

Application: Girls Preparatory Charter School of the Bronx II

Susan Tan - [REDACTED]
2024-2025 Annual Report

Summary

ID: 0000000351
Status: Annual Report Submission

Entry 1 – School Information and Cover Page

Completed - Aug 1 2025

Instructions

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within the Annual Report Portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 – School Information and Cover Page

(New schools that were not open for instruction for the 2024-2025 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2025)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. LEGAL SCHOOL NAME (as chartered)

(Select name from the drop down menu)

Girls Preparatory Charter School of the Bronx II

b. Unofficial or Popular School Name

Girls Prep Bronx II

c. CHARTER AUTHORIZER (As of June 30th, 2025)

Please select the correct authorizer as of June 30, 2025 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. School Unionized

Is your charter school unionized?

No

d. District/CSD of Location

New York City Community School District #10

e. Date of Approved Initial Charter

Aug 1 2019

f. Date School First Opened for Instruction

Aug 1 2020

g. Approved School Mission

(Regents, NYCDOE, and Buffalo BOE-authorized schools only)

We are authorized by SUNY.

h. Approved Key Design Elements

(Regents, NYCDOE, and Buffalo BOE-authorized schools only)

We are authorized by SUNY.

i. School Website Address

<https://www.publicprep.org/school/girls-prep-bronx-ii/>

j. Authorized Charter Enrollment for 2024-2025 School Year

361

k. Actual Enrollment on June 30, 2025, Excluding Pre-K Program Enrollment

446

I. Grades Served

Grades served during the 2024-2025 school year (exclude Pre-K program students):

Responses Selected:

Kindergarten
1
2
3
4
5
6
7
8

m. Charter Management Organization/Educational Management Organization

Do you have a [Charter Management Organization](#)?

Yes

m1. Charter Management Organization Name

Include required contact information (email address and telephone number) below.

Excellence Community Schools Inc.

m2. Charter Management Organization Email Address

m3. Charter Management Organization Phone Number

718-828-7301

FACILITIES INFORMATION

n. FACILITIES: Owned, rented, or leased to educate students

Will the school maintain or operate multiple sites in 2025-2026?

No, just one site.

School Site 1 (Primary)

n1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2024-2025 School Year (K-5, 6-9, etc.)	Grades to be Served at Site for 2025-2026 school year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	263 E 203rd Street, Bronx N.Y, 10451	(718) 742-8848	New York City Community School District #10	PK-8	PK-8	No

n1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Noelani Gabriel-Holt	Principal	718-742-8848		
Operational Leader	Leidy Ramos	Director of Operations	718-742-8848		
Compliance Contact	Leidy Ramos	Director of Operations	718-742-8848		
Complaint Contact	Leidy Ramos	Director of Operations	718-742-8848		
DASA Coordinator					
Phone Contact for After Hours Emergencies					

n1b. Is site 1 in public space or in private space?

Private Space

n1c. Is site 1 in a co-located or not in a co-located facility?

Responses Selected:

Not Co-Located

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

n1e. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2025.

Fire inspection certificates must be updated annually. For the upcoming school year 2025-2026, please submit a current fire inspection certificate.

If the fire inspection certificate will expire between the August 1, 2025 submission of the Annual Report and the November 3 Annual Report submission, please submit the new certificate with the Annual Report entries due no later than 11:59 PM on November 3, 2025.

Site 1 Certificate of Occupancy (COO)

[Girls prep2_TCO.pdf](#)

Filename: Girls prep2_TCO.pdf **Size:** 265.7 kB

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

o. List of owned, rented, or leased facilities not used to educate students and the purpose of each.

Separate by semi-colon (;)

N/A

p1. Total Number of School Calendar Days

180

p2. Total Number of Anticipated Hours of Instruction by Month (Entries are required for all months. Enter a zero for months with no instructional hours.)

July 2025	0
August 2025	0
September 2025	140
October 2025	154
November 2025	105
December 2025	105
January 2026	133
February 2026	98
March 2026	140
April 2026	119
May 2026	147
June 2026	105

CHARTER REVISIONS DURING THE 2024-2025 SCHOOL YEAR

q. Summary of Material and Non-Material Charter Revisions submitted or approved since August 1, 2024, including updates to the school’s board of trustees’ by-laws, enrollment policy, discipline policy, or complaint policy.

Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.

Does the school have any material or non-material revision requests that have been submitted or approved since August 1, 2024?

Yes

q2. 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	Girls Prep Bronx II changed its charter from serving grades PK-4 to serving grades PK-8.	12/12/2024	
2				
3				
4				
5				

More revisions to add?

No

ATTESTATIONS

r. Name/Position of Person Completing/Submitting the 2024-2025 Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

Name	Susan Tan
Position	Director of Reporting and Compliance
Phone/Extension	718-828-7301
Email	

s. Our signatures (Executive Director/School Leader/Head of School and Board President) 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, this will constitute grounds for the revocation of our charter.

Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

Responses Selected:

Yes

As outlined in ENTRY 7 (Employee Fingerprint Requirements Attestation):

Our E-Signatures (not digital signatures) (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 7 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES** to agree.

Responses Selected:

Yes

Signature, Head of Charter School

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)

Mary Ann

Signature, President of the Board of Trustees

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)

Boyd Cherry

Date

Jul 31 2025



Thank you.

Entry 2 – Links to Critical Documents on School Website

Completed - Aug 1 2025

Instructions

Required of ALL Charter Schools (Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and Authorizer-approved School Discipline Policy)

By law, each charter school is required to maintain certain notices and policies listed on its website. All documents must be readily found on the school's website and publicly accessible. Please insert the link to the page on the school's website where each document can be accessed. **DO NOT provide a direct link to a Google document.**

1. Current Annual Report (i.e., 2024-2025 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas, and documents, including board meeting minutes;
3. New York State School Report Card - This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law.[\[2\]](#) Even if there is no school data yet reported, a direct web link to the most recent [New York State School Report Card](#) for the charter school must be provided.
4. Authorizer-approved DASA Policy and Authorizer-approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building-level safety plan (as per the July 2023 [Emergency Response Plan Memo](#) – Charter Schools Only);
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records (e.g., see [NYSED Subject Matter List](#))

[\[1\]](#) Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., repost when financials have been submitted in November.)

[\[2\]](#) SRC data is included in the reporting requirements for New York charter schools in 8 NYCRR 119.3.

Entry 2 – Links to Critical Documents on School Website

School Name: Girls Preparatory Charter School of the Bronx II

Required of ALL Charter Schools (Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and Authorizer-Approved School Discipline Policy)

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the [link from the school's website](#) for each of the items. All links must be readily found on the school's website.

