.

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009	100	74	70	2059
2010	98	57	70	2128
2011	92	61	N/A	N/A

## Evaluation

The 2010 cohort outperformed the local district by almost 30 percentage points, not only meeting the comparative goal but reaching almost the highest possible pass rates.

## Summary of the High School Mathematics Goal<sup>24</sup>

Bronx Prep achieved all goals in 2014-2015's High School accountability measures.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent to students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2013-14 school district results.)	Achieved

## Action Plan

As described above, Democracy Prep implemented new systems and high expectations at Bronx Prep for the 2014-15 school year, including a standard behavioral system, DPPS-developed curriculum, lesson planning review and high-quality professional development. Additionally, as with English language arts, expectations and standards have increased for high school math students across the country, a change Democracy Prep welcomes. Regents exams are now aligned to Common Core State Standards, making the adaptation of DPPS' math curriculum at Bronx Prep especially important.

<sup>24</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

In preparation for the new standards and increased rigor, Democracy Prep has been utilizing the CCSS modules on [engageny.com](http://engageny.com). These modules were created assuming that a scholar had moved through the K to 8 CCSS curriculum. Given that our scholars have not had this training, teachers are working on both building up math skills and pushing the analytical skills that are honed through the modules.

Democracy Prep's work in high school math began two years ago when teachers began incorporating more scholar voice and questioning. This year, the modules have given us clear examples of what lessons should look like. Simultaneously, teachers have to fill in the gaps for our new and IEP scholars who need more foundational work. We are continuing to work on this challenge through coaching sessions, inquiry groups, and lesson plan studies.

The math department at any Democracy Prep High School must focus on equipping scholars with not only the foundational skills, but also on the ability to apply these skills in a variety of situations. Scholar mastery is only demonstrated once scholars can be successful on increasingly open-ended assignments that require scholars to articulate high levels of critical thinking in both writing and in speech. Math curriculum is focused on presenting opportunities for scholars to make real-life applications. To those ends, problems will allow scholars to not only demonstrate mastery of skills in isolation (necessary when building automaticity), but also push them to identify the correct method of solution and apply math skills.

In addition to ensuring the scholars who have consistently performed well on old assessments are brought up to speed to meet the high bar of rigor on new, Common Core aligned exams, Democracy Prep also brings to Bronx Prep a commitment to educating all scholars, including those with special needs. Democracy Prep realizes that all students, regardless of whether they are classified as at-risk students, learn at varying rates. Schools that expect all students to meet high standards must be prepared to support students — regardless of the pace at or style in which they learn — until they reach mastery. At Democracy Prep, this learning support comes through multiple means:

- Clear, engaging, high-quality lessons in the classroom with low student-to-teacher ratios (not including support from the Academic Collaboration Team);
- The increased learning time that we provide relative to schools in the surrounding district schools;
- Pull-out and push-in instruction by Academic Collaboration Team (ACT) Members and related services such as counseling, speech, and occupational and physical therapy for student who require it; and
- Mandatory after-school and Saturday program tutoring for students who require additional individual and small-group attention, as determined by assessment data regardless of Special Education or English Language Learner classification

All of these strategies and supports ensure that students with disabilities, students with limited English language proficiency, and students at-risk of academic failure who may not have an official classification are given the remediation and intervention they need to meet the high standards that we set at Democracy Prep.

Bronx Prep’s new instructional model incorporates supports for all students struggling academically, not just those with disabilities. All students languishing substantially below grade level — regardless of classification — will receive increased attention through small-group instruction, individual tutoring, and other intensive academic supports designed to accelerate their academic growth. Bronx Prep will also provide appropriate accommodations to all students progressing through the initial evaluation process prior to confirmation that the student is disabled and eligible for special education and related services.

For teachers to determine the areas on which scholars need the most scaffolding and support, Bronx Prep plans to utilize a host of formative assessments throughout the year. The most frequent formative tests take place weekly in every core class. These teacher-designed tests are scored based on objective and externally validated rubrics. Bi-weekly tests and frequent quizzes will be given in all core subjects and daily evaluations of student performance on “Do Now” assignments, homework, and classroom activities will be evaluated and monitored closely. Families receive a weekly progress report detailing academic performance using more than 4,000 graded assignments each year. Assessments are carefully analyzed to identify individual or group academic gaps.

Three times per year, students take a nationally-normed test such as the Northwest Evaluation Association’s Measures of Academic Progress (MAP), as well as midterm exams and end-of-trimester comprehensive examinations (comps) in a pre- and post-test format allowing administrators to evaluate which methods, lessons, and teachers are providing the most value-added growth to cohorts of students over time.

## **SCIENCE**

### **Goal 3: Science**

Bronx Prep students will become proficient in the application of scientific skills and concepts

#### **Background**

At Bronx Prep students must complete 4 years of science to graduate, one year more than NYSED requires for high school graduates. Bronx Prep currently offers regents level courses in Living Environment, Earth Science, Chemistry and Physics. In 2011-12, half of our 8th grade students were in Living Environment class with the goal of increasing this number to 100 percent. We achieved this goal during the 2012-13 school year. Bronx Prep offers the full complement of science courses to our high school students and during the 2012-13 school year as well as one advanced placement course in Biology. We had several teacher designed elective courses including anatomy and applied physics for high schools Bronx Preparatory Charter School 2012-13 Accountability Plan Progress Report students. Bronx Prep’s offerings will continue to shift to more closely reflect those of the rest of the Democracy Prep Public Schools network.

### **Goal 3: Absolute Measure**

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

## Method

The school administered the New York State Testing Program science assessment to students in 8<sup>th</sup> grade in spring 2015. 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 to score at proficiency.

## Results

Bronx Prep students did not take the 8th grade exam during the 2013-14 academic year and the CSD 9 data are unavailable. Starting in 2012-13, all 8th graders at Bronx Prep took the high school level course in living environment.

### Charter School Performance on 2014-15 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8				

## Evaluation

Data not applicable.

### 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	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4						
8						
All						

## Goal 3: Comparative Measure

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

## Method

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

## Results

Bronx Prep students did not take the NYSED 8th grade science exam during the 2013-14 academic year.

### 2014-15 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8				

## Evaluation

Data not available.

## Additional Evidence

Data not available.

### 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	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4						
8						
All						

## Summary of the Science Goal



Bronx Prep does not have its students take the 8<sup>th</sup> grade state exam. New measures must be developed to capture Bronx Prep's science proficiency in 8<sup>th</sup> grade.

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.	N/A
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**

Similar to changes described above, Democracy Prep have implemented Lead Planners and Regional Professional development for science teachers at Bronx Prep. Bronx Prep teachers have adapted DPPS curriculum in all of the sciences, as well.

The goal of the DPPS Middle School Science Program is to prepare the scholars for the DPPS High School Science Program. Every scholar in a DPPS Middle School will take five 50-minute periods of Science each week, totally 4.5 hours per week. Scholars in Bronx Prep science classrooms will be expected to demonstrate mastery of the major branches (Life, Biology, Astronomy, Physical, Health) of Science in order pass the Science courses. Scholars are expected to pass our internal and external (grade 8 NYS State Science Exam) assessments in order to get full credit for passing our Science courses.

Democracy Prep has made adjustments in science curriculum to better align to the Common Core State Standards. The number of standards per class has been greatly reduced from approximately 150 standards per class to approximately 70. We have made comparable pushes for ELA integration in our science courses, as well, to ensure that deeper thinking and literacy integration are happening in each of our classes.

### **SCIENCE**

#### **Goal 3: Absolute Measure**

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

#### **Method**

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, Chemistry and Physics. It scores Regents on a scale from 0 to 100;

students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

## Results

Scholars in all recent cohorts met the absolute goal of 75% passing the New York State Science Regents Exams. 2009 was particularly notable, as 93% of scholars passed the exam with a score of 65% or higher.

**Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>25</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	70	93
2010	57	90
2011	61	97

## Evaluation

Each year, the Accountability Cohorts have exceeded the absolute goal by over 10 percentage points.

## Additional Evidence

Year over year, the school has shown increases on Science regents passing rates, with a large increase seen in the 2011 cohort comparing 2013-14 to 2014-15.

**Science Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	83	87	76	89	61	97
2012	80	70	75	71	67	82
2013			78	68	69	36
2014					85	21

### Goal 3: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

<sup>25</sup> Based on the highest score for each student on any science Regents exam

## Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

## Results

Bronx Prep met the goal of outperforming pass rates of the nearby district on the science Regents exam.

**Science Regents Passing Rate  
of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009	93	70	66	2120
2010	90	57	66	2059
2011	97	61		

## Evaluation

Each cohort depicted below has outperformed the local district significantly in regard to science Regents pass rates. The 2010 cohort outperformed the nearby district by 23 percentage points, with a 90% pass rate. A passing score is a 65% or higher.

## SOCIAL STUDIES

### Goal 4: Social Studies

Bronx Prep students will understand, analyze, and evaluate history and geography

### Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

## Method

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

## Results

Bronx Prep met this goal with 85% of students in the 2011 cohort passing.

**U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>26</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	74	89
2010	57	56
2011	61	85

**Evaluation**

The majority of 2011 students have passed a US History Regents exam, scoring 10% above the listed goal.

**U.S. History Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	85	42	76	68	61	85
2012	80	49	75	49	67	82
2013			78	16	69	52
2014					85	0

**Goal 4: Comparative Measure**

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

**Method**

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

**Results**

The school's 2010 cohort did not outperform the district.

<sup>26</sup> Based on the highest score for each student on a science Regents exam

**U.S. History Passing Rate  
of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009	89	74	64	2059
2010	56	57	61	2128
2011	85	61		

**Evaluation**

Bronx Prep’s 2010 cohort did not outperform the district, lagging behind by 4 percentage points.

**Goal 4: Absolute Measure**

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

**Method**

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

**Results**

Bronx Prep’s 2011 cohort met this measure.

**Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>27</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	74	91
2010	57	91
2011	61	85

**Evaluation**

The majority of 2011 students have passed a Global History Regents exam, scoring 10% above the listed goal.

<sup>27</sup> Based on the highest score for each student on a science Regents exam

## Additional Evidence

Year over year, the school has raised passing rates for the Global History exams. The 2013 and 2014 cohorts have yet to take the exam.

### Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	83	37	76	62	61	85
2012	80	0	75	53	67	82
2013			78	0	69	0
2014					85	0

#### Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

#### Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

#### Results

Bronx Prep did not meet this goal in the most recently available comparison.

### Global History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2009	91	74	62	2059
2010	91	57	61	2128
2011	85	61		

#### Evaluation

Bronx Prep's 2010 cohort did not outperform the district, lagging behind by 4 percentage points.

## NCLB

### Goal 5: NCLB

Bronx Prep's accountability status will be "Good Standing"

#### Goal 5: Absolute Measure

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

#### Method

Because *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

Bronx Prep was in good standing for 2014-2015.

#### Evaluation

The school met the listed target.

#### Additional Evidence

Bronx Prep has been in good standing for the last three years of its charter term.

