



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

Created: 07/10/2015

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)

GRAND CONCOURSE ACADEMY CS (SUNY TRUSTEES) 320900860872

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 8

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	925 Hutchinson River Parkway, Bronx, NY 10465	718-590-1300	718-590-1065	██████████

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Ira Victor
Title	School Leader
Emergency Phone Number (###-###-####)	██████████

5. SCHOOL WEB ADDRESS (URL)

<http://www.gcacs.org/>

6. DATE OF INITIAL CHARTER

2004-07-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2004-09-01 00:00:00

8. 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.

408

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5
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10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

	Yes/No	Name of CMO/EMO
	No	

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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)	925 Hutchinson River Parkway Bronx, NY 10465	718-590-1300	CSD 8	K-6	No	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
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School Leader	Ira Victor	██████████		██████████
Operational Leader	Martin McDowell	██████████		██████████
Compliance Contact	Martin McDowell	██████████		██████████
Complaint Contact	Ms. Arlene Hall-Waisburd c/o Mr. Victor	██████████		██████████

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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	GCACS will add grades 6-8, one grade per year though 2017-18 expanding enrollment from 390 to 700. In addition, the school relocated to accommodate the increased enrollment.	Dec 19, 2014	March, 2015
2				
3				
4				
5				

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

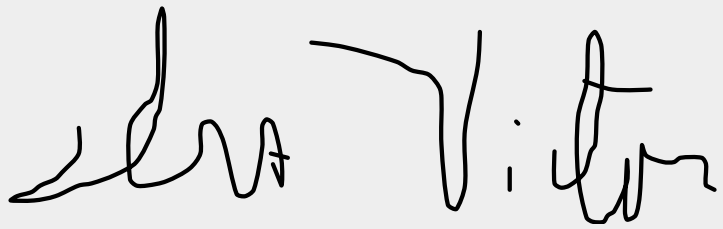
Jen Pasek, Consultant

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).**

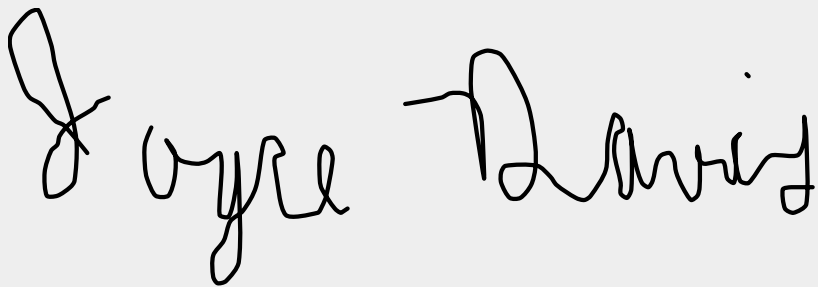
Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature appears to be "Edna Vinton".

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature appears to be "Joyce Manning".

Thank you.



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

Created: 07/10/2015

Last updated: 07/30/2015

Page 1

Charter School Name: 320900860872 GRAND CONCOURSE ACAD CS

1. NEW YORK STATE REPORT CARD

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

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

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

**GRAND CONCOURSE
ACADEMY
CHARTER SCHOOL**

**2014-15 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2015

By Ira Victor, Principal

[925 Hutchinson River Parkway](#)
[Bronx, NY 10465](#)

Phone: 718-409-0294

Ira Victor, school leader, prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

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

Ira Victor has served as the school leader since 2004.

INTRODUCTION

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

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

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

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

Our Philosophy

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

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

Our school slogan is *“Young children...Great Visions...Extraordinary Achievements”*

Beginning in the 2015-16 school year, GCACS is leasing significant space on the campus of Monsignor Scanlon High School. GCACS currently serves grades K-5. In the 2015-16 school, GCACS will welcome our first sixth grade class. We will continue to grow to ultimately serve grades K-8 in 2017-18. Our new facility will fully accommodate the additional grades. It will also provide a gym, athletic fields, and space for enrichment such as a library, music room, speech and language room, an ESL room, a room designed for small group instruction to meet the needs of students with special needs or at-risk, a literacy lab and a science lab.

The new campus is five miles away from our current location. Although our school will remain in the Bronx, it will no longer be located in New York City Community School District #9. Our new district will be New York City Community School District #8. To ensure retention of current GCACS families, if need be, the school is prepared to lease private busses to provide student transportation. Demand for the GCACS program remains strong. There are currently over 2,000 students on our waiting list.

By moving to a Campus setting, and utilizing our environmental resources, we will be able to provide our students with many opportunities for discovery to assist in developing evidenced-based strategies and activities, critical thinking strategies, advanced reasoning skills, as well as, leadership, and organizational skills. Joining clubs, serving as class officers, participating on sports teams (soccer, basketball, softball, track), and student-initiated activities, are some of the ways to contribute to the GCA campus community while learning valuable life skills. This campus setting is the perfect backdrop for the myriad extracurricular, co-curricular, and social activities that build and sustain the community life of our school.

Students will focus on healthy choices (anti-bullying, character-building, conflict resolution, good eating habits, exercise, etc...) as students grow and develop emotionally and academically. Students will learn to reflect on learning, develop advanced study skills, set realistic personal and academic goals, and research concepts and topics using technology. Two "Deans of Student Life" (Grades K-3 and Grades 4-8) will work closely with the students and staff to ensure there is positive reinforcement of all student behavior issues. The Deans will work with students and teachers to integrate curricular activities so students can work in collaborative groups on projects. The Deans will also conduct extensive outreach to improve parental involvement in a meaningful way. Parents and staff can sponsor clubs and teams, and these will serve as springboards for authentic problem-solving, good sportsmanship, and character-building skills. This component will serve as a cohesive bond among all the integral constituents of our school life on campus, developing a true partnership among students, parents, and staff.

In our Early Childhood department (Grades K-1), it is necessary to teach the foundations of numeracy, problem solving, and literacy, as well as, build the foundation to create the possibility for dramatic increases in language and literacy skills, math skills, social-emotional skills, and fine motor skills that are critical building blocks to later success. Every kindergarten class will have a full time teacher and a certified Teacher Assistant. Grade 1 classes will have a General Education Teacher full time, a certified Teaching Assistant 4 hours daily to support ELA and Mathematics All Integrated Co-teaching Classes will be supported by a Special Education Teacher for at least three (3) hours a day. Children will have many opportunities for healthy outdoor and indoor play, as there are outdoor fields, and a large indoor gymnasium in the Kindergarten building. Outdoor play areas provide a rich arena for natural exploration and physical development.

The GCACS community looks forward to the enhancements that our new space will provide our academic program as well as the expanded options for sports and other enrichment activities.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total
2011-12	63	90	78	53	45	51	380
2012-13	63	78	105	72	41	33	392
2013-14	49	63	86	100	60	32	390
2014-15	44	59	66	83	85	51	388

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

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

In prior years, we supplemented the Scott Foresman Reading Street Program with Reading Unwrapped in the K-2 grades. The intent was that students would arrive in grade 3 with better reading skills and then be able to focus on the comprehension piece. This was effective for many, but students still existed who continued to need a more extensive supplemental phonemic awareness/phonics program. Therefore, in 2014-15, we implemented a research-based program, Explode the Code, in grades K-2 and for at-risk students, students with disabilities, and English Language Learners, in grades 3-5, and we will continue to use this program during the 2015-2016 school year. Explode the Code offers consistency to those who require remediation throughout their years at GCACS. The program includes 30 minute daily ongoing systematic, direct phonics and phonemic awareness instruction, provides daily practice in matching sounds to symbols and accurate pronunciation. It also addresses phonemic awareness difficulties and articulation issues.

In 2014-2015, we began to introduce students in Grades 3-5 to the concept of close reading mid-year. Commencing with the onset of the 2015-2016 school year, all teachers in Grades 3-6 will place an emphasis on the close reading of passages from authentic, literary, grade-appropriate texts in order to focus on author's craft, literary elements, and the meaning the author wishes to convey, and the organization of the text. Students will learn how to focus on individual words, syntax, and the order in which sentences and ideas unfold as they are read.

We also initiated the concept of Exit and Stamina Passages every week to build stamina in Grades 3-5 mid-year during school year 2014-2015. This year, we will continue to administer the Stamina passages, which provide the student with longer passages at higher lexiles to read in a shorter period of time. This school year, we

intend to continue using the Exit and Stamina passages and will begin October 1, and use even higher lexiles for the students to read. We will continue to administer the Stamina passages monthly but will cut the Exit passages to bi-weekly while using higher lexiles than last year.