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2024-2025 Annual Report)	<u>https://www.nysed.gov/charter-schools/girls-preparatory-charter-school-bronx-ii</u>
2. Board meeting notices, agendas, and documents, including board meeting minutes	<u>https://www.publicprep.org/all-academies/publicnotices/</u>
3. New York State School Report Card. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law. Even if there is no school data yet reported, a direct web link to the most recent New York State School Report Card for the charter school must be provided.	<u>https://data.nysed.gov/profile.php?instid=800000091167</u>
4a. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
4b. Authorizer-approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
5. District-wide safety plan, not a building level safety plan (as per the July 2023 Emergency Response Plan Memo)	<u>https://www.publicprep.org/keeping-schools-safe-means-acting-fast/</u>
6. Authorizer-approved FOIL Policy	<u>https://www.publicprep.org/all-academies/publicnotices/</u>
7. Subject matter list of FOIL records (e.g., see NYSED	<u>https://www.publicprep.org/all-academies/publicnotices/</u>

It is the school's responsibility to ensure that if a policy appears in more than one place on the website, including as part of the family handbook, that the policy versions are consistent and up to date.

Responses Selected:

Yes, the website has been reviewed to ensure that policies are consistent and up to date.



Thank you.

Entry 3 – Board of Trustees Membership Table

Completed - Aug 1 2025

Instructions

Required of ALL charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 3 – Board of Trustees Membership Table

1. **SUNY-AUTHORIZED** charter schools are required to provide information for VOTING trustees only.
2. **REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED** charter schools are required to provide information for all VOTING and NON-VOTING trustees.

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2024-2025 Board Member Information (Enter info for each BOT member)

	Voting Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation (s)	Voting Member Per By- Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/ YYYY)	End Date of Current Term (MM/DD/ YYYY)	Board Meetings Attended During 2024- 2025
1	Boykin Curry		Chair	Finance, Academic, Real Estate	Yes	6	07/01/20 25	07/01/20 28	5 or less
2	Nicole Greene		Vice Chair	Academic, Governance, Development	Yes	4	07/01/20 24	07/01/20 27	5 or less
3	Laura Weil		Secretary	Governance, Real Estate	Yes	6	07/01/20 25	07/01/20 28	5 or less
4	Samuel Greene		Trustee/ Member	Finance, Real Estate	Yes	5	07/01/20 23	07/01/20 26	5 or less
5	Tamara Zachery		Trustee/ Member	Development	Yes	1	07/01/20 23	07/01/20 26	5 or less
6	Khairah Klein		Trustee/ Member	Academic	Yes	2	07/01/20 24	07/01/20 27	5 or less
7									
8									
9									

1a. Are there more than 9 members of the Board of Trustees?

No

2. Number of board meetings conducted in 2024-2025

4

3. Number of board meetings scheduled for the 2025-2026 school year

5

4. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

- SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
- REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total number of Voting Members on June 30, 2025	4
b. Total number of Voting Members added during the 2024-2025 school year	0
c. Total number of Voting Members who left the board during 2024-2025 school year	2
d. Total Maximum Number of Voting Members in 2024-2025, as set by the board in by-laws, resolution, or minutes	4
e. Board members attending 8 or fewer meetings during 2024-2025	6

Thank you.

Entry 4 – Board of Trustees Disclosure of Financial Interest Form

Completed - Aug 1 2025

Instructions

Required of ALL Charter Schools

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2024-2025 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) due **no later than 11:59 PM on August 1, 2025**. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2024-2025 school year completes the form.**

Charter schools MUST submit the latest version of the form. Forms completed from past years will not be accepted.

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

[Boykin Curry annual-report-current-former-trustee-financial-disclosure-form](#)

Filename: Boykin_Curry_annual-report-current_OkqXdlhh.pdf Size: 651.7 kB

[Nicole Greene annual-report-current-former-trustee-financial-disclosure-form](#)

Filename: Nicole_Greene_annual-report-curren_GvYIV87.pdf Size: 646.6 kB

Entry 6 – Enrollment & Retention

Completed - Aug 1 2025

Instructions

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2024-2025 toward meeting targets to attract and retain the enrollment of students with disabilities (SWD), English language learners (ELL), and students who are economically disadvantaged (ED). In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2025-2026.

Entry 6 – Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2024-2025	Describe Recruitment Plans in 2025-2026
Students with Disabilities	<p>During the 2024-25 recruitment season, we recruited and served students with disabilities by including accurate, up-to-date information about our special education services (e.g. ICT classrooms, related services) in information sessions. During the enrollment process, we asked about special education services and IEPs to ensure we had the most up-to-date information for schools in August. Schools were notified when a student with an IEP was entering mid year. Families also had the opportunity to meet with Student Services staff to discuss their scholar's IEPs when desired.</p>	<p>We will continue to keep our schools and families informed about our special educational services. During the enrollment process, we will ask about special education services and IEPs to ensure we have the most up-to-date information for schools in August. Schools were notified when a student with an IEP was entering mid year. It is very important for us to keep this culture, as it shows our commitment to working with parents in having children succeed regardless of the setting required.</p>
English Language Learners	<p>During the 2024-25 recruitment season, we recruited and served English language learners by continuing to produce enrollment and recruitment materials in both English and Spanish. Our recruitment team has native Spanish speakers. We collected Home Language Identification Surveys during the registration process to ensure schools are aware of families and students who needed to receive information in languages other than English. We encouraged non-English speaking parents to volunteer in student recruitment, enrollment efforts and refer other families.</p>	<p>For the 2025-26 recruitment season, we will continue our efforts to recruit and serve English language learners by having advertisements in Spanish. We will also advertise in early childhood education centers with bilingual staff members. We will also attend Charter School open houses that are offered by the NYC Charter School Center. We hope to one day be able to set up a Charter School open house solely in the Bronx to reach out to more families.</p>
Economically Disadvantaged	<p>During the 2024-25 recruitment season, we recruited and served economically disadvantaged populations by continuing to market</p>	<p>For the 2025-26 recruitment season, we will continue all advertising efforts that we know are viable to areas of economically</p>

in New York City Housing Authority developments and community centers, daycares, Head Start programs, free and low-cost healthcare facilities, food banks, and local community-based organizations (e.g. houses of worship, after-school programs). We expanded our marketing tactics to include bus ads, digital advertising on social media, and more. Our canvassing efforts targeted bus stops, trains, parks, corner stores, shelters, medical offices and libraries.

disadvantaged families, such as community centers, housing developments, daycare, etc. Alongside advertising we've done such as bus ads, we will also advertise in newspapers so that we reach families who are unable to afford to purchase other publications. We will also provide assistance for uniforms for those families who are in severe need.