**NCLB Status by Year**

Year	Status
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing

## HIGH SCHOOL GRADUATION

### GOAL 6: HIGH SCHOOL GRADUATION

Bronx Prep's accountability status will be "Good Standing"

#### Goal 6: Absolute Measure

Each year, 75 percent of students in each cohort will pass their core academic subjects by the end of August and the school will promote them to the next grade.

## Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

### Bronx Prep Graduation Requirements

Content	Credits	NYS Requirement	Regents Exams
English	4	4	English
History	4	4	Global and US
Math	4	3	One Math (Second exam for diploma w/ distinction)
Science	4	3	One Science (Second exam for diploma w/distinction)
Foreign Language	3	1	N/A (One foreign language exam for diploma w/ distinction)
The Arts	3	1	N/A
Phys. Ed.	2	2	N/A
College Access	1	0	N/A
Health	.5	.5	N/A
Electives	0	3.5	N/A
Total Credits for Graduation	26.5	22	

### Credit System

A credit represents satisfactory acquisition of knowledge and skills by a student in a particular course. Each semester if a student receives a 70 or higher (or a P for passing) in a course he/she will earn .5 credits (Many high schools passing is 65). First semester grades are based on the average of 1st and 2nd quarter. Second semester grades are based on the average of 3rd and 4th quarter. Student must pass both first and second semester to receive 1 full credit.

### Grade Classification

Grade level is based on the number of credits accumulated by the end of each academic year. Although some courses are based on grade level, most students will take courses they need regardless of grade classification. For example, an 11th grade student may take 10th grade English while taking an 11th grade history class.

\* **Entering Grade 9** – student met all 8th grade criteria and was promoted to the 9th grade.



\* **Entering Grade 10** - student has earned a minimum of 6.5 credits, including 1 credit in Math, 1 credit in History, 1 credit in Science, 1 credit in English.

\* **Entering Grade 11** - The student has earned a minimum of 12.5 credits, including 2 credits in Math, 2 credits in History, 2 credits in Science, 2 credits in English, 1 credit in Foreign Language and 1 credit in Artistic, and 1 credit in Physical Education.

\* **Entering Grade 12** - The student has earned a minimum of 18.5 credits, including 3 credits in Math, 3 credits in History, 3 credits in Science, 3 credits in English, 2 credits in Foreign Language and 2 credits in Artistic, and 2 credits on Physical Education.

### **Grading Policy**

Students will receive a grade ranging from 55 – 100 at the end of each quarter.

- Grades are given in multiples of fives: 55, 60, 65, 70, 75, 80, 85 and 90.
- When grade is above 90 students receive the exact average: 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.
- 70 or above is considered passing

### **Retention**

Students who fail 3 or more courses for both semesters in one academic year will be required to repeat the grade. Therefore, he/she will take failed courses again.

### **Results**

Bronx Prep met this goal in all cohorts.

**Percent of Students Promoted by Cohort in 2014-15**

Cohort Designation	Number in Cohort	Percent promoted
2011	61	95
2012	67	91
2013	69	93
2014	85	98

### **Evaluation**

Bronx Prep has been able to promote scholars in most cases, as they have met listed performance targets. This number is expected to decrease in the coming years as the school's graduation requirements are shifted to match DPPS.

### **Goal 6: Absolute Measure**

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

### Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2015, the 2013 cohort will have completed its second year.

### Results

Bronx Prep did not meet this goal.

#### Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2011	61	93
2012	67	81
2013	69	52

### Evaluation

Only 52% of the school's 2013 cohort has passed at least 3 Regents exams. This number will rise in the coming years as the school shifts to DPPS graduation and promotion standards.

### Goal 6: Absolute Measure

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

### Method

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2011 cohort and graduated four years later and those who entered as members of the 2010 cohort and graduated five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.

The school's graduation requirements appear above under the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

### Results

The school met this goal.

**Percent of Students in the Graduation Cohort who have Graduated After Four Years**

Cohort Designation	Number in Cohort	Percent Graduating
2009	74	82
2010	57	93
2011	61	90

**Percent of Students in Graduation Cohort Who Have Graduated After Five Years**

Cohort Designation	Number in Cohort	Percent Graduating
2008	28	86
2009	66	80
2010	57	95

**Evaluation**

Bronx Prep met graduation goals for the 2010 and 2011 cohorts with rates of 90 and 95% respectively.

**Goal 6: Comparative Measure**

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.

**Method**

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district<sup>28</sup>. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

**Results**

Bronx Prep has met this goal.

**Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to Local District**

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2009	74	82	2119	60

<sup>28</sup> Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

2010	57	93	2059	61
2011	61	90	N/A	N/A

## Evaluation

Bronx Prep's 2010 cohort's graduation rate is 32 percent higher than District 9's rate. This has been a consistent pattern throughout Bronx Prep's history.

## Summary of the High School Graduation Goal

Bronx Prep achieved three of four goals set out in the school's accountability plan.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	Achieved
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did Not Achieve
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Achieved

## Action Plan

The high school has begun adopting the DPPS graduation requirements, grading policy and credit system, as described above, starting with 2015-2016's 9<sup>th</sup> grade cohort. Previously, Bronx Prep awarded half credits to scholars who took a required class but did not pass the course, which led to confusion over graduation requirements and prevented scholars from graduating on time. Bronx Prep will no longer award half credits and will instead offer remediation during Saturday and Summer Academies for scholars who were not able to pass a course required for graduation.

Democracy Prep will continue phasing in additional Network high school graduation policies and requirements. After the implementation of the new credit and scheduling system is solidified, all seniors will be required to submit and present their **Senior Civic Culminating Portfolio**, which aligns with the Democracy Prep mission of educating responsible citizen-scholars for success in the college of their choice **and** a life of active citizenship. This portfolio will consist of:

- Advanced Regents Diploma (with Korean LOTE for all students entering Democracy Prep in the ninth grade or earlier).
- Satisfactory transcript, earning minimum of 70% in each class.
- Satisfactory PSAT, SAT, SAT II, PLAN, and ACT scores.

- Demonstrated mastery in the Senior Civics Seminar.
- Successful completion of the 13 Civic Skills and Dispositions.
- 83% or above on the U.S. Citizenship Exam.
- Satisfactory discipline record.
- Minimum two college acceptance letters.
- Senior Change the World Project and Research Paper.

The superintendent and/or Executive Director may revise any of these requirements, in the interest of preparing our scholars for success in college and beyond.

## COLLEGE PREPARATION

### GOAL 7: COLLEGE PREPARATION

Bronx Prep students will be prepared for college.

#### Goal 7: Comparative Measure

Each year, the average performance of students in the 10<sup>th</sup> grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

#### Method

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10<sup>th</sup> grade (sophomore) test takers in the given year.

#### Results

Bronx Prep did students did not exceed the performance of students in New York State.

#### 10<sup>th</sup> Grade PSAT Performance by School Year

School Year	Number of Students in the 10 <sup>th</sup> Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2012-13	81	73	38.5	40.1	40.3	40.7
2013-14	79	83	38.7	39.6	38.6	40.1
2014-15	73	63	37.9	40.5	39.1	42.4

#### Evaluation

10<sup>th</sup> grade Bronx Prep students scored lower on this year's PSAT exam than New York State students as a whole. Their performance is fairly consistent compared to previous years.

#### Goal 7: Comparative Measure

Each year, the average performance of students in the 12<sup>th</sup> grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

#### Method

This measure tracks student performance on one of the most commonly used high school college prep assessments.

The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages the New York State average for all 12<sup>th</sup> grade test takers in the given year.

## Results

Bronx Prep did not meet this goal.

### 12<sup>th</sup> Grade SAT Performance by School Year

School Year	Number of Students in the 12 <sup>th</sup> Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2012-13	74	73	441	483	436	500
2013-14	57	50	440	488	436	502
2014-15	59	53	427	489	417	502

## Evaluation

Bronx Prep has not met this goal in previous years – a district level comparison would be more valid, but that data is not available.

### Goal 7: School Created College Preparation Measure

Each year, every student graduating from Bronx Prep will be accepted to at least one college.

## Method

Each year, every student graduating from Bronx Prep will be accepted to at least one college.

## Results

Bronx Prep graduated its ninth high school class at the end of the 2014-2015 school year. Every student was accepted into at least one college program.

## Evaluation

Bronx Prep has met this measure once again. Our intensive college preparation program which includes a college office staff, mandatory college access course for all juniors and seniors, exam preparation support, use of college access tools like Naviance and support for families to understand the financial aid process continues to be a strong aspect of Bronx Prep.

**Goal 7: School Created College Attendance or Achievement Measure**

Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

**Method**

Bronx Prep tracks students after graduation through a variety of methods, ensuring that students have support throughout the college matriculation process.

**Results**

Early indications are that the school has met this goal. Data will not be fully available for a few weeks.

**Evaluation**

Further data not available.

**Summary of the College Preparation Goal**

Bronx Prep achieved one of the four measures set forth in its accountability plan, with one measure's data not yet available.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Comparative	Each year, the average performance of students in the 10 <sup>th</sup> grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Did Not Achieve
Comparative	Each year, the average performance of students in the 12 <sup>th</sup> grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Did Not Achieve
College Preparation	Each year, every student graduating from Bronx Prep will be accepted to at least one college.	Achieved
College Attainment	Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Not Applicable

**Action Plan**

As a member of the Democracy Prep Public Schools network, Bronx Prep's college office will be able to take on various aspects of the network's college program. For example, every year, the College Office facilitates visits to various college campuses, along with visits from the college to the various Democracy Prep campuses. Last year's DP seniors drafted personal statements during their English courses and revised their essays consistently in their College Readiness course. Scholars also underwent three coaching sessions with Democracy Prep Public Schools staff, had their statements reviewed by former college admissions officers. Democracy Prep students compile a College Preparation Portfolio that includes a transcript a complete college application with essays, interviews, extra-curricular activities, recommendations an academic honors thesis, and demonstration of mastery in all areas of the Democracy Prep curriculum. Bronx Prep's office will be able to offer similar services to their students going forward.



## APPENDIX B: OPTIONAL GOALS

### Goal S: Parent Satisfaction

Bronx Prep parents and students will be satisfied with the Bronx Prep program.

### Goal S: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

### Method

Parents participate in New York City's Learning Environment Survey every year. The survey is designed and distributed by NYC's Department of Education via paper and internet.

### Results

87% of families gave positive responses to DOE's School Survey and met the given goal.

#### 2014-15 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
380	633	60%

#### 2014-15 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
My child's teacher appreciates our culture/background.	94%
The principal at this school promotes family and community involvement in the school.	87%
Parents/guardians are greeted warmly when they call or visit the school.	92%
I feel respected by my child's teachers.	95%
I feel respected by my child's principal.	92%

### Evaluation

Bronx Prep is popular among parents who responded to the survey. The school is proud of the high satisfaction rates, but the response rates must be a focus in the future.

### Goal S: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

## Method

Students are enrolled and tracked in ATS, NYC DOE's student information system.

## Results

Bronx Prep did not meet this goal.

### 2014-15 Student Retention Rate

2013-14 Enrollment	Number of Students Who Graduated in 2013-14	Number of Students Who Returned in 2014-15	Retention Rate 2014-15 Re-enrollment ÷ (2013-14 Enrollment – Graduates)
636	53	426	73%

## Evaluation

Only 73% of students returned to Bronx Prep for the 2014-2015 school year. The change in operators, leadership, staff, and program can be attributed to this number.