Grade 6 students will be continuing their reading instruction with Houghton Mifflin’s ***Journeys*** a research-based reading program that will challenge our Middle School students, and set them apart from the elementary school. ***Journeys*** will provide multiple opportunities for close reading with more challenging texts.

We have purchased McGraw Hill Education new Social Studies textbooks that ***specifically*** address New York State Common Core Social Studies Standards this year. These textbooks have been bought for Grades 3-6 and will provide the students with project-based common core tasks and research-based projects. The books also provide the students with another opportunity to read nonfiction texts. We have adjusted our Curriculum Maps to reflect this product, as well as, the New York State Common Core Social Studies Standards.

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

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

Method

The school administered the New York State Testing Program English language arts assessment to students in third through fourth 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 ¹			Total Enrolled
		IEP	ELL	Absen	

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

				t	
3	80			1	81
4	85			0	85
5	50			0	50
All	215			1	216

Results

43 percent of all students and 42 percent of students in at least their second year at GCACS performed at standards 3 and 4 on the 2015 NYS ELA exam.

Performance on 2014-15 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	38%	80	38%	77
4	54%	85	54%	85
5	30%	50	30%	50
All	43%	215	42%	195

Evaluation

GCACS did not achieve this measure. The fourth grade students outperformed the third and fifth graders by quite a bit, which is worth noting. The ELA team is analyzing the test results to determine where gaps exist and address going forward.

Additional Evidence

Overall, the GCACS 3-5 grade scholars have improved year to year as evidenced in the table below.

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	34%	70	40%	90	38%	77
4	31%	36	29%	58	54%	85
5	32%	31	30%	30	30%	50
All	33%	137	34%	178	42%	195

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 200.²

Results

The GCACS Performance Level Indicator in ELA calculates to 126, which is greater than the AMO of 97.

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
215	15	42	33	9

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 42 & + & 33 & + & 9 & = & 84 \\
 & & & & 33 & + & 9 & = & \underline{42} \\
 & & & & & & \text{PLI} & = & 126
 \end{array}$$

Evaluation

GCACS achieved this measure.

Goal 1: Comparative Measure

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

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

² In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

³ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Results

GCACS outperformed the local district overall, 42% vs 13%, and in each grade.

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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	38%	77	14%	2939
4	54%	85	13%	2904
5	30%	50	12%	2682
All	42%	195	13%	8525

Evaluation

GCACS achieved this measure.

Additional Evidence

GCACS continues to outperform the local district on the NYS English Language Arts exam.

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	34%	12%	40%	13%	38%	14%
4	31%	10%	29%	%	54%	13%
5	32%	13%	30%	11	30%	12%
All	33%	12%	34%	13%	42%	13%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a 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

The comparative performance 2013-14 ELA effect size is 1.23, greater than the target 0.3.

2013-14 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	87.0	98	41	20.9	20.1	1.48
4	95.0	58	29	18.7	10.3	0.79
5	96.9	31	29	14.8	14.2	1.25
6						
7						
8						
All	91.1	187	35.3	19.2	16.1	1.23

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

Evaluation

GCACS achieved this measure.

Additional Evidence

GCACS continues to perform well versus similar schools.

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	3-5	82	149	59.7	40.4	1.20
2012-13	3-5	92.4	142	33.1	17.1	1.36
2013-14	3-5	91.1	187	35.3	19.2	1.23

Goal 1: Growth Measure⁴

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.⁵

Results

The 2013-14 mean growth percentile in ELA is 54.4, exceeding the statewide median of 50.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4	54.4	50.0

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁵ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

Grade	Mean Growth Percentile	
	5	
All	54.4	50.0

Evaluation

GCACS achieved this measure.

Additional Evidence

The mean growth percentile has been greater than 50 in both 2013 and 2014.

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

Grade	Mean Growth Percentile			
	2011-12 ⁶	2012-13	2013-14	Statewide Median
4				50.0
All		62.2	54.4	50.0

Summary of the English Language Arts Goal

Although GCACS scholars did not reach the absolute goal of having 75 percent of students score at levels 3 and 4 on the NYS ELA exam, the students did demonstrate improved performance, growth and outperformed the local district again.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested	Achieved

⁶ Grade level results not available.

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

GCA will introduce additional opportunities for reading intervention in the 2015-16 school year. Students who require reading intervention will receive additional small group support from two Corrective Reading Teachers (K-2 and Grades 3-6).

ELA and Math

To further target student achievement in both ELA and math, GCA will emphasize a school wide focus on analyzing and sharing student data for the 2015-16 school year. Grade level and cluster teams meet twice a month for inquiry, analyzing student work, adjusting lessons, materials, and teaching practices by implementing instructional shifts. This inquiry process has given teachers the ability to analyze data and trends and come up with actionable plans. Vertical inquiry teams will meet monthly to analyze and share data. All teachers are invested in analyzing trends on their grade to create specific activities geared toward those trends. Vertical inquiry teams will also meet monthly to discuss common trends in writing across the school.

GCA has recently reworked our curriculum maps for all subjects, and this effort will continue throughout the 2015-16 school year. This will contribute to stronger vertical alignment of the GCA curriculum.

It is imperative for a successful school to have strong collaboration among, staff, parents, and students. School priorities should be determined by a team of parents and staff, led by a strong leadership. There must be clear communication and clearly articulated goals and mandated participation and involvement among all members of the school community. A Parent Liaison position new for the 2015 – 2016 school year will serve as communication facilitator and organizer of parent/ school activities and workshops. He/she will work to increase and support parent involvement, as well as supporting staff/parent collaboration.

At the heart of these improvements is a shift in our instructional leadership structure. Our teachers are GCACS's most valuable asset and we therefore seek ways to elevate and further professionalize their role. To this end, GCACS will transition away from a traditional model of hierarchical leadership and embrace a culture of Shared Decision Making. GCACS began empowering teachers to have more input in guiding curriculum and sharing decision-making, and sharing accountability for student achievement by developing Professional Learning Communities. Since 2013, teachers have had even more control over the choices that affect their classrooms. To do this, we have added a layer of support and move away from a top-down leadership model. We have reached a point in our evolution where we can restructure in order to enable even more participation in a collaborative framework that includes staff and other stakeholders. Our goal is to empower our staff to guide our students toward the acquisition of 21st century

skills, and to master the CCSS. This paradigm shift will retain many valid features that have proven effective over the past ten years.

Professional Learning Team Members		
<u>Leadership Support</u>	<u>Assigned Resources</u>	<u>Available Resources</u>
Principal	Deans of Student Life (K-3 and Grades 4-6)	Parents and Guardians
Assistant Principals	Reading Support Teacher	Peer Instructional Coach
Classroom Teacher (Team Leaders)	Corrective Reading Teacher (K-2 and Grades 3-6)	ESL Teacher
	Title 1 Teachers (Grades 3 to 6) or Classroom Assistants (K-2)	Special Education teachers
	Classroom Assistant	Operations Manager
	Special Ed Coordinator	
	ESL Coordinator/teacher	

To ensure that GCACS teachers have the resources needed to make informed and effective decisions going forward, we plan to make the following three changes: (1) Restructure our leadership team to reflect an increased focus on instruction, (2) Empower teachers to become primary decision makers, and (3) Provide increased opportunities for job-embedded professional development. What follows is a description of each change.

1) Restructuring Instructional Leadership. This new organizational structure will result in increased support for teachers, creating a learning-centered environment where teachers have the requisite tools to drive student academic achievement. In our next charter term, GCACS will transition our leadership team from an oversight-based model to a coaching model. Our principal’s position will remain largely unchanged; he will continue to be involved in both instruction and business/operations matters. GCACS will add two leadership positions to our leadership team. The formal titles of “Assistant Principal,” will support curriculum, instruction and assessment as well as business and student services. An Instructional Coach will also provide direct support for teachers; demonstrating strategies and lessons activities, support planning and professional development while providing leadership for Professional Learning Teams.

The Deans of Student Life positions (Grades K-3 and Grades 4-6) are instructional positions that include parent outreach responsibilities, positive behavioral supports

(Student of the Month, individual behavior charts, healthy choices, etc.). The Deans will provide instructional support for Science, Humanities and Mathematics.