Good Faith Efforts To Meet Retention Targets

	Describe Retention Efforts in 2024-2025	Describe Retention Plans in 2025-2026
Students with Disabilities	During the 2024-25 school year, we retained students with disabilities by building a staff that monitors and supports services to students with IEPs. We provided professional development for all staff to increase their capacity for serving students with disabilities. We will have integrated co-teaching classrooms at every campus, and implemented students' IEPs with fidelity. We offered Tier 1 and 2 supports by including differentiated groupings for individualized, targeted support.	We will continue to work with families on a case-by-case basis to educate them about the child's IEP and reasons for the recommended services. We will begin servicing the child as soon as possible. If for any reason, a parent does not agree with the mandated services, we will help them with the appeal process. The ultimate goal is to provide the correct services that enable students to progress from a complex setting to a less complex setting, eventually becoming independent.
English Language Learners	During the 2024-25 school year, we retained English language learners in several ways. We will continue to provide high-quality, intensive support to ELL students as they learn English. We provided professional development to staff who support ELLs and ensure teachers have access to the appropriate resources. We created classrooms that are language-rich and enhance students' vocabularies and experiences with language.	We will plan to retain English Language Learners in several ways. At registration, we will survey families for household primary language and identify students for NYSITELL testing to assess their level of English proficiency. We will continue to provide high-quality, intensive support to ELL students, as they learn English. We will provide professional development to staff who support ELLs, and ensure teachers have access to the appropriate resources. We will continue to create classrooms that are language-rich and enhance students' vocabularies and experiences with language.
Economically Disadvantaged	During the 2024-25 school year, we retained students from economically disadvantaged populations in several ways. We provided free breakfast and lunch. We provided free school supplies and technology to scholars. Additionally, we shared	For the 2025-26 school year, we plan to retain and serve students from economically disadvantaged populations in several ways. We will research programs available for the specific population and provide families with opportunities for their

information about community-based organizations with programs such as rental assistance and food banks.

children. We are working on obtaining uniform vouchers for those families who absolutely cannot afford uniforms for their children.

Entry 7 – Employee Fingerprint Requirements Attestation

Completed - Aug 1 2025

Instructions

Required of ALL Charter Schools

Review and complete the Employee Fingerprint Requirements Attestation.

Entry 7 – Employee Fingerprint Requirements Attestation

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

Charter schools MUST ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee.

Please note that all schools should maintain an electronic or hard copy of the clearance certification pulled from TEACH and dated PRIOR to the employee's start date. Clearance certifications pulled from TEACH at a later date will show that the staff member was cleared as of that date and may result in a finding of clearance violations against the school.

^[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at [NYSED CSO Employee Clearance and Fingerprint Memo](#) or visit the NYSED website at [Who Must Be Fingerprinted Charts](#) for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo](#).

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 9 – School Calendar

Completed - Aug 1 2025

Instructions

Required of ALL Charter Schools

Charter schools must upload a final 2025-2026 calendar into the portal **no later than 11:59 PM on August 1, 2025**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools "... *unless the school's charter requires more instructional time than is required under the regulations.*"

Board of Regents-authorized charter schools are also required to submit **school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month. Schools must use a calendar format and ensure there is a monthly tally of instructional days.**

Charter schools serving elementary and secondary levels may submit one combined calendar showing instructional hours and days for all building levels OR separate calendars uploaded as one PDF. *Note that school calendars will also provide evidence of alignment for schools with extended days/years referenced in their mission statements or key design elements.*

See below for an example of a calendar showing the requested information.

Sample Calendar:

[Prep Calendar 2025-2026](#)

Filename: Prep_Calendar_2025-2026_Jxlvrn.pdf Size: 171.1 kB

Entry 11 – Progress Toward Goals (SUNY-Authorized Charter Schools ONLY)

Completed - Sep 16 2025

Instructions

SUNY-Authorized Charter Schools ONLY - Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal **and** into the SUNY Epicenter document management system **no later than 11:59 PM on September 15, 2025**.

PLEASE NOTE: This is a required task for SUNY-authorized charter schools. It is marked optional for administrative purposes only.

2024-25 APPR Girls Prep Bronx II Final

Filename: b76c580a6d1b4b9f9879834d80e9c2cd.pdf Size: 466.6 kB

Entry 11 – Progress Toward Goals (Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)

Incomplete

Instructions

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools must report all Progress Toward Charter Goals as per their currently approved charters **no later than 11:59 PM on November 3, 2025**.

Schools must complete the "Goals" tables as provided in the tables below OR upload the most current action plan that includes progress made toward the attainment of goals during the 2024-2025 school year.

PLEASE NOTE: This is a required task for Regents, NYCDOE, and Buffalo BOE-authorized charter schools. It is marked optional for administrative purposes only.

Entry 11 – Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools may complete the "Goals" tables as provided in the portal OR upload the school's most current action plan that includes progress made toward the attainment of academic, organization, and financial goals during the 2024-2025 school year.

Please select the method by which you will provide your school's information:

No Responses Selected

PROGRESS TOWARD CHARTER GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 3, 2025.

1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE-authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 3, 2025**.

2. ORGANIZATION GOALS

2024-2025 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

3. FINANCIAL GOALS

2024-2025 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

Thank you.

Entry 12 – Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL charter schools must upload the financial statements and related documents in PDF format into the portal **no later than 11:59 PM on November 3, 2025**. The statements, the independent auditor's report, any advisory and/or management letter, and the internal controls report must be combined into a PDF file with security features such as password protection removed.

ALL SUNY-authorized charter schools must also enter the financial statements and upload related documents in PDF format into the SUNY Compass system **no later than 11:59 PM on November 3, 2025**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

PLEASE NOTE: This task appears as optional until August 1, 2025. Thereafter, it will be identified as a required task due on November 3, 2025.

Entry 13 – Fiscal Year 2025-2026 Budget

Incomplete

SUNY-authorized charter schools are required to use Compass to complete and submit the Annual Budget and the Budget Narrative Questionnaire **no later than 11:59 PM on November 3, 2025**.

Regents, NYCDOE, and Buffalo BOE-authorized charter schools are required to download the budget template from the portal or the [Annual Reports](#) webpage and complete it. Upload the completed template **no later than 11:59**

PM on November 3, 2025. The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory.

PLEASE NOTE: This task appears as optional until August 1, 2025. Thereafter, it will be identified as a required task due on November 3, 2025.