## Additional Evidence

Year	Retention Rate
2012-13	93%
2013-14	85%
2014-15	73%

### Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

## Method

Attendance for students at Bronx Prep is tracked on a daily basis through Jupiter SIS. Students are classified as either Absent or Present for the purposes of reporting, with no excused absences.

## Results

Bronx Prep's students met the listed goal.

### 2014-15 Attendance

Grade	Average Daily Attendance Rate
5	96%
6	97%
7	95%

8	96%
9	95%
10	95%
11	94%
12	89%
Overall	95%

### **Evaluation**

The school met this goal in every grade excepting 11<sup>th</sup> and 12<sup>th</sup>. Overall, the school showed impressive improvement on attendance compared to the previous year.

### **Additional Evidence**

Year	Average Daily Attendance Rate
2012-13	97%
2013-14	93%
2014-15	95%



## Appendix B: Total Expenditures and Administrative Expenditures per Child

Last updated: 07/14/2015

### Page 1

**Charter School Name: 320900860807 BRONX PREP CS**

#### **B. Financial Information**

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

##### **1. Total Expenditures Per Child**

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	12094000
Line 2: Year End Per Pupil Count	725
Line 3: Divide Line 1 by Line 2	16681

##### **2. Administrative Expenditures per Child**

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. The relevant portion that must be included in this calculation is defined as follows:

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

Please note the following:

- Do not include the FTE of personnel dedicated to administration of the instructional programs.
- Do not include Employee Benefit costs or expenditures in the above calculations.
- A template for the Schedule of Functional Expenses is provided on page 20 of the 2014-15 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2014-15 Annual Report Guidelines in "Resources" area of your portal task page).

**To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).**

Line 1: Relevant Personnel Services Cost (Row)	0
Line 2: Management and General Cost (Column)	1925000
Line 3: Sum of Line 1 and Line 2	1925000
Line 4: Year End Per Pupil Count	725
Line 5: Divide Line 3 by the Year End Per Pupil Count	2655

***Thank you.***



## GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

### TEMPLATE TABS


#### 1- GRAY tab contains the Instructions


<a href="#">Instructions</a>	Provides description of tabs and input requirements.
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#### 2- BLUE tabs require input of information

<a href="#">1.) Name of School</a>	Enter school name, contact information and academic year for the yearly budget and quarterly reports.
<a href="#">2.) Enrollment</a>	Enter enrollment information on this tab. Use for inputting BOTH Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
<a href="#">3.) Staffing Plan</a>	Enter staffing plan information on this tab. Use for inputting BOTH Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >Average Wage, by Position Category, By Quarter
<a href="#">4.) Yearly Budget</a>	Enter data in light blue cells. >Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Avg FTE and Personnel Costs for current year are populated based upon input on tab "3.) Staffing Plan." >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. >Budget Revisions, as necessary and approved by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
<a href="#">5.) Balance Sheet</a>	Enter data in light blue cells. >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
<a href="#">6.) Quarterly Report</a>	Enter data in light blue cells. >Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Avg FTE and Personnel Costs for current year are populated based upon input on tab "3.) Staffing Plan."
<a href="#">7.) Annual Report Requirement</a>	Complete when submitting Actual Quarter 4.

### CELL COLORS & GUIDANCE COMMENTS

 = Enter information into the light BLUE shaded cells.

 = Cells labeled in ORANGE contain 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)**

<b>District Code</b>	<b>School District Name</b>	<b>Final 2014-15 Basic Tuition*</b>	<b>Final 2015-16 Basic Tuition*</b>
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## **ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE**

# **Bronx Preparatory Charter School**

Contact Name: Howard Schnidman  
Contact Title: Chief Financial Officer  
Contact Email: [REDACTED]  
Contact Phone: [REDACTED]

Current Academic Year: 2015-16  
Prior Academic Year: #MACRO?



## ENROLLMENT BY GRADES

## ENROLLMENT BY DISTRICT

**NOTE:**  
IF there are NO Annual Budget revisions leave "**Revised** Budgeted Enrollment" Column(s) COMPLETELY BLANK.  
IF "**Revised** Budgeted Enrollment" column is utilized, all cells in the entire column should be completed.

tmpU1NcaZ.pdf

		PRIOR YEAR #MACRO?	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
PRIMARY/OTHER	DISTRICT NAME(S)		QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
		Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	
	(Select from drop-down list)													
	(Select from drop-down list)													
	(Select from drop-down list)													
	(Select from drop-down list)													
	(Select from drop-down list)													
	(Select from drop-down list)													

**BRONX PREPARATORY CHARTER SCHOOL**  
**2015-16**

### STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")

**\*NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. IF the Revised Budget column IS utilized, the ENTIRE column should be completed for both the FTE and WAGES sections.

ADMINISTRATIVE PERSONNEL FTE
<b>*NOTE:</b> Enter the number of FTE positions in the "blue" cells.
Executive Management
Instructional Management
Deans, Directors & Coordinators
CFO / Director of Finance
Operation / Business Manager
Administrative Staff
TOTAL ADMINISTRATIVE STAFF
INSTRUCTIONAL PERSONNEL FTE
<b>*NOTE:</b> Enter the number of FTE positions in the "blue" cells.
Teachers - Regular
Teachers - SPED
Substitute Teachers
Teaching Assistants
Specialty Teachers
Aides
Therapists & Counselors
Other
TOTAL INSTRUCTIONAL
NON-INSTRUCTIONAL PERSONNEL FTE
<b>*NOTE:</b> Enter the number of FTE positions in the "blue" cells.
Nurse
Librarian
Custodian
Security
Other
TOTAL NON-INSTRUCTIONAL
<b>TOTAL PERSONNEL SERVICE FTE</b>

PRIOR YEAR
2014-15
ACTUAL
0.0
PRIOR YEAR
2014-15
ACTUAL
0.0
PRIOR YEAR
2014-15
ACTUAL
0.0
0.0

ANNUAL BUDGETED FTE							
Q1		Q2		Q3		Q4	
Original	Revised	Original	Revised	Original	Revised	Original	Revised
1.0		1.0		1.0		1.0	
5.0		5.0		5.0		5.0	
2.0		2.0		2.0		2.0	
1.0		1.0		1.0		1.0	
2.0		2.0		2.0		2.0	
7.0		7.0		7.0		7.0	
18.0	0.0	18.0	0.0	18.0	0.0	18.0	0.0
ANNUAL BUDGETED FTE							
Q1		Q2		Q3		Q4	
Original	Revised	Original	Revised	Original	Revised	Original	Revised
45.0		45.0		45.0		45.0	
7.0		7.0		7.0		7.0	
8.0		8.0		8.0		8.0	
5.0		5.0		5.0		5.0	
65.0	0.0	65.0	0.0	65.0	0.0	65.0	0.0
ANNUAL BUDGETED FTE							
Q1		Q2		Q3		Q4	
Original	Revised	Original	Revised	Original	Revised	Original	Revised
1.0		1.0		1.0		1.0	
2.0		2.0		2.0		2.0	
3.0	0.0	3.0	0.0	3.0	0.0	3.0	0.0
86.0	0.0	86.0	0.0	86.0	0.0	86.0	0.0

	<b>ACTUAL QUARTERLY FTE</b>		
<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>
0.0	0.0	0.0	0.0
	<b>ACTUAL QUARTERLY FTE</b>		
<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>
0.0	0.0	0.0	0.0
	<b>ACTUAL QUARTERLY FTE</b>		
<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>
0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0

**BRONX PREPARATORY CHARTER SCHOOL**

**STAFFING PLAN - WAGES**

ADMINISTRATIVE PERSONNEL WAGES		ANNUAL BUDGETED WAGES								ACTUAL QUARTERLY WAGES			
<b>*NOTE:</b> Enter the average salary for each category in the "blue" cells.		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4
Executive Management		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual
Instructional Management		145600.0		145,600.00		145,600.00		145,600.00					
Deans, Directors & Coordinators		99224.0		99,224.00		99,224.00		99,224.00					
CFO / Director of Finance		66400.0		66,400.00		66,400.00		66,400.00					
Operation / Business Manager		55000.0		55,000.00		55,000.00		55,000.00					
Administrative Staff		63960.0		63,960.00		63,960.00		63,960.00					
		44123.9		44,123.86		44,123.86		44,123.86					
INSTRUCTIONAL PERSONNEL WAGES		ANNUAL BUDGETED WAGES								ACTUAL QUARTERLY WAGES			
<b>*NOTE:</b> Enter the average salary for each category in the "blue" cells.		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4
Teachers - Regular		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual
Teachers - SPED		69726.9		69,726.86		69,726.86		69,726.86					
Substitute Teachers		54685.7		54,685.71		54,685.71		54,685.71					
Teaching Assistants													
Specialty Teachers		74744.7		74,744.69		74,744.69		74,744.69					
Aides													
Therapists & Counselors		62604.0		62,604.00		62,604.00		62,604.00					
Other													
NON-INSTRUCTIONAL PERSONNEL WAGES		ANNUAL BUDGETED WAGES								ACTUAL QUARTERLY WAGES			
<b>*NOTE:</b> Enter the average salary for each category in the "blue" cells.		Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4
Nurse		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual
Librarian		45000.0		45,000.00		45,000.00		45,000.00					
Custodian		59074.5		59,074.50		59,074.50		59,074.50					
Security													
Other													

**\*NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.

ADMINISTRATIVE PERSONNEL FTE	Description of Assumptions
<b>*NOTE:</b> Enter the number of FTE positions in the "blue" cells.	
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
<b>*NOTE:</b> Enter the number of FTE positions in the "blue" cells.	
Teachers - Regular	
Teachers - SPED	
Substitute Teachers	
Teaching Assistants	
Specialty Teachers	
Aides	
Therapists & Counselors	
Other	
TOTAL INSTRUCTIONAL	
NON-INSTRUCTIONAL PERSONNEL FTE	Description of Assumptions
<b>*NOTE:</b> Enter the number of FTE positions in the "blue" cells.	
Nurse	
Librarian	
Custodian	
Security	
Other	
TOTAL NON-INSTRUCTIONAL	
<b>TOTAL PERSONNEL SERVICE FTE</b>	

ADMINISTRATIVE PERSONNEL WAGES	Description of Assumptions
<b>*NOTE:</b> Enter the average salary for each category in the "blue" cells.	
Executive Management	
Instructional Management	
Deans, Directors & Coordinators	
CFO / Director of Finance	
Operation / Business Manager	
Administrative Staff	
INSTRUCTIONAL PERSONNEL WAGES	Description of Assumptions
<b>*NOTE:</b> Enter the average salary for each category in the "blue" cells.	
Teachers - Regular	
Teachers - SPED	
Substitute Teachers	
Teaching Assistants	
Specialty Teachers	
Aides	
Therapists & Counselors	
Other	
NON-INSTRUCTIONAL PERSONNEL WAGES	Description of Assumptions
<b>*NOTE:</b> Enter the average salary for each category in the "blue" cells.	
Nurse	
Librarian	
Custodian	
Security	
Other	