2) *Empowering Teachers*. Currently GCACS promotes a culture of collaboration via our PLTs. Our teachers have responded favorably to the support offered by the PLTs. In our next charter term, we will seek to increase the horizontal leadership that PLTs promote. GCACS instructional leadership will continue to work with teachers throughout the school year, providing informal and formal feedback on teacher work. These evaluations will assign our teachers to one of following categories, Tier 1: Intern/ Developing Teacher, Tier 2: Effective Teacher and Tier 3: Master Teacher. All teachers, regardless of tier, will be directly involved in instructional decision-making and the creation of intervention and enrichment activities. Tier 2 and 3 teachers will be given more autonomy to design instruction, whereas a Tier 1 teacher who is developing skills, will receive more instructional decision making support from a GCACS Instructional Coach, Assistant Principal and Principal. A description of each Tier is below; salary scale will be commensurate with the appropriate tiers.

Tier 1 - Intern Teachers: Are newly certified intern teachers. Intern teachers are expected to make professional growth within a two-year probationary period. Tier 1 teachers will work under the guidance of successful, experienced Tier 2 or 3 teachers, and will be supported by the Coaches and AP's or the Principal while they are gaining professional experience to make independent instructional decisions. Tier 1 teachers are not bound by time and program constraints, materials, and resources. One of the above mentioned mentors will be assigned to all Tier 1 teachers.

Tier 2 - Effective Teachers: Are teachers appointed to a high stakes assignments and assume the role of major decision-makers and stakeholders for their students, guide and mentor colleagues, and assume more leadership responsibilities. Tier 2 teachers are not bound by time and program constraints, materials, and resources. They exhibit professional initiative to ensure student achievement. They achieve consistent, repeated results on an effective level and are key stakeholders in maintaining our status and standing.

Tier 3 - Master Teachers: Are teachers appointed to a high stakes assignments and assume the role of major decision-makers and stakeholders for their students, guide and mentor colleagues, and assume more leadership responsibilities. Tier 3 teachers are not bound by time and program constraints, materials, and resources. They possess special training, skills or experience in in academic area that will serve as a model for others. They exhibit tremendous professional initiative to ensure student achievement. They achieve consistent, repeated results on a highly effective level and are key stakeholders in maintaining our status and standing.

3) *Job-embedded Professional Development*. GCACS will continue to facilitate traditional professional development workshops for our faculty in areas of development that pertain to our entire faculty. Our Principal, AP's, Coordinators and Instructional Coach will lead these workshops. In order to address the unique development needs of

different teachers, GCACS Instructional Coach and AP will run job-embedded coaching cycles with our teachers. They will infuse differentiated professional development by providing teachers with immediate and specific feedback relevant to their own practice. They will also model lessons and strategies for teachers in a classroom setting. GCACS teachers will engage in one-on-one meetings as needed.

Pre-Service Professional Development will spanned approximately of seven days and covered topics including the reading and math programs, PLTs, utilization of data to drive instruction and content delivery, classroom design, center development, and groupings in order to meet mandated Common Core.

MATHEMATICS

Goal 2: Mathematics

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

Background

Grand Concourse Academy uses Common Core-aligned curricula for all grades. GCA implements a both a direct instruction and constructivist approach in the teaching of Mathematics with a school wide use of the researched-based series, Pearson enVisionMATH Common Core, and all of its manipulative and classroom supports. enVisionMATH Common Core was written specifically for the Common Core State Standards, and is based on critical foundational research and proven classroom results. enVisionMATH Common Core provides the same strong development of conceptual understanding through daily Problem-based Interactive Learning and step-by-step Visual Learning, bar diagrams, and solid and effective intervention. All students in Grades 1-6 supplement mathematics instruction with another research-based program by Houghton Mifflin, OnCore Math, which provides multiple opportunities to address problem-solving and for students to experience multiple ways to solve problems in new and varied formats. These materials provide a math learning experience that will deepen their understanding of concepts presented and build on previously taught skills.

Grade 6 will be challenged by Houghton Mifflin's Go Math! Middle School Program.

As with ELA, our in house monthly assessments drive our instruction, student grouping, and re-teaching when a topic was not mastered by the whole group or individual students.

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

Students in Grade 6, and Grade 5 General Ed classes, will departmentalize for Reading and Social Studies, and Science and Math.

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 third through fourth 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 ⁷			Total Enrolled
		IEP	ELL	Absent	
3	81				83
4	85				85
5	50				51
All	216				213

Results

53 percent of all students and 53 percent of students in at least their second year at GCACS performed at standards 3 and 4 on the 2015 NYS Math exam.

Performance on 2014-15 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	43%	81	43%	77
4	60%	85	60%	85
5	56%	50	56%	50
All	53%	216	53%	213

⁷ 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.

Evaluation

GCACS did not achieve this measure.

Additional Evidence

The math performance has been steady over the past three years.

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	50%	70	51%	90	43%	77
4	43%	35	59%	58	60%	85
5	65%	31	54%	30	56%	50
All	51%	136	54%	178	53%	213

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 200.⁸

Results

The GCACS Performance Level Indicator in math calculates to 147, which is greater than the AMO of 94.

⁸ 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
216	6	41	34	19

$$\begin{aligned}
 \text{PI} &= 41 + 34 + 19 = 94 \\
 &= 34 + 19 = 53 \\
 \text{PLI} &= 147
 \end{aligned}$$

Evaluation

GCACS achieved this measure.

Goal 2: Comparative Measure

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

Method

A school compares 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.⁹

Results

GCACS outperformed the local district overall, 53% vs 19%, and in each grade.

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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	43%	77	20%	3034
4	60%	85	16%	2989
5	56%	50	20%	2759
All	53%	213	19%	8782

⁹ 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](#).

Evaluation

GCACS achieved this measure.

Additional Evidence

GCACS continues to outperform the local district on the NYS math exam.

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	50%	14%	51%	18%	43%	20%
4	43%	14%	54%	17%	60%	16%
5	65%	13%	54%	18%	56%	20%
All	51%	14%	54%	17.7%	53%	19%

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

The comparative performance 2013-14 math effect size is 1.54, greater than the target 0.3, and deemed higher than expected to a large degree.

2013-14 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	87.0	98	51	29.8	21.2	1.18
4	95.0	58	59	25.9	33.1	1.80
5	96.9	31	51	22.6	28.4	1.63
6						
7						
8						
All	91.1	187	53.5	27.4	26.1	1.44

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

Evaluation

GCACS achieved this measure.

Additional Evidence

The 2013-14 comparative math results are in line with past performance, always exceeding the 0.3 effect size target.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-5	82.00	149	77.2	51.4	1.32
2012-13	3-5	92.4	142	50.7	20.5	1.97
2013-14	3-5	91.1	187	53.5	27.4	1.44

Goal 2: Growth Measure¹⁰

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.¹¹

Results

The 2013-14 mean growth percentile in math is 52.9, far exceeding the statewide median of 50.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5		50.0
All	52.9	50.0

Evaluation

GCACS achieved this measure.

Additional Evidence

As evidenced by the table below, GCACS has shown a mean growth percentile greater than the statewide median of 50 in 2012 and 2013.

¹⁰ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹¹ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ¹²	2012-13	2013-14	Statewide Median
4				50.0
5				50.0
All		73.4	52.9	50.0

Summary of the Mathematics Goal

Although GCACS scholars did not reach the absolute goal of having 75 percent of students score at levels 3 and 4 on the NYS math exam, the students did demonstrate improved performance, growth and outperformed the local district again.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

Action Plan

Please refer to the aforementioned school wide and math plans within this document.

¹² Grade level results not available.

SCIENCE

Goal 3: Science

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

Background

The GCA science curriculum reflects STEM activities and students have multiple opportunities for hands on inquiry and critical thinking. GCA uses Pearson Interactive Science for Grades K-6, with a focus on Earth Science in Grade 6. The Science curriculum reflects STEM activities and students have multiple opportunities for hands on inquiry and critical thinking. Outdoor gardening opportunities provide students with space for creating a space for planning a garden, using mathematical measurement and planning skills.

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 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

100 percent of all students and students in at least their second year at GCACS scored at levels 3 and 4 on the NYS Science 4 exam in 2015.

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

Grade s	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100%	85	100%	85

Evaluation

GCACS achieved this measure.

Additional Evidence

GCACS fourth grade students perform very well on the science exam each year.