Optional Additional Documents to Upload (BOR)

Incomplete

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Ravenel Curry

Name of Charter School Education Corporation:

Ravenel Curry

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

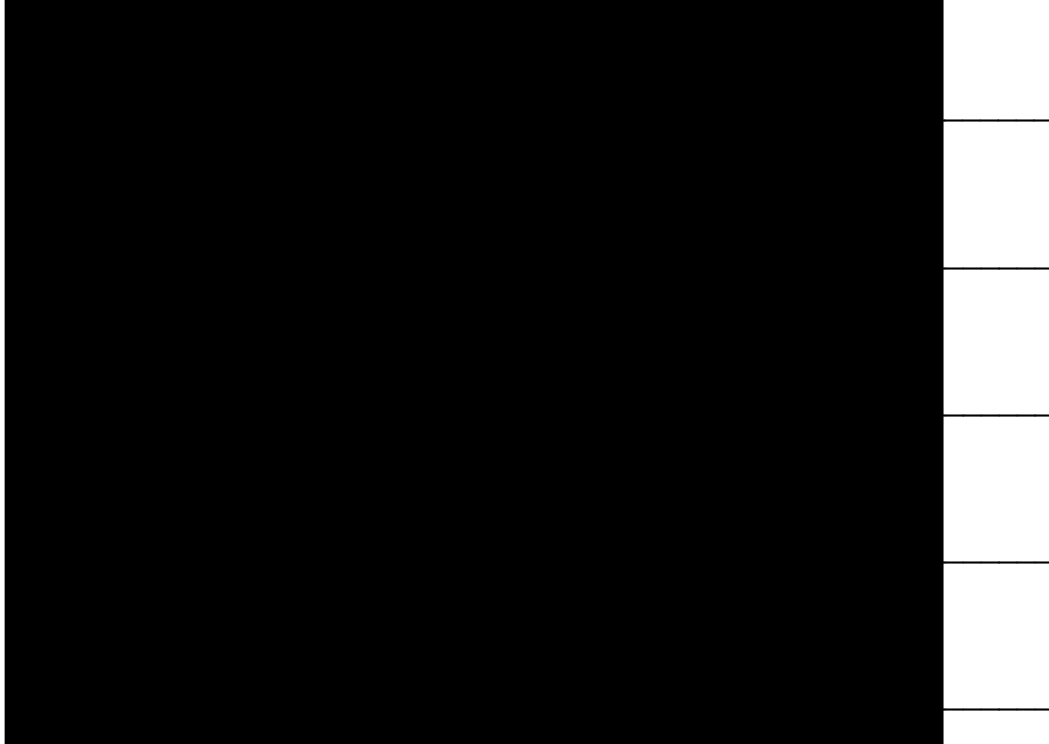
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.



Boykin Curry

Boykin Curry (Jul 28, 2024 23:51 EDT)

July 28, 2024

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Nicole Greene

Name of Charter School Education Corporation:

Public Preparatory Academies

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Vice chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

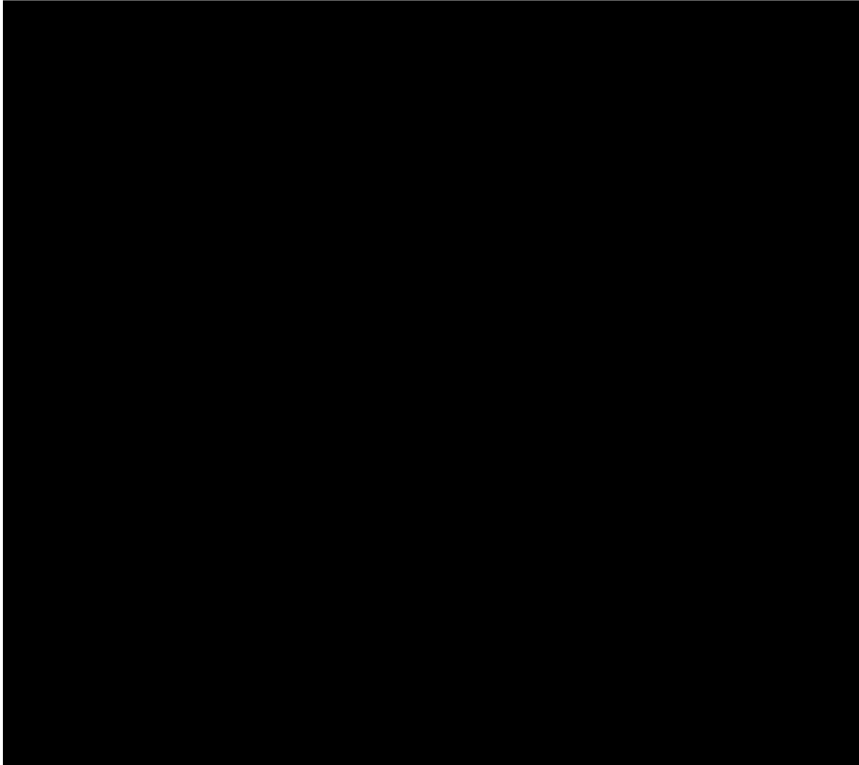
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you


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

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.




Nicole Greene (Jul 31, 2024 11:17 EDT)

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Public Prep – 2025-2026 School Calendar

180 school days

September 2025						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
						21

October 2025						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						22

November 2025						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						16

December 2025						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						17

January 2026						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						19

February 2026						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
						15

March 2026						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						22

April 2026						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
	27	28	29	30		
						16

May 2026						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						20

June 2026						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				12

Dates to Know:

August 18 – New Teachers/Existing Employees Start/Return

June 6 – Optional Grade Book Entry Day – Paid as Saturday Academy Day.

Schedule Changes:

All Saturday academy days are scheduled from 9am-3pm

COLOR CODE DEFINITION:

00	Fed Holidays – Closed
	Recess - Closed
	Saturday Academy
	End of MP
	PT Conferences
	Network Wide PD (clerical day)
	First and Last Day of School
	State Testing (ELA, Math, Science)
	Gradebook entries due

Federal Holidays and School Breaks 2025/26 (school closures)

Sep 1	Labor Day
Oct 13	Indigenous Peoples' Day
Nov 4	Election Day/PD/Clerical
Nov 11	Veteran's Day
Nov 27-28	Thanksgiving Recess

Dec 24-Jan 2	Winter Recess
Jan 1, 2026	New Year's Day
Jan 19	Martin L. King Day
Feb 16-20	Mid-Winter Recess
Feb 16	President's Day

Apr 2-10	Spring Recess
May 25	Memorial Day
June 4	PD/Clerical Day
June 5	Administrative Day
June 19	Juneteenth