**BRONX PREPARATORY CHARTER SCHOOL**  
**Budget / Operating Plan**  
**2015-16**

Total Revenue	11,453,935	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Total Expenses	10,744,008	2,740,081	#MACRO?	#MACRO?	2,740,081	#MACRO?	#MACRO?	2,740,081	#MACRO?	#MACRO?	2,740,081	#MACRO?	#MACRO?
Net Income	709,927	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Actual Student Enrollment	733	695	-	-	695	-	-	695	-	-	695	-	-
Prior Year Actual		1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
#MACRO?		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
<b>REVENUE</b> <b>REVENUES FROM STATE SOURCES</b>													
2015-16		<b>NOTE*</b> If there are NO budget revisions at the time of quarterly submittal leave 'REVISED' Column(s) COMPLETELY BLANK. <i>If Revised Budget column is utilized, the entire column MUST be completed.</i>											
Per Pupil Revenue	Per Pupil Rate												
NYC CHANCELLOR'S OFFICE	#MACRO?	10,099,919	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
-	#N/A	-	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#MACRO?
-	#N/A	-	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#MACRO?
-	#N/A	-	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#MACRO?
-	#N/A	-	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#MACRO?
-	#N/A	-	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#MACRO?
-	#N/A	-	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#MACRO?
-	#N/A	-	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#MACRO?
-	#N/A	-	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#MACRO?
-	#N/A	-	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#MACRO?
-	#N/A	-	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#MACRO?
-	#N/A	-	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#MACRO?
-	#N/A	-	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#MACRO?
-	#N/A	-	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#MACRO?
-	#N/A	-	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#MACRO?
-	#N/A	-	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#MACRO?
-	#N/A	-	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#MACRO?
ALL OTHER School Districts: ( Weighted Avg )	#N/A	-	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#N/A	#MACRO?	#N/A	#MACRO?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#MACRO?	10,099,919	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Special Education Revenue		825,486	189618	-	#MACRO?	189618	-	#MACRO?	189618	-	#MACRO?	189616	-
Grants													
Stimulus		-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-
DYCD (Department of Youth and Community Development)		-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-
Other		-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-
Other		-	13,810	-	#MACRO?	13,810	-	#MACRO?	13,810	-	#MACRO?	13,810	-
TOTAL REVENUE FROM STATE SOURCES		10,925,405	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
<b>REVENUE FROM FEDERAL FUNDING</b>													
IDEA Special Needs		77,832	19,838	-	#MACRO?	19,838	-	#MACRO?	19,838	-	#MACRO?	19,838	-
Title I		154,680	72,975	-	#MACRO?	72,975	-	#MACRO?	72,975	-	#MACRO?	72,975	-
Title Funding - Other		2,728	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-
School Food Service (Free Lunch)		288,812	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-
Grants													
Charter School Program (CSP) Planning & Implementation		-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-
Other		-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-
Other		-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		524,052	92,813	-	#MACRO?	92,813	-	#MACRO?	92,813	-	#MACRO?	92,813	-
<b>LOCAL and OTHER REVENUE</b>													
Contributions and Donations		3,000	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-
Fundraising		-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-
Erate Reimbursement		-	38,462	-	#MACRO?	38,462	-	#MACRO?	38,462	-	#MACRO?	38,462	-
Earnings on Investments		-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-
Interest Income		1,364	500	-	#MACRO?	500	-	#MACRO?	500	-	#MACRO?	500	-
Food Service (Income from meals)		-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-
Text Book		-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-
OTHER		114	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		4,478	38,962	-	#MACRO?	38,962	-	#MACRO?	38,962	-	#MACRO?	38,962	-
<b>TOTAL REVENUE</b>		<b>11,453,935</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>

**BRONX PREPARATORY CHARTER SCHOOL**  
**Budget / Operating Plan**  
**2015-16**

<b>Total Revenue</b>		11,453,935	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
<b>Total Expenses</b>		10,744,008	2,740,081	#MACRO?	#MACRO?	2,740,081	#MACRO?	#MACRO?	2,740,081	#MACRO?	#MACRO?	2,740,081	#MACRO?	#MACRO?
<b>Net Income</b>		709,927	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
<b>Actual Student Enrollment</b>		733	695	-	-	695	-	-	695	-	-	695	-	-
		<b>Prior Year Actual</b>	<b>1st Quarter - 7/1 - 9/30</b>			<b>2nd Quarter - 10/1 - 12/31</b>			<b>3rd Quarter - 1/1 - 3/31</b>			<b>4th Quarter - 4/1 - 6/30</b>		
		<b>#MACRO?</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
<b>EXPENSES</b>														
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>		<b>Avg. No. of Positions</b>												
Executive Management	1.00	-	36,400	-	#MACRO?	36,400	-	#MACRO?	36,400	-	#MACRO?	36,400	-	#MACRO?
Instructional Management	5.00	274,748	124,030	-	#MACRO?	124,030	-	#MACRO?	124,030	-	#MACRO?	124,030	-	#MACRO?
Deans, Directors & Coordinators	2.00	423,730	33,200	-	#MACRO?	33,200	-	#MACRO?	33,200	-	#MACRO?	33,200	-	#MACRO?
CFO / Director of Finance	1.00	34,618	13,750	-	#MACRO?	13,750	-	#MACRO?	13,750	-	#MACRO?	13,750	-	#MACRO?
Operation / Business Manager	2.00	-	31,980	-	#MACRO?	31,980	-	#MACRO?	31,980	-	#MACRO?	31,980	-	#MACRO?
Administrative Staff	7.00	376,343	77,217	-	#MACRO?	77,217	-	#MACRO?	77,217	-	#MACRO?	77,217	-	#MACRO?
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>18.00</b>	1,109,439	316,577	-	#MACRO?	316,577	-	#MACRO?	316,577	-	#MACRO?	316,577	-	#MACRO?
<b>INSTRUCTIONAL PERSONNEL COSTS</b>														
Teachers - Regular	45.00	2,808,044	784,427	-	#MACRO?	784,427	-	#MACRO?	784,427	-	#MACRO?	784,427	-	#MACRO?
Teachers - SPED	7.00	405,929	95,700	-	#MACRO?	95,700	-	#MACRO?	95,700	-	#MACRO?	95,700	-	#MACRO?
Substitute Teachers	-	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Teaching Assistants	-	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Specialty Teachers	8.00	938,793	149,489	-	#MACRO?	149,489	-	#MACRO?	149,489	-	#MACRO?	149,489	-	#MACRO?
Aides	-	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Therapists & Counselors	5.00	114,605	78,255	-	#MACRO?	78,255	-	#MACRO?	78,255	-	#MACRO?	78,255	-	#MACRO?
Other	-	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
<b>TOTAL INSTRUCTIONAL</b>	<b>65.00</b>	4,267,371	1,107,872	-	#MACRO?	1,107,872	-	#MACRO?	1,107,872	-	#MACRO?	1,107,872	-	#MACRO?
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>														
Nurse	-	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Librarian	1.00	-	11,250	-	#MACRO?	11,250	-	#MACRO?	11,250	-	#MACRO?	11,250	-	#MACRO?
Custodian	2.00	186,619	29,537	-	#MACRO?	29,537	-	#MACRO?	29,537	-	#MACRO?	29,537	-	#MACRO?
Security	-	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Other	-	45,553	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>3.00</b>	232,172	40,787	-	#MACRO?	40,787	-	#MACRO?	40,787	-	#MACRO?	40,787	-	#MACRO?
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>86.00</b>	5,608,982	1,465,236	-	#MACRO?	1,465,236	-	#MACRO?	1,465,236	-	#MACRO?	1,465,236	-	#MACRO?
<b>PAYROLL TAXES AND BENEFITS</b>														
Payroll Taxes		472,507	120,314	-	#MACRO?	120,314	-	#MACRO?	120,314	-	#MACRO?	120,314	-	#MACRO?
Fringe / Employee Benefits		721,624	116,217	-	#MACRO?	116,217	-	#MACRO?	116,217	-	#MACRO?	116,217	-	#MACRO?
Retirement / Pension		77,232	35,914	-	#MACRO?	35,914	-	#MACRO?	35,914	-	#MACRO?	35,914	-	#MACRO?
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		1,271,364	272,445	-	#MACRO?	272,445	-	#MACRO?	272,445	-	#MACRO?	272,445	-	#MACRO?
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>86.00</b>	6,880,346	1,737,680	-	#MACRO?	1,737,680	-	#MACRO?	1,737,680	-	#MACRO?	1,737,680	-	#MACRO?
<b>CONTRACTED SERVICES</b>														
Accounting / Audit		196,912	6250	-	#MACRO?	6250	-	#MACRO?	6250	-	#MACRO?	6250	-	#MACRO?
Legal		35,381	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Management Company Fee		1,335,683	404,034	-	#MACRO?	404,034	-	#MACRO?	404,034	-	#MACRO?	404,034	-	#MACRO?
Nurse Services		-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Food Service / School Lunch		393,528	13,275	-	#MACRO?	13,275	-	#MACRO?	13,275	-	#MACRO?	13,275	-	#MACRO?
Payroll Services		16,592	5160	-	#MACRO?	5,160	-	#MACRO?	5,160	-	#MACRO?	5,160	-	#MACRO?
Special Ed Services		-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Titement Services (i.e. Title I)		-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Other Purchased / Professional / Consulting		283,573	26,508	-	#MACRO?	26,508	-	#MACRO?	26,508	-	#MACRO?	26,508	-	#MACRO?
<b>TOTAL CONTRACTED SERVICES</b>		2,261,668	455,226	-	#MACRO?	455,226	-	#MACRO?	455,226	-	#MACRO?	455,226	-	#MACRO?