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	100%	37	99%	58	100%	85

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

2015 district results are pending.

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 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100%	85	TBD	

Evaluation

Pending

Additional Evidence

GCACS consistently outperforms the local district on the NYS science 4 exam.

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	100%	73%	99%	70%	100%	TBD

Summary of the Science Goal

GCACS performs very well on the NYS science 4 exam, achieving our absolute measure and we expect to outperform the district again this year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Achieved in 2014

Action Plan

GCACS will continue with the existing science program as our students are learning, enjoy it and perform well on the NYS Science 4 exam. GCA has moved to a new facility that will provide space for enhancements to our science program. Outdoor gardening opportunities will provide students with space for creating a garden, using mathematical measurement and planning skills. A Science Lab, Library / Technology Center will provide students with the appropriate tools for research and real lab experimentation.

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure

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

GCACS continues to be in "Good Standing."

Evaluation

GCACS achieved this measure and has been in "Good Standing" since opening in 2004.

NCLB Status by Year

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



Appendix B: Total Expenditures and Administrative Expenditures per Child

Last updated: 08/01/2015

Page 1

Charter School Name: 320900860872 GRAND CONCOURSE ACAD CS

B. Financial Information

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

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 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	5774765
Line 2: Year End Per Pupil Count	388
Line 3: Divide Line 1 by Line 2	14892

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)	588799
Line 2: Management and General Cost (Column)	371867
Line 3: Sum of Line 1 and Line 2	960666
Line 4: Year End Per Pupil Count	388
Line 5: Divide Line 3 by the Year End Per Pupil Count	2477

Thank you.



GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

TEMPLATE TABS


1- GRAY tab contains the Instructions


Instructions	Provides description of tabs and input requirements.
------------------------------	--


2- BLUE tabs require input of information

1.) Name of School	Enter school name, contact information and academic year for the yearly budget and quarterly reports.
2.) Enrollment	Enter enrollment information on this tab. Use for inputting BOTH Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	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
4.) Yearly Budget	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.
5.) Balance Sheet	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.
6.) Quarterly Report	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."
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

 = Enter information into the light BLUE shaded cells.

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

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

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

District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
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Charter Schools Institute
The State University of New York

ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Grand Concourse Academy Charter School

Contact Name: Martin McDowell
Contact Title: Director of Operations and Finance
Contact Email: [REDACTED]
Contact Phone: [REDACTED]

Current Academic Year: 2015-16

Prior Academic Year: #NAME?

R SCHOOL

8	9	10	11	12
0	0	0	0	0

ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT				
QUARTER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<i>Revised</i>	Actual	Actual	Actual	Actual
0	0	0	0	0
0	0	0	0	0
COMPLETELY DELETED.				
ACTUAL ENROLLMENT BY QUARTER				
QUARTER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<i>Revised Budgeted Enrollment</i>	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

**GRAND CONCOURSE ACADEMY CHARTE
2015-16**

STAFFING PLAN - FULL TIME EQUIVALENT

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

ADMINISTRATIVE PERSONNEL FTE		ANNUAL BUDGETED FTE						
*NOTE: Enter the number of FTE positions in the "blue" cells.		Q1		Q2		Q3		Q4
2014-15	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original
Executive Management								
Instructional Management		3.0		3.0		3.0		3.0
Deans, Directors & Coordinators		3.0		3.0		3.0		3.0
CFO / Director of Finance								
Operation / Business Manager		2.0		2.0		2.0		2.0
Administrative Staff		4.0		4.0		4.0		4.0
TOTAL ADMINISTRATIVE STAFF	0.0	12.0	0.0	12.0	0.0	12.0	0.0	12.0
INSTRUCTIONAL PERSONNEL FTE		ANNUAL BUDGETED FTE						
*NOTE: Enter the number of FTE positions in the "blue" cells.		Q1		Q2		Q3		Q4
2014-15	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original
Teachers - Regular		28.0		28.0		28.0		28.0
Teachers - SPED		1.0		1.0		1.0		1.0
Substitute Teachers								
Teaching Assistants		4.0		4.0		4.0		4.0
Specialty Teachers		7.0		7.0		7.0		7.0
Aides		10.0		10.0		10.0		10.0
Therapists & Counselors		1.0		1.0		1.0		1.0
Other		1.0		1.0		1.0		1.0
TOTAL INSTRUCTIONAL	0.0	52.0	0.0	52.0	0.0	52.0	0.0	52.0
NON-INSTRUCTIONAL PERSONNEL FTE		ANNUAL BUDGETED FTE						
*NOTE: Enter the number of FTE positions in the "blue" cells.		Q1		Q2		Q3		Q4
2014-15	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original
Nurse								
Librarian								
Custodian		5.0		5.0		5.0		5.0
Security								
Other								
TOTAL NON-INSTRUCTIONAL	0.0	5.0	0.0	5.0	0.0	5.0	0.0	5.0
TOTAL PERSONNEL SERVICE FTE	0.0	69.0	0.0	69.0	0.0	69.0	0.0	69.0

R SCHOOL

VT ("FTE")

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

ADMINISTRATIVE PERSONNEL FTE	
*NOTE: Enter the number of FTE positions in the "blue" cells.	4 Revised
Executive Management	
Instructional Management	
Deans, Directors & Coordinators	
CFO / Director of Finance	
Operation / Business Manager	
Administrative Staff	
TOTAL ADMINISTRATIVE STAFF	0.0
INSTRUCTIONAL PERSONNEL FTE	
*NOTE: Enter the number of FTE positions in the "blue" cells.	4 Revised
Teachers - Regular	
Teachers - SPED	
Substitute Teachers	
Teaching Assistants	
Specialty Teachers	
Aides	
Therapists & Counselors	
Other	
TOTAL INSTRUCTIONAL	0.0
NON-INSTRUCTIONAL PERSONNEL FTE	
*NOTE: Enter the number of FTE positions in the "blue" cells.	4 Revised
Nurse	
Librarian	
Custodian	
Security	
Other	
TOTAL NON-INSTRUCTIONAL	0.0
TOTAL PERSONNEL SERVICE FTE	0.0

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

Description of Assumptions
Principal and 2 Asst Principals
2 Deans, Instructional Coach and SPED

Description of Assumptions
Afterschool program, same teaching staff

Description of Assumptions

R SCHOOL

ADMINISTRATIVE PERSONNEL WAGES		ACTUAL QUARTERLY WAGES				Description of Assumptions
<i>*NOTE: Enter the average salary for each category in the "blue" cells.</i>	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Executive Management						
Instructional Management						
Deans, Directors & Coordinators						
CFO / Director of Finance						
Operation / Business Manager						
Administrative Staff						
INSTRUCTIONAL PERSONNEL WAGES		ACTUAL QUARTERLY WAGES				Description of Assumptions
<i>*NOTE: Enter the average salary for each category in the "blue" cells.</i>	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Teachers - Regular						
Teachers - SPED						
Substitute Teachers						
Teaching Assistants						
Specialty Teachers						
Aides						
Therapists & Counselors						
Other						
NON-INSTRUCTIONAL PERSONNEL WAGES		ACTUAL QUARTERLY WAGES				Description of Assumptions
<i>*NOTE: Enter the average salary for each category in the "blue" cells.</i>	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Nurse						
Librarian						
Custodian						
Security						
Other						