**Girls Preparatory Charter School of
the Bronx II**

**2024-25 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 16, 2025

By Shakina Hinton, School Principal

263 E 203rd Street Bronx NY 10458

(718) 742-8848

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Shakina Hinton, Principal of Girls Prep II, prepared this 2024-25 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Boykin Curry	Chair	Finance, Academics, Real Estate
Nicole Greene	Vice Chair	Academics, Governance, Development
Laura Weil	Secretary	Governance, Real Estate
Samuel Greene	Trustee	Finance, Real Estate
Tamara Zachery	Trustee	Development
Khairah Klein	Trustee	Academic

Noelani Gabriel-Brown served as principal of Girls Preparatory Charter School of the Bronx II from 2022 through the school year 2024-2025. Shakina Hinton has served as the principal of Girls Preparatory Charter School of the Bronx II since 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

SCHOOL OVERVIEW

Girls Preparatory Charter School of the Bronx II (Girls Prep Bronx II), opened in fall of 2020. Utilizing a single-gender education model, we empower young women to discover their voices, cultivate confidence, and transcend boundaries. As of the 2024-25 school year, Girls Prep Bronx II serves K-8 in a brand-new, state-of-the-art facility specifically designed with student growth and learning in mind. In 2023-24, the school served grades K-3. Girls Prep Bronx II is part of Public Prep Charter School Academies, a non-profit public education corporation, now managed by Excellence Community Schools, a non-profit charter management organization (CMO). Founded in Parkchester in 2004, Excellence Community Schools operates multiple high-performing charter schools and has earned multiple National Blue Ribbon distinctions from the U.S. Department of Education. Like Public Prep, Excellence Community Schools is strongly committed to the Bronx, with high expectations for academic achievement, empowerment, and community engagement.

At Public Prep, scholars build strong character, depth of knowledge, and empathy for the world around them. Public Prep was founded on the premise that every family, regardless of race, income level or ZIP code, can and should have the power to access a great, tuition-free and single-gender public school education. During the 2024-2025 school year, Girls Prep Bronx II served 470 children in grades K-8. The demographics of the population served are as follows:

Percentage distribution of 2024-2025 students by race/ethnicity

Ethnicity	Percentage
American Indian or Alaskan Native	1.30%
Asian	1.30%
Black/African American	45.57%
Hispanic/Latino	49.24%
Multiple Ethnicities	1.08%
Native Hawaiian or Other Pacific Islander	0.86%
White	0.65%

In addition, 94.60% of our students are eligible for free or reduced lunch.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

[illegible]

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

2024-25	44	39	45	67	54	24	76	54	67	-	-	-	-	470
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GOAL 1: ENGLISH LANGUAGE ARTS

Students will become proficient readers of the English language.

BACKGROUND

Historically, the ELA program at Girls Prep Bronx II has integrated the Science of Reading approach with the New York State standards as the foundation for its literacy instruction. Depending on their grade level, scholars received 120-145 minutes of literacy instruction daily. The early grades implemented a research-based phonics program, focusing on decoding, phonological awareness, and sight recognition, to give scholars the foundational skills they need to become confident and successful readers. In addition to reading skills, Girls Prep Bronx II promoted a collaborative learning model that encouraged students to communicate in a positive, student-centered environment. They learned to engage meaningfully with texts, set and monitor their independent reading goals, and continuously improve through teacher and peer feedback.

To track and support literacy growth, teachers utilized the Roots Assessment in elementary grades, part of the Success for All Phonics curriculum. This research-backed tool evaluates students' literacy skills, provides educators with critical data, and helps teachers make informed decisions to guide students through the program. Students also completed writing diagnostics tied to their instructional units, and teachers regularly used unit assessments to monitor progress. Teachers used a combination of the Roots Assessment, NWEA MAP, interim assessments, and quizzes to guide interventions and adjustments to instruction.

As of school year 2025-26, Excellence Community Schools now serves as the charter management organization for the school.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Not Tested
-------	------------

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	Total Tested	Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Total Enrolled
3	60	1	2	-	-	-	-	63
4	52	1	-	-	-	-	-	53
5	23	-	-	-	-	-	-	23
6	67	1	2	-	-	-	1	71
7	53	-	-	-	-	-	-	53
8	62	1	2	-	-	-	-	65
All	317	4	6	-	-	-	1	328

Performance on 2024-25 State English Language Arts Exam

By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	60	23	38.33%	31	16	51.61%
4	52	31	59.62%	31	20	64.52%
5	23	9	39.13%	-	-	-
6	67	35	52.24%	-	-	-
7	53	37	69.81%	-	-	-
8	62	41	66.13%	-	-	-
All	317	176	55.52%	62	36	58.06%

ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 English language arts MIP for all students of **117.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times

¹ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.²

English Language Arts 2024-25 Performance Index

Number in Cohort	Number of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
317	57	84	102	74

$$PI = 0 * 17.98 + 1 * 26.50 + 2 * 32.18 + 2.5 * 23.34 = 149.21$$

ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

2024-25 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	51.61%	31	43.5%	2444
4	64.52%	31	44.0%	2568
5	-	-	48.1%	2650
6	-	-	39.4%	2668
7	-	-	43.4%	2769
8	-	-	45.4%	2846
All	58.06%	62	44.0%	15945

ELA Measure 4 - Comparative

² You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

³ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁴

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	100.0%	453.0	436.2	1.70
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	100.0%	453.0	436.2	1.70

ELA Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.⁵

⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

⁵ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2023-24 and also have a state exam score from 2022-23 including students who were retained in the same grade. Students with the same 2022-23 score are ranked by their 2023-24 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 target for this measure, it must have a mean growth percentile greater than 50.

The school does not have data available to assess this measure, due to the previous enrollment configuration. In 2023-24 the school served K-3, and the previous year third grade students were in second grade.

2023-24 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	N/A	50.0
5	N/A	50.0
6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All	N/A	50.0

SUMMARY OF THE ELA GOAL

Girls Prep Bronx II met three of four applicable measures for this reporting period. Given the school's previous grade configuration, data are not available relative to the growth measure. The school did not meet one of two absolute measures and did meet both comparative measures.

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.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
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 school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an	Yes

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	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.	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF ELA GOAL

Girls Prep Bronx II met three of four applicable measures. The school served K-3 in the 2023-24 school year and then grew to serve K-8 in 2024-25 due to a reconfiguration.

Measure 1 – Absolute: While 58.06% of students enrolled in at least their second year were proficient on the New York State English language arts exam for grades 3-8, this measure fell short of the 75% attainment expectation.

Measure 2 – Absolute: The school's performance index was 149.21, which exceeded the achievement measure target of 117.3.

Measure 3 – Comparative: Girls Prep Bronx II students enrolled in at least their second year outperformed their district counterparts. The overall proficiency rate for continuously enrolled students was 58.06%, compared to 44% within the school district of comparison.