**BRONX PREPARATORY CHARTER SCHOOL**  
**Budget / Operating Plan**  
**2015-16**

<b>Total Revenue</b>	<b>11,453,935</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>
<b>Total Expenses</b>	<b>10,744,008</b>	<b>2,740,081</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>2,740,081</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>2,740,081</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>2,740,080</b>	<b>#MACRO?</b>	<b>#MACRO?</b>
<b>Net Income</b>	<b>709,927</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>
<b>Actual Student Enrollment</b>	<b>733</b>	<b>695</b>	<b>-</b>	<b>-</b>	<b>695</b>	<b>-</b>	<b>-</b>	<b>695</b>	<b>-</b>	<b>-</b>	<b>695</b>	<b>-</b>	<b>-</b>
	<b>Prior Year Actual</b>	<b>1st Quarter - 7/1 - 9/30</b>			<b>2nd Quarter - 10/1 - 12/31</b>			<b>3rd Quarter - 1/1 - 3/31</b>			<b>4th Quarter - 4/1 - 6/30</b>		
	<b>#MACRO?</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
<b>SCHOOL OPERATIONS</b>													
Board Expenses	422	375	-	#MACRO?	375	-	#MACRO?	375	-	#MACRO?	375	-	#MACRO?
Classroom / Teaching Supplies & Materials	156,245	49,750	-	#MACRO?	49,750	-	#MACRO?	49,750	-	#MACRO?	49,750	-	#MACRO?
Special Ed Supplies & Materials	-	-	-	#MACRO?	-	-	#MACRO?	0	-	#MACRO?	0	-	#MACRO?
Textbooks / Workbooks	15,499	14464	-	#MACRO?	14464	-	#MACRO?	14464	-	#MACRO?	14467	-	#MACRO?
Supplies & Materials other	27,805	8,688	-	#MACRO?	8,688	-	#MACRO?	8,688	-	#MACRO?	8,688	-	#MACRO?
Equipment / Furniture	45,461	-	-	#MACRO?	-	-	#MACRO?	0	-	#MACRO?	0	-	#MACRO?
Telephone	53,647	15,480	-	#MACRO?	15480	-	#MACRO?	15480	-	#MACRO?	15480	-	#MACRO?
Technology	152,640	73,540	-	#MACRO?	73,540	-	#MACRO?	73,540	-	#MACRO?	73,540	-	#MACRO?
Student Testing & Assessment	48,382	10,000	-	#MACRO?	10000	-	#MACRO?	10000	-	#MACRO?	10000	-	#MACRO?
Field Trips	159,881	78,500	-	#MACRO?	78500	-	#MACRO?	78500	-	#MACRO?	78500	-	#MACRO?
Transportation (student)	-	-	-	#MACRO?	-	-	#MACRO?	0	-	#MACRO?	0	-	#MACRO?
Student Services - other	108,202	8975	-	#MACRO?	8975	-	#MACRO?	8975	-	#MACRO?	8975	-	#MACRO?
Office Expense	12,637	6125	-	#MACRO?	6125	-	#MACRO?	6125	-	#MACRO?	6125	-	#MACRO?
Staff Development	50,983	26,300	-	#MACRO?	26300	-	#MACRO?	26300	-	#MACRO?	26300	-	#MACRO?
Staff Recruitment	21,026	250	-	#MACRO?	250	-	#MACRO?	250	-	#MACRO?	250	-	#MACRO?
Student Recruitment / Marketing	230	2000	-	#MACRO?	2000	-	#MACRO?	2000	-	#MACRO?	2000	-	#MACRO?
School Meals / Lunch	13,584	10,750	-	#MACRO?	10750	-	#MACRO?	10750	-	#MACRO?	10750	-	#MACRO?
Travel (Staff)	1,824	538	-	#MACRO?	538	-	#MACRO?	538	-	#MACRO?	536	-	#MACRO?
Fundraising	-	-	-	#MACRO?	-	-	#MACRO?	0	-	#MACRO?	0	-	#MACRO?
Other	2,774	2824	-	#MACRO?	2,824	-	#MACRO?	2,824	-	#MACRO?	2,822	-	#MACRO?
<b>TOTAL SCHOOL OPERATIONS</b>	<b>871,241</b>	<b>308,559</b>	<b>-</b>	<b>#MACRO?</b>	<b>308,559</b>	<b>-</b>	<b>#MACRO?</b>	<b>308,559</b>	<b>-</b>	<b>#MACRO?</b>	<b>308,558</b>	<b>-</b>	<b>#MACRO?</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>													
Insurance	71,336	25,056	-	#MACRO?	25,056	-	#MACRO?	25,056	-	#MACRO?	25,056	-	#MACRO?
Janitorial	222,617	48,000	-	#MACRO?	48,000	-	#MACRO?	48,000	-	#MACRO?	48,000	-	#MACRO?
Building and Land Rent / Lease / Facility Finance Interest	56,833	12,000	-	#MACRO?	12,000	-	#MACRO?	12,000	-	#MACRO?	12,000	-	#MACRO?
Repairs & Maintenance	86,053	3000	-	#MACRO?	3000	-	#MACRO?	3000	-	#MACRO?	3000	-	#MACRO?
Equipment / Furniture	-	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?
Security	100,895	48,000	-	#MACRO?	48,000	-	#MACRO?	48,000	-	#MACRO?	48,000	-	#MACRO?
Utilities	187,293	52,500	-	#MACRO?	52,500	-	#MACRO?	52,500	-	#MACRO?	52,500	-	#MACRO?
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>725,026</b>	<b>188,556</b>	<b>-</b>	<b>#MACRO?</b>	<b>188,556</b>	<b>-</b>	<b>#MACRO?</b>	<b>188,556</b>	<b>-</b>	<b>#MACRO?</b>	<b>188,556</b>	<b>-</b>	<b>#MACRO?</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>	<b>5,726</b>	<b>50000</b>	<b>-</b>	<b>#MACRO?</b>	<b>50000</b>	<b>-</b>	<b>#MACRO?</b>	<b>50000</b>	<b>-</b>	<b>#MACRO?</b>	<b>50000</b>	<b>-</b>	<b>#MACRO?</b>
<b>RESERVES / CONTINGENCY</b>	<b>-</b>	<b>60</b>	<b>-</b>	<b>#MACRO?</b>	<b>60</b>	<b>-</b>	<b>#MACRO?</b>	<b>60</b>	<b>-</b>	<b>#MACRO?</b>	<b>60</b>	<b>-</b>	<b>#MACRO?</b>
<b>TOTAL EXPENSES</b>	<b>10,744,008</b>	<b>2,740,081</b>	<b>-</b>	<b>#MACRO?</b>	<b>2,740,081</b>	<b>-</b>	<b>#MACRO?</b>	<b>2,740,081</b>	<b>-</b>	<b>#MACRO?</b>	<b>2,740,080</b>	<b>-</b>	<b>#MACRO?</b>
<b>NET INCOME</b>	<b>709,927</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>

**BRONX PREPARATORY CHARTER SCHOOL**  
**Budget / Operating Plan**  
**2015-16**

Total Revenue	11,453,935	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Total Expenses	10,744,008	2,740,081	#MACRO?	#MACRO?	2,740,081	#MACRO?	#MACRO?	2,740,081	#MACRO?	#MACRO?	2,740,080	#MACRO?	#MACRO?
Net Income	709,927	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Actual Student Enrollment	733	695	-	-	695	-	-	695	-	-	695	-	-
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	#MACRO?	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*													
Number of Districts:	1	1	-	-	1	-	-	1	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	733	695	-	-	695	-	-	695	-	-	695	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: ( Weighted Avg )	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	733	695	-	-	695	-	-	695	-	-	695	-	-
REVENUE PER PUPIL	15,626	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
EXPENSES PER PUPIL	14,658	3,943	-	#MACRO?	3,943	-	#MACRO?	3,943	-	#MACRO?	3,943	-	#MACRO?

			BRONX PREPARATORY CHARTER SCHOOL Budget / Operating Plan 2015-16					DESCRIPTION OF ASSUMPTIONS
Total Revenue			#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
Total Expenses			10,960,322	#MACRO?	#MACRO?	(216,314)	#MACRO?	
Net Income			#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
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			2015-16					
Per Pupil Revenue			Per Pupil Rate					
NYC CHANCELLOR'S OFFICE			#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
-			#N/A	#MACRO?	#MACRO?	#N/A	#MACRO?	
-			#N/A	#MACRO?	#MACRO?	#N/A	#MACRO?	
-			#N/A	#MACRO?	#MACRO?	#N/A	#MACRO?	
-			#N/A	#MACRO?	#MACRO?	#N/A	#MACRO?	
-			#N/A	#MACRO?	#MACRO?	#N/A	#MACRO?	
-			#N/A	#MACRO?	#MACRO?	#N/A	#MACRO?	
-			#N/A	#MACRO?	#MACRO?	#N/A	#MACRO?	
-			#N/A	#MACRO?	#MACRO?	#N/A	#MACRO?	
-			#N/A	#MACRO?	#MACRO?	#N/A	#MACRO?	
-			#N/A	#MACRO?	#MACRO?	#N/A	#MACRO?	
-			#N/A	#MACRO?	#MACRO?	#N/A	#MACRO?	
-			#N/A	#MACRO?	#MACRO?	#N/A	#MACRO?	
-			#N/A	#MACRO?	#MACRO?	#N/A	#MACRO?	
ALL OTHER School Districts: ( Weighted Avg )			#N/A	#N/A	#MACRO?	#N/A	#MACRO?	
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)			#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
Special Education Revenue			758,470	#MACRO?	#MACRO?	(67,016)	#MACRO?	
Grants								
Stimulus			-	#MACRO?	#MACRO?	-	#MACRO?	
DYCD (Department of Youth and Community Development)			-	#MACRO?	#MACRO?	-	#MACRO?	
Other			-	#MACRO?	#MACRO?	-	#MACRO?	
Other			55,239	#MACRO?	#MACRO?	55,239	#MACRO?	
TOTAL REVENUE FROM STATE SOURCES			#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			79,351	#MACRO?	#MACRO?	1,519	#MACRO?	
Title I			291,900	#MACRO?	#MACRO?	137,220	#MACRO?	
Title Funding - Other			-	#MACRO?	#MACRO?	(2,728)	#MACRO?	
School Food Service (Free Lunch)			-	#MACRO?	#MACRO?	(288,812)	#MACRO?	
Grants								
Charter School Program (CSP) Planning & Implementation			-	#MACRO?	#MACRO?	-	#MACRO?	
Other			-	#MACRO?	#MACRO?	-	#MACRO?	
Other			-	#MACRO?	#MACRO?	-	#MACRO?	
TOTAL REVENUE FROM FEDERAL SOURCES			371,251	#MACRO?	#MACRO?	(152,801)	#MACRO?	
LOCAL and OTHER REVENUE								
Contributions and Donations			-	#MACRO?	#MACRO?	(3,000)	#MACRO?	
Fundraising			-	#MACRO?	#MACRO?	-	#MACRO?	
Erate Reimbursement			153,847	#MACRO?	#MACRO?	153,847	#MACRO?	
Earnings on Investments			-	#MACRO?	#MACRO?	-	#MACRO?	
Interest Income			2,000	#MACRO?	#MACRO?	636	#MACRO?	
Food Service (Income from meals)			-	#MACRO?	#MACRO?	-	#MACRO?	
Text Book			-	#MACRO?	#MACRO?	-	#MACRO?	
OTHER			-	#MACRO?	#MACRO?	(114)	#MACRO?	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			155,847	#MACRO?	#MACRO?	151,369	#MACRO?	
TOTAL REVENUE			#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	