**GRAND CONCOURSE ACADEMY CHARTER
Budget / Operating Plan
2015-16**

		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Revenue		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		-	1,232,988	#NAME?	#NAME?	1,851,053	#NAME?	#NAME?	2,009,322
Net Income		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		-	513	-	-	513	-	-	513
		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
		#NAME?	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
EXPENSES									
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions							
Executive Management	-	-	-	-	#NAME?	-	-	#NAME?	-
Instructional Management	3.00	-	64,782	-	#NAME?	104,565	-	#NAME?	121,992
Deans, Directors & Coordinators	3.00	-	24,654	-	#NAME?	49,309	-	#NAME?	57,527
CFO / Director of Finance	-	-	-	-	#NAME?	-	-	#NAME?	-
Operation / Business Manager	2.00	-	27,081	-	#NAME?	32,163	-	#NAME?	37,523
Administrative Staff	4.00	-	59,052	-	#NAME?	60,827	-	#NAME?	70,966
TOTAL ADMINISTRATIVE STAFF	12.00	-	175,570	-	#NAME?	246,864	-	#NAME?	288,009
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular	28.00	-	210,869	-	#NAME?	404,928	-	#NAME?	472,416
Teachers - SPED	1.00	-	1,340	-	#NAME?	3,217	-	#NAME?	3,753
Substitute Teachers	-	-	-	-	#NAME?	-	-	#NAME?	-
Teaching Assistants	4.00	-	42,043	-	#NAME?	93,939	-	#NAME?	109,596
Specialty Teachers	7.00	-	49,648	-	#NAME?	119,154	-	#NAME?	139,014
Aides	10.00	-	36,832	-	#NAME?	65,724	-	#NAME?	76,678
Therapists & Counselors	1.00	-	7,838	-	#NAME?	15,212	-	#NAME?	17,748
Other	1.00	-	8,000	-	#NAME?	24,000	-	#NAME?	24,000
TOTAL INSTRUCTIONAL	52.00	-	356,570	-	#NAME?	726,174	-	#NAME?	843,205
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse	-	-	-	-	#NAME?	-	-	#NAME?	-
Librarian	-	-	-	-	#NAME?	-	-	#NAME?	-
Custodian	5.00	-	26,850	-	#NAME?	42,705	-	#NAME?	49,822
Security	-	-	-	-	#NAME?	-	-	#NAME?	-
Other	-	-	-	-	#NAME?	-	-	#NAME?	-
TOTAL NON-INSTRUCTIONAL	5.00	-	26,850	-	#NAME?	42,705	-	#NAME?	49,822
SUBTOTAL PERSONNEL SERVICE COSTS	69.00	-	558,990	-	#NAME?	1,015,743	-	#NAME?	1,181,036
PAYROLL TAXES AND BENEFITS									
Payroll Taxes	-	-	34,217	-	#NAME?	62,169	-	#NAME?	72,286
Fringe / Employee Benefits	-	-	101,465	-	#NAME?	161,751	-	#NAME?	163,181
Retirement / Pension	-	-	18,649	-	#NAME?	34,188	-	#NAME?	39,627
TOTAL PAYROLL TAXES AND BENEFITS	-	-	154,331	-	#NAME?	258,108	-	#NAME?	275,094
TOTAL PERSONNEL SERVICE COSTS	69.00	-	713,321	-	#NAME?	1,273,851	-	#NAME?	1,456,130
CONTRACTED SERVICES									
Accounting / Audit	-	-	-	-	#NAME?	-	-	#NAME?	-
Legal	-	-	1,400	-	#NAME?	1,200	-	#NAME?	1,200
Management Company Fee	-	-	-	-	#NAME?	-	-	#NAME?	-
Nurse Services	-	-	-	-	#NAME?	-	-	#NAME?	-
Food Service / School Lunch	-	-	-	-	#NAME?	-	-	#NAME?	-
Payroll Services	-	-	8,900	-	#NAME?	8,700	-	#NAME?	8,700
Special Ed Services	-	-	-	-	#NAME?	-	-	#NAME?	-
Titement Services (i.e. Title I)	-	-	-	-	#NAME?	-	-	#NAME?	-
Other Purchased / Professional / Consulting	-	-	41,557	-	#NAME?	41,481	-	#NAME?	41,481
TOTAL CONTRACTED SERVICES	-	-	51,857	-	#NAME?	51,381	-	#NAME?	51,381

**GRAND CONCOURSE ACADEMY CHARTER
Budget / Operating Plan
2015-16**

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	1,232,988	#NAME?	#NAME?	1,851,053	#NAME?	#NAME?	2,009,322	#NAME?
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	513	-	-	513	-	-	513	-
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter	
	#NAME?	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	
ENROLLMENT - *School Districts Are Linked To Above Entries*									
Number of Districts:	-	1	-	-	1	-	-	1	-
NYC CHANCELLOR'S OFFICE	-	513	-	-	513	-	-	513	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	<u>513</u>	-	-	<u>513</u>	-	-	<u>513</u>	-
REVENUE PER PUPIL	-	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?	
EXPENSES PER PUPIL	-	<u>2,403</u>	-	#NAME?	<u>3,608</u>	-	#NAME?	<u>3,917</u>	

		SCHOOL					
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Total Expenses		#NAME?	#NAME?	2,698,499	#NAME?	#NAME?	
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Actual Student Enrollment		-	-	513	-	-	
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30			
		Revised Budget	Variance	Original Budget	Revised Budget	Variance	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions					
Executive Management	-	-	#NAME?	-	-	#NAME?	
Instructional Management	3.00	-	#NAME?	174,275	-	#NAME?	
Deans, Directors & Coordinators	3.00	-	#NAME?	83,181	-	#NAME?	
CFO / Director of Finance	-	-	#NAME?	-	-	#NAME?	
Operation / Business Manager	2.00	-	#NAME?	42,609	-	#NAME?	
Administrative Staff	4.00	-	#NAME?	72,743	-	#NAME?	
TOTAL ADMINISTRATIVE STAFF	12.00	-	#NAME?	372,808	-	#NAME?	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	28.00	-	#NAME?	708,622	-	#NAME?	
Teachers - SPED	1.00	-	#NAME?	5,629	-	#NAME?	
Substitute Teachers	-	-	#NAME?	-	-	#NAME?	
Teaching Assistants	4.00	-	#NAME?	164,396	-	#NAME?	
Specialty Teachers	7.00	-	#NAME?	208,523	-	#NAME?	
Aides	10.00	-	#NAME?	115,016	-	#NAME?	
Therapists & Counselors	1.00	-	#NAME?	26,622	-	#NAME?	
Other	1.00	-	#NAME?	24,000	-	#NAME?	
TOTAL INSTRUCTIONAL	52.00	-	#NAME?	1,252,808	-	#NAME?	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	#NAME?	-	-	#NAME?	
Librarian	-	-	#NAME?	-	-	#NAME?	
Custodian	5.00	-	#NAME?	71,174	-	#NAME?	
Security	-	-	#NAME?	-	-	#NAME?	
Other	-	-	#NAME?	-	-	#NAME?	
TOTAL NON-INSTRUCTIONAL	5.00	-	#NAME?	71,174	-	#NAME?	
SUBTOTAL PERSONNEL SERVICE COSTS		69.00	-	#NAME?	1,696,790	-	#NAME?
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	-	-	#NAME?	103,852	-	#NAME?	
Fringe / Employee Benefits	-	-	#NAME?	234,271	-	#NAME?	
Retirement / Pension	-	-	#NAME?	56,600	-	#NAME?	
TOTAL PAYROLL TAXES AND BENEFITS	-	-	#NAME?	394,723	-	#NAME?	
TOTAL PERSONNEL SERVICE COSTS		69.00	-	#NAME?	2,091,513	-	#NAME?
CONTRACTED SERVICES							
Accounting / Audit	-	-	#NAME?	18,000	-	#NAME?	
Legal	-	-	#NAME?	1,200	-	#NAME?	
Management Company Fee	-	-	#NAME?	-	-	#NAME?	
Nurse Services	-	-	#NAME?	-	-	#NAME?	
Food Service / School Lunch	-	-	#NAME?	-	-	#NAME?	
Payroll Services	-	-	#NAME?	8,700	-	#NAME?	
Special Ed Services	-	-	#NAME?	-	-	#NAME?	
Titement Services (i.e. Title I)	-	-	#NAME?	-	-	#NAME?	
Other Purchased / Professional / Consulting	-	-	#NAME?	41,481	-	#NAME?	
TOTAL CONTRACTED SERVICES	-	-	#NAME?	69,381	-	#NAME?	