Measure 4 – Comparative: The overall effect size for the school was 1.7, which exceeded the .3 target.

Measure 5 – Growth: This measure is not applicable given the school's previous grade configuration of K-3 in school year 2023-24.

ADDITIONAL CONTEXT AND EVIDENCE

Girls Prep Bronx II met three of four applicable measures for the 2023–24 school year. While we are encouraged by strong results on the comparative and performance index measures, we recognize that our students did not yet meet the 75% proficiency expectation on the absolute English Language Arts (ELA) measure.

Several factors help explain this outcome:

- **Reconfiguration and Growth:** In 2024–25, the school expanded from serving grades K–3 to K–8. This reconfiguration required onboarding new grades, staff, and students, many of whom were new to our culture, curriculum, and expectations. Ensuring consistency across grade levels during this period of rapid growth was a challenge that we are actively addressing through targeted professional development and aligned instructional systems.
- **Participation and Baseline Gaps:** As a relatively young school, a significant portion of our students are new enrollees. Many students joined with academic gaps, particularly in literacy,

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

which impacted overall proficiency rates. While these students showed growth, the aggregate proficiency measure was lowered by their baseline performance.

Despite these challenges, we are proud that Girls Prep Bronx II students outperformed their district peers by 14 percentage points (58.06% vs. 44%) and achieved an effect size of 1.7, far exceeding the 0.3 target.

To further strengthen student achievement, the school has implemented the following academic interventions and supports:

- **Targeted Intervention Blocks in Math and ELA:** All students participate in small-group intervention focused on closing foundational skill gaps and accelerating growth toward grade level mastery.
- **Saturday Academy (Grades 3–8):** Beginning in 2025–26, we will launch Saturday Academy to provide additional instructional time for students who need support in ELA and Math. This program will reinforce classroom learning and will offer intensive practice with high-leverage skills.
- **Progress Monitoring Through Internal Assessments:** In addition to state assessments, the school administers frequent internal benchmark assessments to track growth, identify students needing targeted intervention, and measure progress throughout the year.
- **Professional Development for Teachers:** Teachers receive ongoing coaching aligned to the *Get Better Faster* framework, with an emphasis on maximizing instructional time, ensuring rigor in questioning, and supporting literacy across content areas.

ELA ACTION PLAN

As of school year 2025-26, Excellence Community Schools is the new CMO for Public Prep Academies, and the school is transitioning to using the Excellence Model. Consistent with the mission and the Excellence Model, Girls Prep Bronx II will educate scholars with a lens towards the maintenance of equity, ensuring all children have equitable access to high-quality instruction. The school will provide academic intervention for scholars who did not achieve their academic goals and will implement proven resources and strategies that have historically been successful for students in the Bronx. Staff received two weeks of intensive professional development prior to the start of the 2025-26 school year to support this transition and are provided ongoing professional learning and support throughout the year.

The Excellence Model's high-quality ELA curriculum is aligned to New York State's Next Generation Learning Standards. The reading program provides for students the foundation needed to become proficient readers, including skills and knowledge to understand how phonemes are connected to print; ability to decode words; ability to read fluently; background knowledge and vocabulary to foster comprehension; development of active strategies to construct meaning from print; and development and maintenance of a motivation to read. This curriculum allows teachers to facilitate a literacy approach that incorporates multiple genres, has the flexibility to differentiate, and uses direct instruction to teach foundational skills prior to moving onto more complex content.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

The implementation of the reading program is effective because of the instructional strategy of uninterrupted, consistent, daily flexible reading groups that focus supports within smaller groups for struggling readers while offering enrichment activities for students who are proficient and advanced readers. Scholars receive small group instruction and interventions that cross grade-level classrooms. Teachers gather extensive assessment data to determine students' learning levels and provide individualized support to target needs. Assessments include a combination of formal and informal measures such as daily checks and anecdotes; quarterly benchmarks tests; annual state assessments; and curriculum-based assessments administered at the conclusion of the six- to eight-day instructional cycle. All data is used to inform lesson planning, establish targeted small group mini lessons, monitor progress, and evaluate the efficacy of our programming. Moreover, it helps to drive differentiated professional development by strengthening areas of vulnerability and leveraging assets to optimize instruction.

GOAL 2: MATHEMATICS

Students will demonstrate steady progress in the understanding and application of mathematical skills and concepts.

BACKGROUND

Girls Prep Bronx II historically implemented a math curriculum that utilized the New York State Standards as a foundation and folded in rigorous curricula to challenge students and allow teachers to narrow and deepen the scope of math instruction. Girls Prep Bronx II's math instruction schedule included two math blocks, one for a core standard's aligned unit of study, and a second that included complex problem-solving and a combination of data-informed small group instruction and targeted practice using adaptive technology. For school year 2024-25 the school implemented Eureka Squared.

As a network, Public Prep committed to the implementation of a program grounded in problem-based learning where students built conceptual understanding by making meaning of mathematics through inquiry, collaboration, and feedback. The approach promoted reasoning and problem solving, allowing students to connect and build mathematical representations and engage in high-quality discourse, and build procedural fluency from conceptual understanding.

As of school year 2025-26, Excellence Community Schools now serves as the charter management organization for the school.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State Mathematics Exam Number of Students Tested and Not Tested									
Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	63	-	-	-	-	-	-	-	63
4	53	-	-	-	-	-	-	-	53
5	23	-	-	-	-	-	-	-	23
6	69	-	2	-	-	-	-	-	71
7	51	-	2	-	-	-	-	-	53
8	58	7	-	-	-	-	-	58	65
All	317	7	4	-	-	-	-	58	328

Performance on 2024-25 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year						
Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	63	29	46.03%	31	21	67.74%
4	53	24	45.28%	31	16	51.61%
5	23	6	26.09%	-	-	-
6	69	21	30.43%	-	-	-
7	51	26	50.98%	-	-	-
8	58	7	12.07%	-	-	-
All	317	113	35.65%	62	37	59.68%

Additionally, 38% of the Girls Prep Bronx II students who took a Regents exam in mathematics achieved proficiency.

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 mathematics MIP for all students of **119.4**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2024-25 Performance Index (PI)

Number in Cohort	Number of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
317	99	105	95	18

$$PI = 0 * 31.23 + 1 * 33.12 + 2 * 29.97 + 2.5 * 5.68 = 107.26$$

Math Measure 3 - 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 all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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.