		BRONX PREPARATORY CHARTER SCHOOL Budget / Operating Plan 2015-16					
Total Revenue		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
Total Expenses		10,960,322	#MACRO?	#MACRO?	(216,314)	#MACRO?	
Net Income		#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	
Actual Student Enrollment							
		Total Year			VARIANCE		DESCRIPTION OF ASSUMPTIONS
		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		1.00		145,600	#MACRO?	#MACRO?	(145,600) #MACRO?
Instructional Management		5.00		496,120	#MACRO?	#MACRO?	(221,372) #MACRO?
Deans, Directors & Coordinators		2.00		132,800	#MACRO?	#MACRO?	290,930 #MACRO?
CFO / Director of Finance		1.00		55,000	#MACRO?	#MACRO?	(20,382) #MACRO?
Operation / Business Manager		2.00		127,920	#MACRO?	#MACRO?	(127,920) #MACRO?
Administrative Staff		7.00		308,867	#MACRO?	#MACRO?	67,476 #MACRO?
TOTAL ADMINISTRATIVE STAFF		18.00		1,266,307	#MACRO?	#MACRO?	(156,868) #MACRO?
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular		45.00		3,137,709	#MACRO?	#MACRO?	(329,665) #MACRO?
Teachers - SPED		7.00		382,800	#MACRO?	#MACRO?	23,129 #MACRO?
Substitute Teachers		-		-	#MACRO?	#MACRO?	- #MACRO?
Teaching Assistants		-		-	#MACRO?	#MACRO?	- #MACRO?
Specialty Teachers		8.00		597,958	#MACRO?	#MACRO?	340,835 #MACRO?
Aides		-		-	#MACRO?	#MACRO?	- #MACRO?
Therapists & Counselors		5.00		313,020	#MACRO?	#MACRO?	(198,415) #MACRO?
Other		-		-	#MACRO?	#MACRO?	- #MACRO?
TOTAL INSTRUCTIONAL		65.00		4,431,486	#MACRO?	#MACRO?	(164,115) #MACRO?
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse		-		-	#MACRO?	#MACRO?	- #MACRO?
Librarian		1.00		45,000	#MACRO?	#MACRO?	(45,000) #MACRO?
Custodian		2.00		118,149	#MACRO?	#MACRO?	68,470 #MACRO?
Security		-		-	#MACRO?	#MACRO?	- #MACRO?
Other		-		-	#MACRO?	#MACRO?	45,553 #MACRO?
TOTAL NON-INSTRUCTIONAL		3.00		163,149	#MACRO?	#MACRO?	69,023 #MACRO?
SUBTOTAL PERSONNEL SERVICE COSTS		86.00		5,860,942	#MACRO?	#MACRO?	(251,960) #MACRO?
PAYROLL TAXES AND BENEFITS							
Payroll Taxes				481,257	#MACRO?	#MACRO?	(8,750) #MACRO?
Fringe / Employee Benefits				464,867	#MACRO?	#MACRO?	256,757 #MACRO?
Retirement / Pension				143,654	#MACRO?	#MACRO?	(66,422) #MACRO?
TOTAL PAYROLL TAXES AND BENEFITS				1,089,778	#MACRO?	#MACRO?	181,586 #MACRO?
TOTAL PERSONNEL SERVICE COSTS		86.00		6,950,720	#MACRO?	#MACRO?	(70,374) #MACRO?
CONTRACTED SERVICES							
Accounting / Audit				25,000	#MACRO?	#MACRO?	171,912 #MACRO?
Legal				-	#MACRO?	#MACRO?	35,381 #MACRO?
Management Company Fee				1,616,135	#MACRO?	#MACRO?	(280,452) #MACRO?
Nurse Services				-	#MACRO?	#MACRO?	- #MACRO?
Food Service / School Lunch				53,098	#MACRO?	#MACRO?	340,430 #MACRO?
Payroll Services				20,640	#MACRO?	#MACRO?	(4,048) #MACRO?
Special Ed Services				-	#MACRO?	#MACRO?	- #MACRO?
Titlement Services (i.e. Title I)				-	#MACRO?	#MACRO?	- #MACRO?
Other Purchased / Professional / Consulting				106,030	#MACRO?	#MACRO?	177,543 #MACRO?
TOTAL CONTRACTED SERVICES				1,820,903	#MACRO?	#MACRO?	440,765 #MACRO?

BRONX PREPARATORY CHARTER SCHOOL Budget / Operating Plan 2015-16					
Total Revenue	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Total Expenses	10,960,322	#MACRO?	#MACRO?	(216,314)	#MACRO?
Net Income	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
DESCRIPTION OF ASSUMPTIONS					
<b>SCHOOL OPERATIONS</b>					
Board Expenses	1,500	#MACRO?	#MACRO?	(1,078)	#MACRO?
Classroom / Teaching Supplies & Materials	199,000	#MACRO?	#MACRO?	(42,755)	#MACRO?
Special Ed Supplies & Materials	-	#MACRO?	#MACRO?	-	#MACRO?
Textbooks / Workbooks	57,859	#MACRO?	#MACRO?	(42,360)	#MACRO?
Supplies & Materials other	34,750	#MACRO?	#MACRO?	(6,945)	#MACRO?
Equipment / Furniture	-	#MACRO?	#MACRO?	45,461	#MACRO?
Telephone	61,920	#MACRO?	#MACRO?	(8,274)	#MACRO?
Technology	294,161	#MACRO?	#MACRO?	(141,521)	#MACRO?
Student Testing & Assessment	40,000	#MACRO?	#MACRO?	8,382	#MACRO?
Field Trips	314,000	#MACRO?	#MACRO?	(154,119)	#MACRO?
Transportation (student)	-	#MACRO?	#MACRO?	-	#MACRO?
Student Services - other	35,900	#MACRO?	#MACRO?	72,302	#MACRO?
Office Expense	24,500	#MACRO?	#MACRO?	(11,863)	#MACRO?
Staff Development	105,200	#MACRO?	#MACRO?	(54,217)	#MACRO?
Staff Recruitment	1,000	#MACRO?	#MACRO?	20,026	#MACRO?
Student Recruitment / Marketing	8,000	#MACRO?	#MACRO?	(7,770)	#MACRO?
School Meals / Lunch	43,000	#MACRO?	#MACRO?	(29,416)	#MACRO?
Travel (Staff)	2,150	#MACRO?	#MACRO?	(326)	#MACRO?
Fundraising	-	#MACRO?	#MACRO?	-	#MACRO?
Other	11,294	#MACRO?	#MACRO?	(8,520)	#MACRO?
TOTAL SCHOOL OPERATIONS	1,234,234	#MACRO?	#MACRO?	(362,993)	#MACRO?
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance	100,225	#MACRO?	#MACRO?	(28,889)	#MACRO?
Janitorial	192,000	#MACRO?	#MACRO?	30,617	#MACRO?
Building and Land Rent / Lease / Facility Finance Interest	48,000	#MACRO?	#MACRO?	8,833	#MACRO?
Repairs & Maintenance	12,000	#MACRO?	#MACRO?	74,053	#MACRO?
Equipment / Furniture	-	#MACRO?	#MACRO?	-	#MACRO?
Security	192,000	#MACRO?	#MACRO?	(91,105)	#MACRO?
Utilities	210,000	#MACRO?	#MACRO?	(22,707)	#MACRO?
TOTAL FACILITY OPERATION & MAINTENANCE	754,225	#MACRO?	#MACRO?	(29,199)	#MACRO?
<b>DEPRECIATION &amp; AMORTIZATION</b>	200,000	#MACRO?	#MACRO?	(194,275)	#MACRO?
<b>RESERVES / CONTINGENCY</b>	240	#MACRO?	#MACRO?	(240)	#MACRO?
<b>TOTAL EXPENSES</b>	<b>10,960,322</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>(216,314)</b>	<b>#MACRO?</b>
<b>NET INCOME</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>	<b>#MACRO?</b>

		BRONX PREPARATORY CHARTER SCHOOL Budget / Operating Plan 2015-16					
Total Revenue	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?		DESCRIPTION OF ASSUMPTIONS
Total Expenses	10,960,322	#MACRO?	#MACRO?	(216,314)	#MACRO?		
Net Income	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?		
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							
-							
-							
-							
-							
-							
-							
-							
-							
-							
-							
-							
-							
ALL OTHER School Districts: ( Weighted Avg )							
TOTAL ENROLLMENT							
REVENUE PER PUPIL							
EXPENSES PER PUPIL							

**BRONX PREPARATORY CHARTER SCHOOL  
BALANCE SHEET  
2015-16**

	Prior Year	Q1	Q2	Q3	Q4
	#MACRO?	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<b><u>ASSETS</u></b>					
<b><u>CURRENT ASSETS</u></b>					
Cash and cash equivalents	\$2,096,004	\$-	\$-	\$-	\$-
Grants and contracts receivable	43,084	-	-	-	-
Accounts receivables	7,414	-	-	-	-
Prepaid Expenses	60,901	-	-	-	-
Contributions and other receivables	4,874	-	-	-	-
<b>TOTAL CURRENT ASSETS</b>	<b>2,212,277</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	<b><u>1,554,534</u></b>	<b><u>-</u></b>	<b><u>-</u></b>	<b><u>-</u></b>	<b><u>-</u></b>
<b><u>OTHER ASSETS</u></b>	<b><u>-</u></b>	<b><u>-</u></b>	<b><u>-</u></b>	<b><u>-</u></b>	<b><u>-</u></b>
<b>TOTAL ASSETS</b>	<b><u>3,766,811</u></b>	<b><u>-</u></b>	<b><u>-</u></b>	<b><u>-</u></b>	<b><u>-</u></b>
<b><u>LIABILITIES AND NET ASSETS</u></b>					
<b><u>CURRENT LIABILITIES</u></b>					
Accounts payable and accrued expenses	\$322,187	\$-	\$-	\$-	\$-
Accrued payroll and benefits	25,653	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	106,667	-	-	-	-
<b>TOTAL CURRENT LIABILITIES</b>	<b>454,506</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b><u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u></b>	<b><u>-</u></b>	<b><u>-</u></b>	<b><u>-</u></b>	<b><u>-</u></b>	<b><u>-</u></b>
<b>TOTAL LIABILITIES</b>	<b><u>454,506</u></b>	<b><u>-</u></b>	<b><u>-</u></b>	<b><u>-</u></b>	<b><u>-</u></b>
<b><u>NET ASSETS</u></b>					
Unrestricted	3,112,305	-	-	-	-
Temporarily restricted	200,000	-	-	-	-
<b>TOTAL NET ASSETS</b>	<b><u>3,312,305</u></b>	<b><u>-</u></b>	<b><u>-</u></b>	<b><u>-</u></b>	<b><u>-</u></b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b><u>3,766,811</u></b>	<b><u>-</u></b>	<b><u>-</u></b>	<b><u>-</u></b>	<b><u>-</u></b>

## 2015-16

		1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>													
		Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance

**CY Per Pupil Rate**

REVENUE FROM FEDERAL FUNDING												
IDEA Special Needs	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Title I	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Title Funding - Other	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
School Food Service (Free Lunch)	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Grants												
Charter School Program (CSP) Planning & Implementation	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Other	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Other	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
TOTAL REVENUE FROM FEDERAL SOURCES	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?