		SCHOOL				
Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		#NAME?	#NAME?	2,698,499	#NAME?	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		-	-	513	-	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS						
Board Expenses	-	#NAME?	1,500	-	#NAME?	
Classroom / Teaching Supplies & Materials	-	#NAME?	5,500	-	#NAME?	
Special Ed Supplies & Materials	-	#NAME?	-	-	#NAME?	
Textbooks / Workbooks	-	#NAME?	65,694	-	#NAME?	
Supplies & Materials other	-	#NAME?	-	-	#NAME?	
Equipment / Furniture	-	#NAME?	5,640	-	#NAME?	
Telephone	-	#NAME?	-	-	#NAME?	
Technology	-	#NAME?	7,890	-	#NAME?	
Student Testing & Assessment	-	#NAME?	4,500	-	#NAME?	
Field Trips	-	#NAME?	300	-	#NAME?	
Transportation (student)	-	#NAME?	113,400	-	#NAME?	
Student Services - other	-	#NAME?	3,600	-	#NAME?	
Office Expense	-	#NAME?	7,950	-	#NAME?	
Staff Development	-	#NAME?	31,750	-	#NAME?	
Staff Recruitment	-	#NAME?	280	-	#NAME?	
Student Recruitment / Marketing	-	#NAME?	100	-	#NAME?	
School Meals / Lunch	-	#NAME?	1,800	-	#NAME?	
Travel (Staff)	-	#NAME?	420	-	#NAME?	
Fundraising	-	#NAME?	-	-	#NAME?	
Other	-	#NAME?	1,185	-	#NAME?	
TOTAL SCHOOL OPERATIONS	-	#NAME?	251,509	-	#NAME?	
FACILITY OPERATION & MAINTENANCE						
Insurance	-	#NAME?	17,940	-	#NAME?	
Janitorial	-	#NAME?	-	-	#NAME?	
Building and Land Rent / Lease / Facility Finance Interest	-	#NAME?	181,251	-	#NAME?	
Repairs & Maintenance	-	#NAME?	14,655	-	#NAME?	
Equipment / Furniture	-	#NAME?	-	-	#NAME?	
Security	-	#NAME?	-	-	#NAME?	
Utilities	-	#NAME?	62,250	-	#NAME?	
TOTAL FACILITY OPERATION & MAINTENANCE	-	#NAME?	276,096	-	#NAME?	
DEPRECIATION & AMORTIZATION	-	#NAME?	10,000	-	#NAME?	
RESERVES / CONTINGENCY	-	#NAME?	-	-	#NAME?	
TOTAL EXPENSES	-	#NAME?	2,698,499	-	#NAME?	
NET INCOME		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

GRAND CONCOURSE ACADEMY
Budget / Operatin
2015-16

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	7,791,862	#NAME?	#NAME?	(7,791,862)	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
REVENUE					
REVENUES FROM STATE SOURCES					
Per Pupil Revenue		2015-16			
NYC CHANCELLOR'S OFFICE	#NAME?	Per Pupil Rate	#NAME?	#NAME?	#NAME?
-	#N/A		#N/A	#NAME?	#NAME?
-	#N/A		#N/A	#NAME?	#NAME?
-	#N/A		#N/A	#NAME?	#NAME?
-	#N/A		#N/A	#NAME?	#NAME?
-	#N/A		#N/A	#NAME?	#NAME?
-	#N/A		#N/A	#NAME?	#NAME?
-	#N/A		#N/A	#NAME?	#NAME?
-	#N/A		#N/A	#NAME?	#NAME?
-	#N/A		#N/A	#NAME?	#NAME?
-	#N/A		#N/A	#NAME?	#NAME?
-	#N/A		#N/A	#NAME?	#NAME?
-	#N/A		#N/A	#NAME?	#NAME?
-	#N/A		#N/A	#NAME?	#NAME?
-	#N/A		#N/A	#NAME?	#NAME?
-	#N/A		#N/A	#NAME?	#NAME?
-	#N/A		#N/A	#NAME?	#NAME?
-	#N/A		#N/A	#NAME?	#NAME?
-	#N/A		#N/A	#NAME?	#NAME?
ALL OTHER School Districts: (Weighted Avg)	#N/A		#N/A	#NAME?	#NAME?
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	#NAME?		#NAME?	#NAME?	#NAME?
Special Education Revenue	509,126		#NAME?	509,126	#NAME?
Grants					
Stimulus	-		#NAME?	-	#NAME?
DYCD (Department of Youth and Community Development)	-		#NAME?	-	#NAME?
Other	135,975		#NAME?	135,975	#NAME?
Other	-		#NAME?	-	#NAME?
TOTAL REVENUE FROM STATE SOURCES	#NAME?		#NAME?	#NAME?	#NAME?
REVENUE FROM FEDERAL FUNDING					
IDEA Special Needs	30,436		#NAME?	30,436	#NAME?
Title I	240,569		#NAME?	240,569	#NAME?
Title Funding - Other	21,095		#NAME?	21,095	#NAME?
School Food Service (Free Lunch)	-		#NAME?	-	#NAME?
Grants					
Charter School Program (CSP) Planning & Implementation	-		#NAME?	-	#NAME?
Other	-		#NAME?	-	#NAME?
Other	-		#NAME?	-	#NAME?
TOTAL REVENUE FROM FEDERAL SOURCES	292,100		#NAME?	292,100	#NAME?
LOCAL and OTHER REVENUE					
Contributions and Donations	2,000		#NAME?	2,000	#NAME?
Fundraising	9,000		#NAME?	9,000	#NAME?
Erate Reimbursement	55,000		#NAME?	55,000	#NAME?
Earnings on Investments	-		#NAME?	-	#NAME?
Interest Income	2,500		#NAME?	2,500	#NAME?
Food Service (Income from meals)	-		#NAME?	-	#NAME?
Text Book	40,694		#NAME?	40,694	#NAME?
OTHER	-		#NAME?	-	#NAME?
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	109,194		#NAME?	109,194	#NAME?
TOTAL REVENUE	#NAME?		#NAME?	#NAME?	#NAME?

GRAND CONCOURSE ACADEMY
Budget / Operatin
2015-16

	GRAND CONCOURSE ACADEMY Budget / Operatin 2015-16				
	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
	7,791,862	#NAME?	#NAME?	(7,791,862)	#NAME?
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	7,791,862	#NAME?	#NAME?	(7,791,862)	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment					
	Total Year		VARIANCE		
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
EXPENSES					
ADMINISTRATIVE STAFF PERSONNEL COSTS					
		Avg. No. of Positions			
Executive Management	-		#NAME?	#NAME?	-
Instructional Management	3.00		465,615	#NAME?	(465,615)
Deans, Directors & Coordinators	3.00		214,672	#NAME?	(214,672)
CFO / Director of Finance	-		-	#NAME?	-
Operation / Business Manager	2.00		139,377	#NAME?	(139,377)
Administrative Staff	4.00		263,587	#NAME?	(263,587)
TOTAL ADMINISTRATIVE STAFF	12.00		1,083,251	#NAME?	(1,083,251)
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	28.00		1,796,835	#NAME?	(1,796,835)
Teachers - SPED	1.00		13,939	#NAME?	(13,939)
Substitute Teachers	-		-	#NAME?	-
Teaching Assistants	4.00		409,974	#NAME?	(409,974)
Specialty Teachers	7.00		516,339	#NAME?	(516,339)
Aides	10.00		294,250	#NAME?	(294,250)
Therapists & Counselors	1.00		67,420	#NAME?	(67,420)
Other	1.00		80,000	#NAME?	(80,000)
TOTAL INSTRUCTIONAL	52.00		3,178,757	#NAME?	(3,178,757)
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	-		-	#NAME?	-
Librarian	-		-	#NAME?	-
Custodian	5.00		190,551	#NAME?	(190,551)
Security	-		-	#NAME?	-
Other	-		-	#NAME?	-
TOTAL NON-INSTRUCTIONAL	5.00		190,551	#NAME?	(190,551)
SUBTOTAL PERSONNEL SERVICE COSTS	69.00		4,452,559	#NAME?	(4,452,559)
PAYROLL TAXES AND BENEFITS					
Payroll Taxes			272,524	#NAME?	(272,524)
Fringe / Employee Benefits			660,668	#NAME?	(660,668)
Retirement / Pension			149,064	#NAME?	(149,064)
TOTAL PAYROLL TAXES AND BENEFITS			1,082,256	#NAME?	(1,082,256)
TOTAL PERSONNEL SERVICE COSTS	69.00		5,534,815	#NAME?	(5,534,815)
CONTRACTED SERVICES					
Accounting / Audit			18,000	#NAME?	(18,000)
Legal			5,000	#NAME?	(5,000)
Management Company Fee			-	#NAME?	-
Nurse Services			-	#NAME?	-
Food Service / School Lunch			-	#NAME?	-
Payroll Services			35,000	#NAME?	(35,000)
Special Ed Services			-	#NAME?	-
Titlement Services (i.e. Title I)			-	#NAME?	-
Other Purchased / Professional / Consulting			166,000	#NAME?	(166,000)
TOTAL CONTRACTED SERVICES			224,000	#NAME?	(224,000)