2024-25 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	67.74%	31	46.1%	2562
4	51.61%	31	45.4%	2680
5	-	-	42.3%	2745
6	-	-	33.8%	2769
7	-	-	42.8%	2821
8	-	-	38.8%	2283
All	59.68%	62	41.5%	15860

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Math Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁶

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	100.0%	462.0	442.8	1.41
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	100.0%	462.0	442.8	1.41

Math Measure 5 - 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 target of 50.

⁶ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.⁷

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 2023-24 and also have a state exam score in 2022-23 including students who were retained in the same grade. Students with the same 2022-23 scores are ranked by their 2023-24 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 meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

The school does not have data available to assess this measure, due to the previous enrollment configuration. In 2023-24 the school served K-3, and the previous year third grade students were in second grade.

2023-24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	N/A	50.0
5	N/A	50.0
6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All	N/A	50.0

SUMMARY OF THE MATHEMATICS GOAL

Girls Prep Bronx II met two of four applicable measures. The school did not meet either absolute measure but did meet both comparative measures. The growth measure is not applicable due to the school's previous grade configuration.

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.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	No

⁷ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 school district of comparison.	Yes
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
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 target of 50.	N/A

EVALUATION OF THE MATHEMATICS GOAL

Girls Prep Bronx II met two mathematics measures, and did not meet two, with the fifth measure not applicable as noted below.

Measure 1 – Absolute: Overall, 59.68% of students enrolled in at least their second year were proficient on the New York State math exam, short of the 75% attainment expectation.

Measure 2 – Absolute: The school's performance index was 107.26, which did not meet the achievement measure target of 119.4.

Measure 3 – Comparative: Girls Prep Bronx II students enrolled in at least their second year outperformed their district counterparts in third and fourth grade. The overall proficiency rate for these continuously enrolled students was 59.68%, compared to 41.5% within the school district of comparison.

Measure 4 – Comparative: The school's overall effect size for the school was 1.41, which exceeded the .3 target.

Measure 5 – Growth: The school does not have data available to assess this measure, due to the previous enrollment configuration. In 2023-24 the school served K-3, growing to K-8 in the following year.

ADDITIONAL CONTEXT AND EVIDENCE

Girls Prep Bronx II met two of four applicable mathematics measures during the 2024–25 school year, with the growth measure not applicable due to the school's previous grade configuration. While we are encouraged by our strong comparative results, we acknowledge that the school did not yet meet the absolute proficiency target or the performance index expectation in mathematics.

Several factors contributed to these results:

- **Reconfiguration and Expansion:** The 2024–25 reconfiguration to a K–8 structure required rapid growth across grades, staffing, and curricular alignment. Many students entered Girls Prep

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Bronx II in upper elementary grades with significant gaps in foundational math skills, impacting overall proficiency rates.

- **Performance Index Shortfall:** While nearly 60% of continuously enrolled students demonstrated proficiency, a notable group of students performed just below proficiency thresholds. This contributed to the school's inability to meet the performance index measure despite strong comparative results.
- **Baseline Skill Gaps:** Students new to the school often arrived with unfinished learning in early numeracy and problem solving, particularly in multi-step word problems and conceptual understanding. Addressing these gaps requires sustained intervention.

Continuously enrolled students outperformed their district peers by more than 18 percentage points (59.68% vs. 41.5%). Additionally, the effect size of 1.41 greatly exceeded the .3 target, reflecting significant academic gains relative to peers.

To strengthen mathematics outcomes, Girls Prep Bronx II will take the following actions:

- **Targeted Math Intervention:** Daily intervention blocks provide small group support for students performing below grade level, with a focus on fluency, number sense, and application of mathematical reasoning.
- **Saturday Academy (Grades 3–8):** Students identified as needing additional support in mathematics are encouraged to attend Saturday Academy, which offers extended learning time and targeted practice with problem solving and computation.
- **Data-Driven Instruction:** Teachers analyze internal assessment data including unit assessments and quizzes to identify trends and reteach critical skills. These frequent data cycles ensure that instructional adjustments are timely and responsive.
- **Professional Development:** Teachers receive coaching and PD on math discourse, problem-solving strategies, and the use of concrete-representational-abstract (CRA) models to strengthen conceptual understanding.

MATHEMATICS ACTION PLAN

As of school year 2025-26, Excellence Community Schools is the new CMO for Public Prep Academies, and Girls Prep Bronx II is transitioning to using the Excellence Model. Consistent with the mission and the Excellence Model, the school will educate scholars with a lens towards the maintenance of equity, ensuring all children have equitable access to high-quality instruction. The school will provide academic intervention for scholars who did not achieve their academic goals and will implement proven resources and strategies that have historically been successful for students in the Bronx. Staff received two weeks of intensive professional development prior to the start of the 2025-26 school year to support this transition and are provided ongoing professional learning and support throughout the year.

The Excellence Model uses Next Generation math standards and Eureka Squared sequences mathematical progressions into modules. The curriculum aligns well with the school's approach to learning and provides a foundation of knowledge, skills, and competencies upon which to build as

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

students advance in content and grade level. This curricular approach allows students to engage with exciting, intriguing, and animated content that provides enhanced opportunities to explore, expand upon, and broaden the depth of mathematical discourse, real-world connections, reasoning, critical thinking, and problem solving. This includes computational, procedural, and conceptual knowledge that supports and builds success in mathematics with authentic problem solving. The program centers on teaching with a concrete-pictorial-abstract learning progression through real-world, hands-on experiences. It encourages students to use various mental strategies to solve problems and focus on finding solutions. It builds conceptual understanding rather than rote memorization, with an emphasis on critical thinking and problem solving and focuses on deep knowledge building to understand mathematics conceptually.

Based on classroom data, teachers provide scaffolded small groups and individualized targeted instruction as students practice work independently. This way, interventions are provided in real time, particularly for scholars who are not immediately mastering content. The program also allows differentiation with advanced sections and groups created to enrich the math experience for scholars who are accelerated. While scholars are expected to master both content and mathematical processes appropriate for their age and grade, our goal is to support scholars so they can complete Algebra by the end of eighth grade.

GOAL 3: SCIENCE

Students will become proficient in all grade level science expectations.

BACKGROUND

The science curriculum at Girls Prep Bronx II was designed to provide a solid foundation for students in the essential understandings of elementary and middle science as outlined in the New York State standards. The curriculum historically aimed to provide students with a solid foundation in discovery-based science to ensure that they can excel in middle and high school science classes. As with ELA and math, the transition to Excellence Community Schools as the CMO for Public Prep brings changes to the science program for the 2025-26 school year.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2025. The table below summarizes the performance of students enrolled for at least two years.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	N/A	N/A	N/A
8	N/A	N/A	N/A
All	N/A	N/A	N/A

Girls Prep Bronx II served K-3 in 2023-24, therefore no continuously enrolled students tested in science in 2024-25.