## TOTAL REVENUE

[illegible][illegible]



BRONX PREPARATORY CHARTER SCHOOL Budget / Operating Plan 2015-16												
Total Revenue	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Total Expenses	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Net Income	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Actual Student Enrollment	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-
*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 - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
<b>EXPENSES</b>												
ADMINISTRATIVE STAFF PERSONNEL COSTS												
Executive Management	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Instructional Management	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Deans, Directors & Coordinators	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
CFO / Director of Finance	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Operation / Business Manager	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Administrative Staff	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
TOTAL ADMINISTRATIVE STAFF	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
<b>INSTRUCTIONAL PERSONNEL COSTS</b>												
Teachers - Regular	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Teachers - SPED	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Substitute Teachers	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Teaching Assistants	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Specialty Teachers	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Aides	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Therapists & Counselors	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Other	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
TOTAL INSTRUCTIONAL	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>												
Nurse	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Librarian	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Custodian	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Security	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Other	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
TOTAL NON-INSTRUCTIONAL	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>												
#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
<b>PAYROLL TAXES AND BENEFITS</b>												
Payroll Taxes	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Fringe / Employee Benefits	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Retirement / Pension	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
TOTAL PAYROLL TAXES AND BENEFITS	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
<b>TOTAL PERSONNEL SERVICE COSTS</b>												
#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
<b>CONTRACTED SERVICES</b>												
Accounting / Audit	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Legal	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Management Company Fee	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Nurse Services	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Food Service / School Lunch	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Payroll Services	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Special Ed Services	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Titlement Services (i.e. Title I)	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
Other Purchased / Professional / Consulting	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?
TOTAL CONTRACTED SERVICES	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?

BRONX PREPARATORY CHARTER SCHOOL Budget / Operating Plan 2015-16												
Total Revenue	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Total Expenses	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Net Income	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Actual Student Enrollment	-	#MACRO?	-	-	#MACRO?	-	-	#MACRO?	-	#MACRO?	#MACRO?	-
*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 - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
<b>SCHOOL OPERATIONS</b>												
Board Expenses	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Classroom / Teaching Supplies & Materials	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Special Ed Supplies & Materials	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Textbooks / Workbooks	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Supplies & Materials other	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Equipment / Furniture	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Telephone	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Technology	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Student Testing & Assessment	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Field Trips	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Transportation (student)	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Student Services - other	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Office Expense	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Staff Development	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Staff Recruitment	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Student Recruitment / Marketing	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
School Meals / Lunch	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Travel (Staff)	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Fundraising	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Other	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
TOTAL SCHOOL OPERATIONS	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
<b>FACILITY OPERATION &amp; MAINTENANCE</b>												
Insurance	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Janitorial	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Building and Land Rent / Lease / Facility Finance Interest	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Repairs & Maintenance	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Equipment / Furniture	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Security	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
Utilities	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
TOTAL FACILITY OPERATION & MAINTENANCE	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
<b>RESERVES / CONTINGENCY</b>	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
<b>TOTAL EXPENSES</b>	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?
<b>NET INCOME</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?

## 2015-16

[illegible]

## 2015-16

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

**Actual**

CY Per Pupil Rate

TOTAL REVENUE

BRONX PREPARATORY CHARTER SCHOOL Budget / Operating Plan 2015-16												
Total Revenue	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Total Expenses	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	10,960,322	#MACRO?	#MACRO?	#MACRO?
Net Income	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
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 vs.		Actual vs.		Actual vs.		Actual vs.		Actual vs.		PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	
	Actual	Current Budget (Current Quarter)	Current Budget	Current Budget - TY	Current Budget TY	Original Budget (Current Quarter)	Original Budget	Original Budget - TY	Original Budget TY	Original Budget TY	Actual CY	Actual PY
<b>EXPENSES</b>												
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>												
	Quarter 0											
	No. of Positions											
Executive Management	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	145,600	#MACRO?	#MACRO?	#MACRO?
Instructional Management	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	496,120	#MACRO?	#MACRO?	#MACRO?
Deans, Directors & Coordinators	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	132,800	#MACRO?	#MACRO?	#MACRO?
CFO / Director of Finance	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	55,000	#MACRO?	#MACRO?	#MACRO?
Operation / Business Manager	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	127,920	#MACRO?	#MACRO?	#MACRO?
Administrative Staff	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	308,867	#MACRO?	#MACRO?	#MACRO?
TOTAL ADMINISTRATIVE STAFF	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	1,266,307	#MACRO?	#MACRO?	#MACRO?
<b>INSTRUCTIONAL PERSONNEL COSTS</b>												
Teachers - Regular	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	3,137,709	#MACRO?	#MACRO?	#MACRO?
Teachers - SPED	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	382,800	#MACRO?	#MACRO?	#MACRO?
Substitute Teachers	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Teaching Assistants	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Specialty Teachers	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	597,958	#MACRO?	#MACRO?	#MACRO?
Aides	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Therapists & Counselors	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	313,020	#MACRO?	#MACRO?	#MACRO?
Other	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
TOTAL INSTRUCTIONAL	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	4,431,486	#MACRO?	#MACRO?	#MACRO?
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>												
Nurse	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Librarian	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	45,000	#MACRO?	#MACRO?	#MACRO?
Custodian	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	118,149	#MACRO?	#MACRO?	#MACRO?
Security	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Other	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
TOTAL NON-INSTRUCTIONAL	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	163,149	#MACRO?	#MACRO?	#MACRO?
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>												
#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	5,860,942	#MACRO?	#MACRO?	#MACRO?
<b>PAYROLL TAXES AND BENEFITS</b>												
Payroll Taxes	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	481,257	#MACRO?	#MACRO?	#MACRO?
Fringe / Employee Benefits	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	464,867	#MACRO?	#MACRO?	#MACRO?
Retirement / Pension	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	143,654	#MACRO?	#MACRO?	#MACRO?
TOTAL PAYROLL TAXES AND BENEFITS	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	1,089,778	#MACRO?	#MACRO?	#MACRO?
<b>TOTAL PERSONNEL SERVICE COSTS</b>												
#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	6,950,720	#MACRO?	#MACRO?	#MACRO?
<b>CONTRACTED SERVICES</b>												
Accounting / Audit	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	25,000	#MACRO?	#MACRO?	#MACRO?
Legal	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Management Company Fee	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	1,616,135	#MACRO?	#MACRO?	#MACRO?
Nurse Services	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Food Service / School Lunch	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	53,098	#MACRO?	#MACRO?	#MACRO?
Payroll Services	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	20,640	#MACRO?	#MACRO?	#MACRO?
Special Ed Services	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Titlement Services (i.e. Title I)	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Other Purchased / Professional / Consulting	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	106,030	#MACRO?	#MACRO?	#MACRO?
TOTAL CONTRACTED SERVICES	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	1,820,903	#MACRO?	#MACRO?	#MACRO?

BRONX PREPARATORY CHARTER SCHOOL Budget / Operating Plan 2015-16											
Total Revenue	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Total Expenses	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	10,960,322	#MACRO?	#MACRO?	#MACRO?
Net Income	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-
<div> <div>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</div> <div> <div>TOTALS AND VARIANCE ANALYSIS</div> <div> <div>Actual</div> <div>Current Budget (Current Quarter)</div> <div>Actual vs. Current Budget</div> <div>Current Budget - TY</div> <div>Actual vs. Current Budget TY</div> <div>Original Budget (Current Quarter)</div> <div>Actual vs. Original Budget</div> <div>Original Budget - TY</div> <div>Actual vs. Original Budget TY</div> <div>PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)</div> <div>Actual CY vs. Actual PY</div> </div> </div> </div>											
<b>SCHOOL OPERATIONS</b>											
Board Expenses	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	1,500	#MACRO?	#MACRO?	#MACRO?
Classroom / Teaching Supplies & Materials	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	199,000	#MACRO?	#MACRO?	#MACRO?
Special Ed Supplies & Materials	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Textbooks / Workbooks	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	57,859	#MACRO?	#MACRO?	#MACRO?
Supplies & Materials other	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	34,750	#MACRO?	#MACRO?	#MACRO?
Equipment / Furniture	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Telephone	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	61,920	#MACRO?	#MACRO?	#MACRO?
Technology	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	294,161	#MACRO?	#MACRO?	#MACRO?
Student Testing & Assessment	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	40,000	#MACRO?	#MACRO?	#MACRO?
Field Trips	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	314,000	#MACRO?	#MACRO?	#MACRO?
Transportation (student)	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Student Services - other	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	35,900	#MACRO?	#MACRO?	#MACRO?
Office Expense	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	24,500	#MACRO?	#MACRO?	#MACRO?
Staff Development	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	105,200	#MACRO?	#MACRO?	#MACRO?
Staff Recruitment	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	1,000	#MACRO?	#MACRO?	#MACRO?
Student Recruitment / Marketing	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	8,000	#MACRO?	#MACRO?	#MACRO?
School Meals / Lunch	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	43,000	#MACRO?	#MACRO?	#MACRO?
Travel (Staff)	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	2,150	#MACRO?	#MACRO?	#MACRO?
Fundraising	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Other	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	11,294	#MACRO?	#MACRO?	#MACRO?
TOTAL SCHOOL OPERATIONS	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	1,234,234	#MACRO?	#MACRO?	#MACRO?
<b>FACILITY OPERATION &amp; MAINTENANCE</b>											
Insurance	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	100,225	#MACRO?	#MACRO?	#MACRO?
Janitorial	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	192,000	#MACRO?	#MACRO?	#MACRO?
Building and Land Rent / Lease / Facility Finance Interest	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	48,000	#MACRO?	#MACRO?	#MACRO?
Repairs & Maintenance	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	12,000	#MACRO?	#MACRO?	#MACRO?
Equipment / Furniture	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	-	#MACRO?	#MACRO?	#MACRO?
Security	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	192,000	#MACRO?	#MACRO?	#MACRO?
Utilities	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	210,000	#MACRO?	#MACRO?	#MACRO?
TOTAL FACILITY OPERATION & MAINTENANCE	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	754,225	#MACRO?	#MACRO?	#MACRO?
<b>DEPRECIATION &amp; AMORTIZATION</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	200,000	#MACRO?	#MACRO?	#MACRO?
<b>RESERVES / CONTINGENCY</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	240	#MACRO?	#MACRO?	#MACRO?
<b>TOTAL EXPENSES</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	10,960,322	#MACRO?	#MACRO?	#MACRO?
<b>NET INCOME</b>	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?	#MACRO?

## 2015-16

ENROLLMENT - *School Districts Are Linked To Above Entries*			* Enrollment Data Based on Last Actual Quarter Completed							
NYC CHANCELLOR'S OFFICE			-	-	-	-	-	-	-	-
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**Annual Report Requirement**  
*for SUNY Authorized Charter Schools*  
BRONX PREPARATORY CHARTER SCHOOL  
**2015-16**

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**





## Appendix E: Disclosure of Financial Interest Form

Last updated: 08/19/2015

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Page 1

320900860807 BRONX PREP CS

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All trustees who served on an education corporation governing one or more charter schools during the 2014-2015 school year must complete the form in Appendix E (Disclosure of Financial Interest Form). The Disclosure of Financial Interest Forms are due on November 1, 2015. [A link to a safe and secure form that each Trustee must complete by the November 1, 2015 deadline will be provide here by September 1, 2015 or sooner.](#)

ALL charter schools or merged education corporations must complete the Board of Trustees Membership Table within the online portal in Appendix F (Board of Trustees Membership Table). The Board of Trustees Membership Table must be submitted by August 1, 2015.

Regents-authorized charter schools must upload a complete set of board of trustee Meeting Minutes from July 2014-June 2015 into Appendix G (Board Minutes). Board of Trustee Meeting Minutes must be submitted by August 1, 2015.