GRAND CONCOURSE ACADEMY
Budget / Operatin
2015-16

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	7,791,862	#NAME?	#NAME?	(7,791,862)	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
SCHOOL OPERATIONS					
Board Expenses	5,000	#NAME?	#NAME?	(5,000)	#NAME?
Classroom / Teaching Supplies & Materials	30,000	#NAME?	#NAME?	(30,000)	#NAME?
Special Ed Supplies & Materials	-	#NAME?	#NAME?	-	#NAME?
Textbooks / Workbooks	216,694	#NAME?	#NAME?	(216,694)	#NAME?
Supplies & Materials other	-	#NAME?	#NAME?	-	#NAME?
Equipment / Furniture	22,000	#NAME?	#NAME?	(22,000)	#NAME?
Telephone	-	#NAME?	#NAME?	-	#NAME?
Technology	30,972	#NAME?	#NAME?	(30,972)	#NAME?
Student Testing & Assessment	15,000	#NAME?	#NAME?	(15,000)	#NAME?
Field Trips	1,000	#NAME?	#NAME?	(1,000)	#NAME?
Transportation (student)	378,000	#NAME?	#NAME?	(378,000)	#NAME?
Student Services - other	12,000	#NAME?	#NAME?	(12,000)	#NAME?
Office Expense	38,100	#NAME?	#NAME?	(38,100)	#NAME?
Staff Development	124,400	#NAME?	#NAME?	(124,400)	#NAME?
Staff Recruitment	1,600	#NAME?	#NAME?	(1,600)	#NAME?
Student Recruitment / Marketing	1,000	#NAME?	#NAME?	(1,000)	#NAME?
School Meals / Lunch	6,000	#NAME?	#NAME?	(6,000)	#NAME?
Travel (Staff)	1,700	#NAME?	#NAME?	(1,700)	#NAME?
Fundraising	-	#NAME?	#NAME?	-	#NAME?
Other	4,790	#NAME?	#NAME?	(4,790)	#NAME?
TOTAL SCHOOL OPERATIONS	888,256	#NAME?	#NAME?	(888,256)	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	71,765	#NAME?	#NAME?	(71,765)	#NAME?
Janitorial	-	#NAME?	#NAME?	-	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	725,000	#NAME?	#NAME?	(725,000)	#NAME?
Repairs & Maintenance	59,026	#NAME?	#NAME?	(59,026)	#NAME?
Equipment / Furniture	-	#NAME?	#NAME?	-	#NAME?
Security	-	#NAME?	#NAME?	-	#NAME?
Utilities	249,000	#NAME?	#NAME?	(249,000)	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	1,104,791	#NAME?	#NAME?	(1,104,791)	#NAME?
DEPRECIATION & AMORTIZATION	40,000	#NAME?	#NAME?	(40,000)	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	#NAME?	-	#NAME?
TOTAL EXPENSES	7,791,862	#NAME?	#NAME?	(7,791,862)	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions
Executive Management	-
Instructional Management	3.00
Deans, Directors & Coordinators	3.00
CFO / Director of Finance	-
Operation / Business Manager	2.00
Administrative Staff	4.00
TOTAL ADMINISTRATIVE STAFF	12.00

INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	28.00
Teachers - SPED	1.00
Substitute Teachers	-
Teaching Assistants	4.00
Specialty Teachers	7.00
Aides	10.00
Therapists & Counselors	1.00
Other	1.00
TOTAL INSTRUCTIONAL	52.00

NON-INSTRUCTIONAL PERSONNEL COSTS	
Nurse	-
Librarian	-
Custodian	5.00
Security	-
Other	-
TOTAL NON-INSTRUCTIONAL	5.00

SUBTOTAL PERSONNEL SERVICE COSTS	69.00
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PAYROLL TAXES AND BENEFITS
Payroll Taxes
Fringe / Employee Benefits
Retirement / Pension
TOTAL PAYROLL TAXES AND BENEFITS

TOTAL PERSONNEL SERVICE COSTS	69.00
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CONTRACTED SERVICES
Accounting / Audit
Legal
Management Company Fee
Nurse Services
Food Service / School Lunch
Payroll Services
Special Ed Services
Titlement Services (i.e. Title I)
Other Purchased / Professional / Consulting
TOTAL CONTRACTED SERVICES

Tech consultant, finance consultant, compliance consultant

**CHARTER SCHOOL
Budget Plan**

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

SCHOOL OPERATIONS

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

Internet and small purchases of hardware/software

Moved to new facility, will require student bussing
 Assemblies and programs
 Office supplies, copy paper and postage

Other

Bank fees, interest, moving fees to new facility, storage fees,

TOTAL SCHOOL OPERATIONS

FACILITY OPERATION & MAINTENANCE

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

Moving to new facility
 Maintenance supplies and minor repairs and upkeep

TOTAL FACILITY OPERATION & MAINTENANCE

Electric and water

**DEPRECIATION & AMORTIZATION
 RESERVES / CONTINGENCY**

TOTAL EXPENSES

NET INCOME

**CHARTER SCHOOL
g Plan**

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

ENROLLMENT - *School Districts Are Linked To Above Entries*

Number of Districts:

NYC CHANCELLOR'S OFFICE

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ALL OTHER School Districts: (Weighted Avg)

TOTAL ENROLLMENT

REVENUE PER PUPIL

EXPENSES PER PUPIL

**GRAND CONCOURSE ACADEMY CHARTER SCHOOL
BALANCE SHEET
2015-16**

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

**GRAND CONCOURSE ACADEMY CHARTER SCHOOL
Budget / Operating Plan
2015-16**

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

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

EXPENSES

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

**GRAND CONCOURSE ACADEMY CHARTER SCHOOL
Budget / Operating Plan
2015-16**

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

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

ENROLLMENT - *School Districts Are Linked To Above Entries*

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

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

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

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

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

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

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

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

ER SCHOOL

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	7,791,862	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	

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

5	Actual vs. Original Budget - TY	Actual vs. Original Budget TY	FY Actual (FY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
---	---------------------------------	-------------------------------	--	-------------------------

EXPENSES		Quarter 0			
		No. of Positions			
ADMINISTRATIVE STAFF PERSONNEL COSTS					
Executive Management	#NAME?		-	#NAME?	#NAME?
Instructional Management	#NAME?		465,615	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?		214,672	#NAME?	#NAME?
CFO / Director of Finance	#NAME?		-	#NAME?	#NAME?
Operation / Business Manager	#NAME?		139,377	#NAME?	#NAME?
Administrative Staff	#NAME?		263,587	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	#NAME?		1,083,251	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	#NAME?		1,796,835	#NAME?	#NAME?
Teachers - SPED	#NAME?		13,939	#NAME?	#NAME?
Substitute Teachers	#NAME?		-	#NAME?	#NAME?
Teaching Assistants	#NAME?		409,974	#NAME?	#NAME?
Specialty Teachers	#NAME?		516,339	#NAME?	#NAME?
Aides	#NAME?		294,250	#NAME?	#NAME?
Therapists & Counselors	#NAME?		67,420	#NAME?	#NAME?
Other	#NAME?		80,000	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	#NAME?		3,178,757	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	#NAME?		-	#NAME?	#NAME?
Librarian	#NAME?		-	#NAME?	#NAME?
Custodian	#NAME?		190,551	#NAME?	#NAME?
Security	#NAME?		-	#NAME?	#NAME?
Other	#NAME?		-	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	#NAME?		190,551	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS			4,452,559	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS					
Payroll Taxes			272,524	#NAME?	#NAME?
Fringe / Employee Benefits			660,668	#NAME?	#NAME?
Retirement / Pension			149,064	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS			1,082,256	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS			5,534,815	#NAME?	#NAME?
CONTRACTED SERVICES					
Accounting / Audit			18,000	#NAME?	#NAME?
Legal			5,000	#NAME?	#NAME?
Management Company Fee			-	#NAME?	#NAME?
Nurse Services			-	#NAME?	#NAME?
Food Service / School Lunch			-	#NAME?	#NAME?
Payroll Services			35,000	#NAME?	#NAME?
Special Ed Services			-	#NAME?	#NAME?
Titlement Services (i.e. Title I)			-	#NAME?	#NAME?
Other Purchased / Professional / Consulting			166,000	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES			224,000	#NAME?	#NAME?