Science Measure 2 - Comparative

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 school district of comparison.

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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 school district of comparison.

2024-25 State Science Exam

Charter School and District Performance by Grade Level

	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	N/A	N/A	N/A	3299	632	21.0
8	N/A	N/A	N/A	3336	511	15.0
All	N/A	N/A	N/A	6635	1143	15.0

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Both science measures are based on results for continuously enrolled students, and given the school's past grade configuration, data are not available for the 2024-25 school 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.	N/A
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that	N/A

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	of all students in the same tested grades in the school district of comparison.	
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EVALUATION OF THE SCIENCE GOAL

The two measures for science were not applicable for the school in 2024-25.

Performance on a Regents Science Exam Of 8th Grade All Students

Grade	Year	Regents Exam	Number Tested	Percent Passing with a 65
8	2022-23	N/A	N/A	N/A
8	2023-24	N/A	N/A	N/A
8	2024-25	Living Environment	55	38.18%

ACTION PLAN

With the transition to the Excellence Model, the school is now implementing a science curriculum based on the New York State P-12 Science Learning Standards (NYSP-12SLS) and focuses on three dimensions of learning – Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. Under the guidance of the standards, the science program takes an inquiry-based approach to learning. It provides students with opportunities to build connections that link science to technology and societal impacts and provides the skills and knowledge our students need to become scientifically literate citizens of the 21st century. This approach reflects the Excellence Model’s commitment to inspire conscientious, inquisitive, knowledgeable, and lifelong scholars. Students practice solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and developing positive science attitudes. Instruction is differentiated for all learning styles and incorporates several methods of instructional delivery and assessment. Teachers were provided professional development at the start of the 2025-26 school year to provide support for the transition and are provided ongoing professional learning and support throughout the year.

GOAL 4: ESSA

ESSA Measure 1

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2022-23	Local Support and Improvement (Good Standing)
2023-24	Local Support and Improvement (Good Standing)
2024-25	Local Support and Improvement (Good Standing)

ADDITIONAL CONTEXT AND EVIDENCE

Girls Prep Bronx II has remained in good standing and has met this goal each year of reporting.



Certificate of Occupancy

CO Number: 2129721-0000005

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

A.	Borough: BRONX	Block Number: 3309	Full Building Certificate Type: Temporary Date Issued: 05/29/2025
	Address: 263 EAST 203 STREET	Lot Number(s): 99	
	Building Identification	Additional Lot Number(s):	
	Number(BIN): 2129721	Application Type: New Building	
This building is subject to this Building Code: 2014			
This Certificate of Occupancy is associated with job# X00629381-I1			
B.	Construction Classification: I-B 2-Hour Protected (Non-Combustible)		
	Building Occupancy Group classification: E-Educational		
	Multiple Dwelling Law Classification: Not Applicable		
	No. of stories: 6	Height in feet: 77	No. of dwelling units: 0
C.	Fire Protection Equipment: Fire Alarm System, Sprinkler System, Standpipe System		
D.	Parking Spaces and Loading Berths:		
	Open Parking Spaces: 0		
	Enclosed Parking Spaces: 0		
	Total Loading Berths: Not available		
E.	This Certificate is issued with the following legal limitations:		
	Restrictive Declaration: None Zoning Exhibit: 2022011005544001, 2022011000554002		
	BSA Calendar Number(s): None CPC Calendar Number(s): None		
Borough Comments: Use Groups (UG) indicated by numerals 1 through 18 reflect Zoning Resolution Use Group Designations since 1961 but prior to June 6, 2024. UG in Roman numerals I-X reflect Zoning Resolution Use Group Designations on or after June 6, 2024, the effective date of the Zoning Text Amendment.			

Borough Commissioner

Commissioner



Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type	CO Expiration Date
Floor 1	E	381	40	3A		X00629381	Temporary	08/27/2025
Description of Use: Academies and schools Class rooms						Exceptions:		
Floor 1	A-3	539	OG	3B		X00629381	Temporary	08/27/2025
Description of Use: Community/Exhibition/Lecture Hall Lobby						Exceptions:		
Floor 1	E	N/A	OG	3A		X00629381	Temporary	08/27/2025
Description of Use: Academies and schools Principals' offices, nurse's office, main office, waiting room, faculty manager office						Exceptions:		
Floor 1	A-3	383	OG	3B		X00629381	Temporary	08/27/2025
Description of Use: Cafeteria - school up to grade 12 EDU Cafetorium and kitchen						Exceptions:		
Floor 1	S-2	N/A	OG	3B		X00629381	Temporary	08/27/2025
Description of Use: Storage of non combustible Materials Bicycle storage, kitchen storage, school storage, and janitor storage rooms						Exceptions:		
Floor 1	A-3	198	100	3B		X00629381	Temporary	08/27/2025
Description of Use: Recreation PUBLIC PREP PLAYGROUND						Exceptions:		



Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type	CO Expiration Date
Floor 2	E	389	100	3A		X00629381	Temporary	08/27/2025
Description of Use: Academies and schools CLASS ROOMS, TEACHING STAFF						Exceptions:		
Floor 2	A-5	262	100	3B		X00629381	Temporary	08/27/2025
Description of Use: Outdoor Sports Facility PUBLIC PREP PLAY ROOF						Exceptions:		
Floor 3	E	468	40	3A		X00629381	Temporary	08/27/2025
Description of Use: Academies and schools Class rooms						Exceptions:		
Floor 4	E	456	40	3A		X00629381	Temporary	08/27/2025
Description of Use: Academies and schools Class rooms						Exceptions:		
Floor 5	A-3	655	40	3B		X00629381	Temporary	08/27/2025
Description of Use: Health Club/ Gym/ Fitness Center Gym						Exceptions:		
Floor 5	E	271	40	3A		X00629381	Temporary	08/27/2025
Description of Use: Academies and schools Class rooms						Exceptions:		



Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type	CO Expiration Date
Floor 6	E	271	40	3A		X00629381	Temporary	08/27/2025
Description of Use: Academies and schools Class rooms						Exceptions:		
Roof	F-2	N/A	40	3B		X00629381	Temporary	08/27/2025
Description of Use: Mechanical and/or electrical equipment rooms Stair and elevator bulkhead						Exceptions:		

CofO Comments: THESE PREMISES HAVE BEEN DECLARED TO BE SUBJECT TO THE PROVISIONS OF SECTION 12-10 ZONING RESOLUTIONS AS TO ZONING LOTOWNERSHIP AS FILED WITH CITY REGISTER OFFICE CRFN: 2022011000554001 & 2022011000554002

Borough Commissioner

Commissioner