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

Yes

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Thank you.

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, September 14, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/42>

## Page 1

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

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Maricruz	Alvarado

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	
2. *Your Home Address:   City/State	
2. *Your Home Address:   Zip	

### 3. \*Your Business Address

3. *Your Business Address   Street Address	
3. *Your Business Address   City/State	
3. *Your Business Address   Zip	

### 4. \*Daytime Phone Number:

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

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*BRONX PREPARATORY CS (SUNY TRUSTEES) 320900860807*

8. Select all positions you have held on the Board:

(check all that apply)

- 
- Other, please specify...: Trustee, and Alumni Liason
- 

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

No

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

No

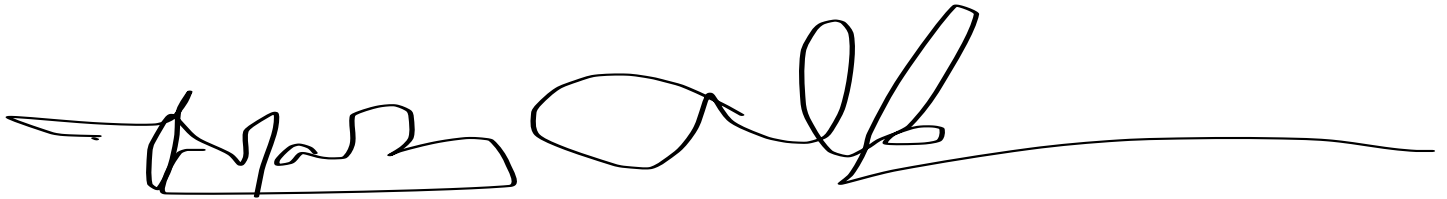
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of a series of loops and a long horizontal line extending to the right.

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Wednesday, August 19, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/cd>

## Page 1

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

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Roger	Berg

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	
2. *Your Home Address:   City/State	
2. *Your Home Address:   Zip	

### 3. \*Your Business Address

3. *Your Business Address   Street Address	
3. *Your Business Address   City/State	
3. *Your Business Address   Zip	

### 4. \*Daytime Phone Number:

--

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

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*BRONX PREPARATORY CS (SUNY TRUSTEES) 320900860807*

8. Select all positions you have held on the Board:

(check all that apply)

*(No response)*

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

*No*

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

No

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

No

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

No

Signature of Trustee

Roger E. Berg

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, August 24, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/fd>

## Page 1

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

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Brian	Berger

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	
2. *Your Home Address:   City/State	
2. *Your Home Address:   Zip	

### 3. \*Your Business Address

3. *Your Business Address   Street Address	
3. *Your Business Address   City/State	
3. *Your Business Address   Zip	

### 4. \*Daytime Phone Number:

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

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*BRONX PREPARATORY CS (SUNY TRUSTEES) 320900860807*

8. Select all positions you have held on the Board:



(check all that apply)

- 
- Chair/President
- 

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

*No*

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

No

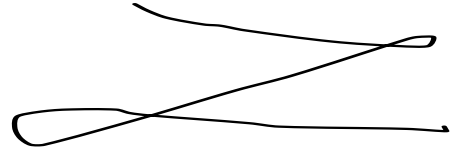
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Diana", written on a light gray background.A handwritten signature in black ink, consisting of a stylized 'Z' or 'X' shape, written on a light gray background.A handwritten signature in black ink, partially visible on the right edge of the page, written on a light gray background.

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Tuesday, September 29, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/e1>

## Page 1

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

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Margaret	Della

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	
2. *Your Home Address:   City/State	
2. *Your Home Address:   Zip	

### 3. \*Your Business Address

3. *Your Business Address   Street Address	
3. *Your Business Address   City/State	
3. *Your Business Address   Zip	

### 4. \*Daytime Phone Number:

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

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*BRONX PREPARATORY CS (SUNY TRUSTEES) 320900860807*

8. Select all positions you have held on the Board:

(check all that apply)

*(No response)*

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

*No*

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to be 'M. D. [unclear]', written on a light gray background.

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Saturday, August 22, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/30>

## Page 1

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

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Sara	Kaufman

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	
2. *Your Home Address:   City/State	
2. *Your Home Address:   Zip	

### 3. \*Your Business Address

3. *Your Business Address   Street Address	
3. *Your Business Address   City/State	
3. *Your Business Address   Zip	

### 4. \*Daytime Phone Number:

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

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*BRONX PREPARATORY CS (SUNY TRUSTEES) 320900860807*

8. Select all positions you have held on the Board:

(check all that apply)

*(No response)*

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

*No*

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink that reads "Sam Kaplan". The signature is written in a cursive, flowing style.

**Thank you.**



# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, September 28, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/b1>

## Page 1

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

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Erhard	Marius

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	
2. *Your Home Address:   City/State	
2. *Your Home Address:   Zip	

### 3. \*Your Business Address

3. *Your Business Address   Street Address	
3. *Your Business Address   City/State	
3. *Your Business Address   Zip	

### 4. \*Daytime Phone Number:

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

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*BRONX PREPARATORY CS (SUNY TRUSTEES) 320900860807*

8. Select all positions you have held on the Board:

(check all that apply)

- 
- Other, please specify...: Board Member
- 

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

No

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

No

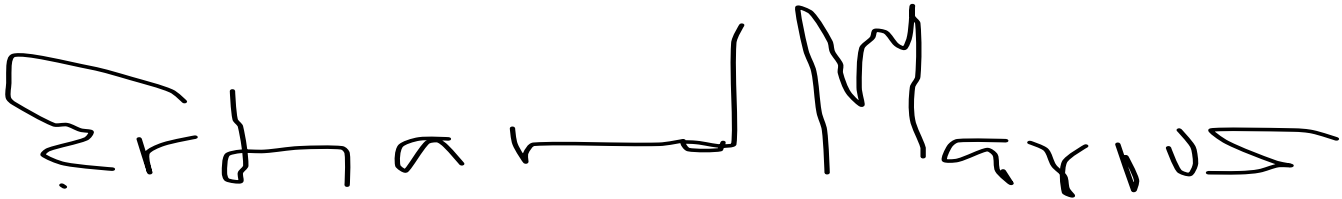
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Edward M. Davis". The signature is written in a cursive, somewhat stylized font. The first name "Edward" is written with a large 'E' and a long horizontal stroke. The middle initial "M" is large and prominent. The last name "Davis" is written with a large 'D' and a long horizontal stroke at the end.

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, August 20, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/97>

## Page 1

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

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	David	Roman

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	
2. *Your Home Address:   City/State	
2. *Your Home Address:   Zip	

### 3. \*Your Business Address

3. *Your Business Address   Street Address	
3. *Your Business Address   City/State	
3. *Your Business Address   Zip	

### 4. \*Daytime Phone Number:

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

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*BRONX PREPARATORY CS (SUNY TRUSTEES) 320900860807*

8. Select all positions you have held on the Board:

(check all that apply)

*(No response)*

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

*No*

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

No

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

No

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

No

Signature of Trustee

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

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Friday, September 04, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/f9>

## Page 1

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

### 1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Philip	Wharton

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	
2. *Your Home Address:   City/State	
2. *Your Home Address:   Zip	

### 3. \*Your Business Address

3. *Your Business Address   Street Address	
3. *Your Business Address   City/State	
3. *Your Business Address   Zip	

### 4. \*Daytime Phone Number:

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

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*BRONX PREPARATORY CS (SUNY TRUSTEES) 320900860807*

8. Select all positions you have held on the Board:

(check all that apply)

- 
- Treasurer
- 

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

*No*



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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink, reading "Philip Wharton". The signature is written in a cursive style with a large, stylized 'P' and 'W'.

**Thank you.**



## Appendix F: BOT Membership Table

Created: 07/06/2015

Last updated: 07/09/2015

### Page 1

**320900860807 BRONX PREP CS**

#### 1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Brian Berger	[REDACTED]	Chair/Board President	Yes		Term Expires 2017
2	Tenicka Boyd	[REDACTED]	Trustee/Member	Yes		1 Term (Election: 2015; Expiration: 2017)
3	David Roman	[REDACTED]	Treasurer	Yes		Term Expires 2016
4	Philip Wharton	[REDACTED]	Trustee/Member	Yes		Term Expires 2016
5	Maricruz Alvarado	[REDACTED]	Trustee/Member	Yes		Term Expires 2017
6	Katie Duffy	[REDACTED]	Trustee/Member	Yes	Democracy Prep Public Schools CEO	1 Term (Election: 2015; Expiration: 2017)
7	Roger Berg	[REDACTED]	Trustee/Member	Yes		1 Term (Election: 2015; Expiration: 2017)
8	Margaret Della	[REDACTED]	Trustee/Member	Yes		1 Term (Election: 2015; Expiration: 2017)
9	Erhard Marius	[REDACTED]	Trustee/Member	Yes		1 Term (Election: 2015; Expiration: 2017)
10	Sara Kaufman	[REDACTED]	Trustee/Member			1 Term (Election: 2015; Expiration: 2017)
11						
12						
13						
14						
15						

16						
17						
18						
19						
20						

**2. Total Number of Members Joining Board during the 2014-15 school year**

6

**3. Total Number of Members Departing the Board during the 2014-15 school year**

7

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

15

**5. How many times did the Board meet during the 2014-15 school year?**

5

**6. How many times will the Board meet during the 2015-16 school year?**

5

**Thank you.**



# DEMOCRACY PREP BRONX PREP

*Work Hard. Go to College. Change the World!*

## Appendix H: Enrollment and Retention Targets

Bronx Prep Charter School educates an appropriately high number of high-needs students. In 2014-15, 86% of Bronx Prep scholars were eligible for Free or Reduced Price Lunch (FRPL), 14% qualified for Special Education (SPED) services, 6% were English Language Learners (ELL), and 99% were Black or Latino. Bronx Prep uses various outreach efforts to attract and retain students who are at risk of academic failure and will continue to adopt and implement new measures designed to sustain its comparatively large proportion of such students in 2014-15 and beyond. Specifically, Bronx Prep will contact SPED instructors, ELL instructors, and guidance counselors in elementary, middle, and high schools in Community School District 9 in order to identify high-needs students who could naturally feed into Bronx Prep. Additionally, Bronx Prep will directly mail applications to all students in Upper Manhattan and the Bronx and canvass each housing development in Upper Manhattan in order to drop off enrollment applications at each door irrespective of whether a school-aged student resides in that apartment. Native Spanish speakers accompany each canvasser to ensure that Spanish-speaking families are not precluded from applying.



# Appendix I: Teacher and Administrator Attrition

Created: 07/06/2015

Last updated: 07/30/2015

Report changes in teacher and administrator staffing.

Page 1

**Charter School Name: 320900860807 BRONX PREP CS**

## Instructions for completing the Teacher and Administrator Attrition Tables

**ALL** charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2014, the FTE for added staff from July 1, 2014 through June 30, 2015, and the FTE for any departed staff from July 1, 2014 through June 30, 2015 using the two tables provided.

### 2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	65	24	13

### 2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	5	1	1

**Thank you**