ER SCHOOL				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	7,791,862	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	
5				
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				
	Original Budget - TY	Actual vs. Original Budget TY	FY Actual (FY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
SCHOOL OPERATIONS				
Board Expenses	5,000	#NAME?	#NAME?	#NAME?
Classroom / Teaching Supplies & Materials	30,000	#NAME?	#NAME?	#NAME?
Special Ed Supplies & Materials	-	#NAME?	#NAME?	#NAME?
Textbooks / Workbooks	216,694	#NAME?	#NAME?	#NAME?
Supplies & Materials other	-	#NAME?	#NAME?	#NAME?
Equipment / Furniture	22,000	#NAME?	#NAME?	#NAME?
Telephone	-	#NAME?	#NAME?	#NAME?
Technology	30,972	#NAME?	#NAME?	#NAME?
Student Testing & Assessment	15,000	#NAME?	#NAME?	#NAME?
Field Trips	1,000	#NAME?	#NAME?	#NAME?
Transportation (student)	378,000	#NAME?	#NAME?	#NAME?
Student Services - other	12,000	#NAME?	#NAME?	#NAME?
Office Expense	38,100	#NAME?	#NAME?	#NAME?
Staff Development	124,400	#NAME?	#NAME?	#NAME?
Staff Recruitment	1,600	#NAME?	#NAME?	#NAME?
Student Recruitment / Marketing	1,000	#NAME?	#NAME?	#NAME?
School Meals / Lunch	6,000	#NAME?	#NAME?	#NAME?
Travel (Staff)	1,700	#NAME?	#NAME?	#NAME?
Fundraising	-	#NAME?	#NAME?	#NAME?
Other	4,790	#NAME?	#NAME?	#NAME?
TOTAL SCHOOL OPERATIONS	888,256	#NAME?	#NAME?	#NAME?
FACILITY OPERATION & MAINTENANCE				
Insurance	71,765	#NAME?	#NAME?	#NAME?
Janitorial	-	#NAME?	#NAME?	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	725,000	#NAME?	#NAME?	#NAME?
Repairs & Maintenance	59,026	#NAME?	#NAME?	#NAME?
Equipment / Furniture	-	#NAME?	#NAME?	#NAME?
Security	-	#NAME?	#NAME?	#NAME?
Utilities	249,000	#NAME?	#NAME?	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	1,104,791	#NAME?	#NAME?	#NAME?
DEPRECIATION & AMORTIZATION	40,000	#NAME?	#NAME?	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	#NAME?	#NAME?
TOTAL EXPENSES	7,791,862	#NAME?	#NAME?	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?

ER SCHOOL

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	7,791,862	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	

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

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



Annual Report Requirement

for SUNY Authorized Charter Schools

GRAND CONCOURSE ACADEMY 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**

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

Created Wednesday, September 16, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/f3>

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	Howard	Banker

2. *Your Home Address:

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

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

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.

GRAND CONCOURSE ACADEMY CS (SUNY TRUSTEES) 320900860872

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

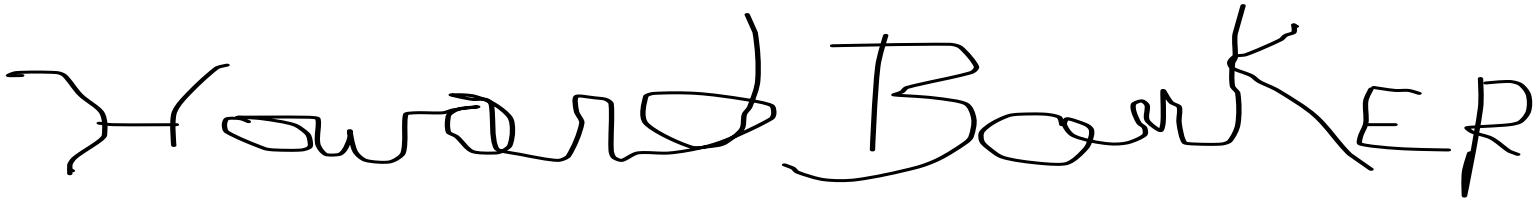
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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 that reads "Howard Banker". The signature is written in a cursive style with a large, stylized 'H' and 'B'.

Thank you.

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

Created Wednesday, September 16, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/f2>

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	Joyce	Davis

2. *Your Home Address:

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

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

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.

(No response)

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

Joyce H. Davis

Thank you.

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

Created Wednesday, September 16, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/f0>

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	Linda	Manley

2. *Your Home Address:

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

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

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.

GRAND CONCOURSE ACADEMY CS (SUNY TRUSTEES) 320900860872

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

(check all that apply)

-
- Secretary
-

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

No

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

No

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?

Yes

11a. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered Yes to Question 2-4 above, you need not disclose again your employment status, salary, etc.

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

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 response)

12a. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

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

1	Lawyers Alliance for New York	Pro Bono Legal Services	0	Linda Manley	Disclosed and approved by the board
2					
3					
4					
5					

Signature of Trustee



Thank you.

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

Created Wednesday, September 16, 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	Jeanette	Engles

2. *Your Home Address:

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

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

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.

(No response)

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

(check all that apply)

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

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

No

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

No

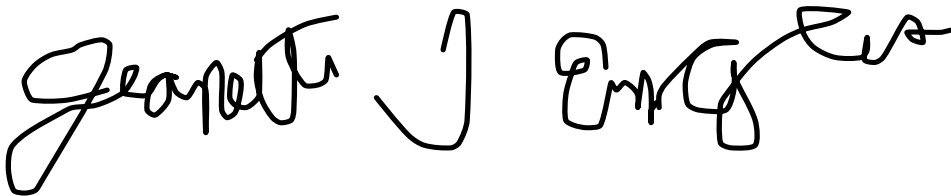
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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 "Jeanette J Engler". The signature is written in a cursive style with a large initial "J" and a stylized "E".

Thank you.

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

Created Wednesday, September 16, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export/?collector=109126/s/Regents-Appendix-E-BOT-Form/58>

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	Arlene	Hall

2. *Your Home Address:

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

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

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.

(No response)

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

(check all that apply)

-
- Other, please specify...: member
-

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

No

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

No

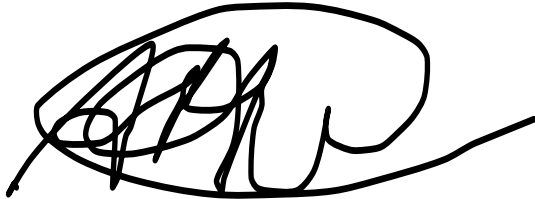
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

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 several overlapping loops and a long horizontal stroke extending to the right.

Thank you.



Appendix F: BOT Membership Table

Last updated: 07/30/2015

Page 1

320900860872 GRAND CONCOURSE ACAD 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	Joyce Higginson-Davis	[REDACTED]	Chair/Board President	Yes	Community development and with non-profit associations in the Bronx	11 years. The Board's bylaws state re-election occurs every 5 years.
2	Howard Banker	[REDACTED]	Treasurer	Yes	Finance	11 years. The Board's bylaws state re-election occurs every 5 years.
3	Linda Manley	[REDACTED]	Secretary	Yes	Legal	11 years. The Board's bylaws state re-election occurs every 5 years.
4	Jeannette Engels	[REDACTED]	Trustee/Member	Yes	Administrative, Business	8 years. The Board's bylaws state re-election occurs every 5 years.
5	Arlene Hall-Waisburd	[REDACTED]	Trustee/Member	Yes	Administrative, Business	6 years. The Board's bylaws state re-election occurs every 5 years.
6						
7						
8						
9						
10						
11						
12						
13						
14						

15						
16						
17						
18						
19						
20						

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

0

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

0

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?

10

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

10

Thank you.

Plan for Meeting Enrollment and Retention Targets

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

Recruitment

Students with Special Needs

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

English Language Learners

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

Students Eligible for Free and Reduced Lunch Programs

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

Retention

Students with Special Needs

- Specialized RTI program
- Differentiation in classroom instruction
- Coordination with NYC DOE Speech, Physical Therapy and Occupational Therapy Service Providers
- Full time Guidance Counselor
- Three SPED teachers

English Language Learners

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

Students Eligible for Free and Reduced Lunch Programs

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



Appendix I: Teacher and Administrator Attrition

Last updated: 07/30/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name: 320900860872 GRAND CONCOURSE ACAD CS

Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 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
	31	8	7

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
	6	0	2

Thank you